Dominican College is an independent, 4-year college for men and women that offers graduate programs. Documentation of accreditation from the Middle States Commission on Higher Education and the Board of Regents of the University of The State of New York is available in the Office of the President. Dominican College does not discriminate against applicants or students on the basis of race, color, age, sex, creed, national origin, or physical limitation.

Note: The programs, requirements, tuition and fees set forth in this catalog are necessarily subject to change without notice at any time.
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# Academic Calendars

## Academic Calendar 2020-2021

### FALL TERM 2020
- **Aug 24 (Mon)**: Accelerated BSN (ABSN) Fall Trimester begins
- **Aug. 24-25 (Mon-Tues)**: Fall Semester Advisement/Testing/Registration
- **Aug. 26 (Wed)**: COLLEGE CONFERENCE/Division Meetings
- **Aug. 27 (Thurs)**: FACULTY CONFERENCE
- **Aug. 28-29 (Fri-Sat)**: Freshman Orientation (Day/Evening Students)
- **Aug. 29 (Sat)**: Freshman Convocation (Day/Evening Students)
- **Aug. 29 (Sat)**: Graduate Education Quarter I/VI begins
- **Aug. 31 (Mon)**: Fall Semester begins/Graduate Nursing Fall Semester Begins
- **Aug. 31-Sept. 3 (Mon-Thu)**: Dominican College Online/RN-to-BSN/MBA/MSOLC Session I begins
- **Sept. 1 (Tues)**: Labor Day—**COLLEGE CLOSED**
- **Sept. 7 (Mon)**: OT, PT, and Undergraduate Weekend Fall Trimesters begin
- **Sept. 11 (Fri)**: Weekend ABSN (WABSN) Fall Trimester begins
- **Nov. 3 (Tues)**: Election Day—**CLASSES SUSPENDED**
- **Nov. 7 (Sat)**: Graduate Education Quarter II/VI begins
- **Nov. 10 (Tues)**: Last day for withdrawal from Fall Semester classes
- **Nov. 16 (Mon.)**: HONORS CONVOCATION
- **Nov. 20 (Fri)**: Last day for January graduates to file a "Candidate for Degree" form
- **Nov. 25-Nov. 29 (Wed-Sun)**: Thanksgiving Recess—**COLLEGE CLOSED**
- **Dec. 14-18 (Mon-Fri)**: Final examination week, Fall semester

### WINTERSESSION 2021
- **Jan. 4-Jan. 25 (Mon-Mon)**: Winter Session Classes

### SPRING TERM 2021
- **Jan. 5 (Tues)**: Dominican College Online/RN-to-BSN/MBA/MSOLC Session III begins
- **Jan. 7 (Thurs)**: Accelerated BSN (ABSN) Spring Trimester begins
- **Jan. 8 (Fri)**: OT, PT and Undergraduate Weekend Spring Trimesters begin
- **Jan. 9 (Sat)**: Weekend ABSN (WABSN) Spring Trimester Begins
- **Jan. 18 (Mon)**: Martin Luther King Day—**COLLEGE CLOSED**
- **Jan. 20 (Wed)**: Spring Semester Registration
- **Jan. 23 (Sat)**: Graduate Education Quarter III/VII begins
- **Jan. 25 (Mon)**: COLLEGE CONFERENCE
- **Jan. 26 (Tues)**: Residence Halls Open for Returning Students
- **Jan. 27 (Wed)**: Spring Semester begins/Graduate Nursing Spring Semester begins
- **Jan. 27, 28, Feb. 1, 2 (Wed-Thu, Mon-Tues)**: Last day for May/August graduates to file a "Candidate for Degree" form
- **Feb. 5 (Fri)**: Last Registration & Drop/Add for Spring Semester
- **Mar. 2 (Tues)**: Dominican College Online/RN-to-BSN/MBA/MSOLC Session IV begins
- **Mar. 31 (Wed)**: Classes follow Monday schedule
- **Apr. 1-Apr. 5 (Thurs-Mon)**: **RELIGIOUS HOLIDAYS—COLLEGE CLOSED**
- **Apr. 9 (Fri)**: Last day for withdrawal from Spring Semester classes
- **May 10-14 (Mon-Fri)**: Final examination week, Spring Semester
COMMENCEMENT WEEK 2021
May 17-21 (Mon-Fri) Pre-Commencement Activities
May 19 (Wed) Service Recognition Ceremony
May 20 (Thurs) Graduate Program Hooding Ceremonies
May 22 (Sat) Graduation Mass and Baccalaureate Awards Ceremony
May 23 (Sun) Commencement

SUMMER TERM 2021
Apr. 10 (Sat) Graduate Education Quarter IV begins
May 4 (Tues) Dominican College Online/RN-to-BSN/MBA/MSOLC Session V begins
May 7 (Fri) OT, PT and Undergraduate Weekend Summer Trimesters begin
May 8 (Sat) Weekend ABSN (WABSN) Summer Trimester begins
May 31 (Mon) Memorial Day—COLLEGE CLOSED
June 1 (Tues) ABSN Academic Year Begins
June 2-June 17 (Wed-Thu) Graduate Nursing Programs Summer Semester begins
June 21-July 2 (Mon-Thurs) Day/Evening Summer Session I
June 22-July 29 (Tues-Thurs) Day/Evening Summer Session II
June 29 (Tues) Independence Day Weekend—COLLEGE CLOSED
July 3-July 5 (Sat-Mon) Day/Evening Summer Session III

Alternative Undergraduate Delivery Systems and Graduate Programs, 2020-2021

ACCELERATED B.S.N., 2020-2021:

Summer Trimester I: May 26, 2020 – August 14, 2020
Fall Trimester II: August 24, 2020 – December 18, 2020
Spring Trimester III: January 7, 2021 – April 30, 2021

WEEKEND ACCELERATED B.S.N., 2020-2021:

Fall 2020 Trimester | Spring 2021 Trimester | Summer 2021 Trimester
--- | --- | ---
Sept. 12, 13 | Jan. 9, 10 | May 8, 9
Sept. 19, 20 | Jan. 23, 24 | May 15, 16
Sept. 26, 27 | Jan. 30, 31 | May 22, 23
Oct. 3, 4 | Feb. 6, 7 | June 5, 6
Oct. 17, 18 | Feb. 20, 21 | June 12, 13
Oct. 24, 25 | Feb. 27, 28 | June 19, 20
Oct. 31, Nov. 1 | Mar. 6, 7 | June 26, 27
Nov. 7, 8 | Mar. 13, 14 | July 10, 11
Nov. 14, 15 | Mar. 20, 21 | July 17, 18
Nov. 21, 22 | Mar. 27, 28 | July 24, 25
Dec. 5, 6 | Apr. 10, 11 | July 31, Aug. 1
Dec. 12, 13 | Apr. 17, 18 | Aug. 7, 8
**UNDERGRADUATE WEEKEND COURSES, 2020-2021:**

<table>
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<tr>
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<tr>
<td>1</td>
<td>September 11 - 13</td>
<td>January 8 - 10</td>
<td>May 7 – 9</td>
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<td>2</td>
<td>October 2 – 4</td>
<td>January 29 – 31</td>
<td>June 4 – 6</td>
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<td>3</td>
<td>October 16 - 18</td>
<td>February 12 - 14</td>
<td>June 18 – 20</td>
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<td>4</td>
<td>November 6 - 8</td>
<td>March 5 – 7</td>
<td>July 9 – 11</td>
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<td>November 20 - 22</td>
<td>March 26 – 28</td>
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<td>December 11 - 13</td>
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<td><strong>Alternate Makeup</strong></td>
<td>December 18 – 20</td>
<td><strong>April 23 – 25</strong></td>
<td><strong>August 13 – 15</strong></td>
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**DOMINICAN COLLEGE ONLINE / RN-to-BSN / MBA / MSOLC, 2020-2021:**

**Session I:**
Sept. 1-Oct. 22, 2020

**Session II:**
Oct. 27-Dec. 17, 2020

**Session III:**
Jan. 5-Feb. 25, 2021

**Session IV:**
Mar. 2-Apr. 22, 2021

**Session V:**
May 4-June 24, 2021

**Session VI:**
June 29-Aug. 19, 2021 (except RN-to-BSN)

**GRADUATE NURSING, 2020-2021:**

<table>
<thead>
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<td>August 31 (Monday) Semester Begins</td>
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<tr>
<td>1</td>
<td>September 11 - 13</td>
<td>January 8 - 10</td>
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<td>October 2 – 4</td>
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<td>February 12 - 14</td>
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<td>May 14 - 16</td>
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<td>Oct. 31, Nov. 1</td>
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Dominican College: An Overview

Dominican College is an independent, four-year and master’s-level liberal arts college for men and women, chartered by the Board of Regents of the University of the State of New York and is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104, (267-284-5000), www.msche.org. The MSCHE is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation (CHEA).

Dominican College in Profile
1952 Chartered as Dominican Junior College
1959 Chartered as a 4-year liberal arts college
1967 First co-ed freshman class admitted
1972 Middle States Accreditation granted
1980 Weekend College started
1990 ACCEL (Accelerated Evening Program) started
1994 Chartered to offer Master of Science in Education degree
1996 Chartered to offer Master of Science degree
2004 Chartered to offer Doctor of Physical Therapy degree
2007 Chartered to offer Master of Business Administration degree
2014 Chartered to offer Doctor of Nursing Practice degree
2019 Degrees awarded to 588 graduating students:
  Doctor of Physical Therapy - 109
  Doctor of Nursing Practice - 10
  Master of Business Administration - 10
  Master of Science in Education - 24
  Master of Science in Nursing - 36
  Bachelor of Science/Master of Science in Occupational Therapy - 31
  Bachelor of Arts - 155
  Bachelor of Science in Accounting - 11
  Bachelor of Science in Athletic Training - 15
  Bachelor of Science in Biology - 10
  Bachelor of Science in Business Administration - 28
  Bachelor of Science in Education - 3
  Bachelor of Science in Nursing - 103
  Bachelor of Social Work - 10
  Associate in Arts - 2

Academic Programs Currently Registered by the New York State Education Department:


M.S. in Organizational Leadership & Communication

Professional and Pre-professional Programs in

Athletic Training:  C.A.A.T.E.*

Business:  I.A.C.B.E. accredited programs in Accounting, Business Management, Computer Information Systems, Marketing, MBA Program

Nursing:  C.C.N.E. accredited upper-division and four-year traditional program; C.C.N.E. accredited advanced practice Master’s program (Family Nurse Practitioner), Doctor of Nursing Practice (DNP)

Occupational Therapy:  A.C.O.T.E. accredited entry-level Master’s program (B.S./M.S.; M.S.)

Physical Therapy:  C.A.P.T.E. accredited Doctoral program

Social Work:  C.S.W.E. accredited B.S.W. program

Teacher Education:  C.A.E.P. accredited certification programs in Early Childhood/Childhood Education, Childhood Education; Adolescence Education; Childhood Education/Students with Disabilities; Adolescence Education/Students with Disabilities

Graduate Teacher Education:  C.A.E.P. accredited certification programs in Childhood Education; Teacher of Students with Disabilities; Childhood Education/Students with Disabilities; Teacher of Students who are Blind or Visually Impaired; Adolescence Education; Adolescence Education/Students with Disabilities

*Dominican College is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). The program has been placed on Probation as of February 11, 2020 by CAATE, 2001 K Street NW, 3rd Floor North, Washington, DC 20006. The program has chosen to Voluntarily Withdraw its accreditation effective August 27, 2021. The program will remain on Probation until the Withdraw is effective and the program is closed.

** The undergraduate and graduate programs in Teacher Education are in transition from accreditation by C.A.E.P. to accreditation by the Association for Advancing Quality in Educator Preparation (AAQEP).

Certificate Programs in: Computer Information Systems; Computer Programming; Personal Computers; Health Care Management (graduate level)

Faculty:  Fall 2019: 76 Full Time / 135 Part Time

Enrollment:
Fall 2019: 1,469 Full Time / 399 Part Time 1,868 Total Enrollment

Student/Faculty Ratio:  15:1 Undergraduate
15:1 Graduate

Library:  74,492 print books; 192,415 e-books; 609 print periodical titles; 111,687 e-journals; 82 databases
Mission

The aim of Dominican College is to promote educational excellence, leadership, and service in an environment characterized by respect for the individual and concern for the community and its needs. Founded by the Dominican Sisters of Blauvelt, the College is an independent institution of higher learning, Catholic in origin and heritage. In the Dominican tradition, it fosters the active, shared pursuit of truth and embodies an ideal of education rooted in the values of reflective understanding and compassionate involvement.

Committed to building its programs upon a strong foundation in the liberal arts and sciences, the College maintains a student-centered climate and serves a diverse community of students in undergraduate and graduate programs. The College empowers this community of learners to excel, lead and serve with integrity and to engage responsibly in the pursuit of a more just, ethical and sustainable world.

Dominican College is dedicated to the principle that its educational programs and services must be both challenging and supportive, distinguished both by high standards and by attention to the needs and potential of the individual student. Affirmed and engaged by these standards and values, graduates are prepared for purposeful lives and for the careers and professions they choose to pursue.

Our History

The College was founded in 1952 by the Dominican Sisters of Blauvelt as a three-year liberal arts college in the Catholic tradition, offering a teacher preparation program for religious women. In 1957 the College was opened to lay students, the first four of whom began classes in September.

The rapid expansion of the College and a desire to contribute to the educational and cultural growth of Rockland County encouraged the Board of Trustees to petition the Regents in 1959 for authorization to offer a four-year program leading to the Bachelor of Arts and the Bachelor of Science in Education. In that year also, programs in English and History were added to the curriculum.

An absolute charter was granted to the College by the Regents in 1966. In the same year Dominican entered the field of special education with the introduction of a program preparing students for New York State certification as teachers of the visually impaired. The following year French and Spanish were added to the curriculum, and the day session became coeducational, joining the evening and summer sessions which had always been so.

New programs were developed as the needs of a growing student body were identified. The Human Services program (1970), cooperatively sponsored with Rockland Community College, prepared students for careers in the field of social welfare and led to a Bachelor of Professional Studies degree. In that year also the College added a Psychology major and a secondary education certification program to the curriculum.

The Business Administration program was inaugurated in 1971, as was a second area in special education to prepare teachers of students with disabilities. In 1974 a major in Social Sciences and the baccalaureate degree Nursing program were added. The upper-level Nursing program provides the opportunity for registered nurses to earn the Bachelor of Science degree in Nursing. The program in Social Work (1976), leading to a Bachelor of Science degree, prepares students to qualify as general practitioners of social work and also provides the foundation for advancement in graduate work. In 1979 the College introduced a program to prepare rehabilitation teachers of the blind and a certificate program for community residence personnel.

In response to changing work needs and shifts in enrollment patterns, the College discontinued its degree programs in French and Human Services as of the 1978-79 academic year.

In 1981 the Board of Regents granted authorization for Dominican to offer the four-year baccalaureate degree program in Nursing in addition to its upper-level program. This enabled students with no prior background in nursing to be admitted to the program as freshmen.

Dominican's program in Computer Information Systems was added to the Business Administration curriculum in 1982, and in 1984 the College introduced new degree programs in Occupational Therapy and in Humanities. The College expanded in 1987 to include a Bachelor's degree in Mathematics, followed in 1995 by a Bachelor of Arts program in Biology, in 1997 by a Bachelor of Science program in Athletic Training, and in 1996/98 by dual-certification programs in Teacher Education.

In 1994 the College’s charter was amended by the Board of Regents to provide for an offering at the graduate level, a Weekend program in special education leading to the master’s degree for Teachers of Students with Multiple Needs. In 1996, a Bachelor of Science/Master of Science in Occupational Therapy was added. These graduate-level offerings were soon followed by an array of other Master’s degree programs: Physical Therapy, in 1998; Nursing (Family Nurse Practitioner), in 1999; and Teachers of the Visually Impaired in 2000. In 2002, the original Multiple Needs program was replaced by a more inclusive M.S.Ed. program for Teachers of Students with Disabilities. In 2004, the College’s charter was further amended to authorize the offering of a Physical Therapy program at the doctoral level. In 2007, graduate programs in Childhood Education and Business Administration were introduced, as was an undergraduate program in Criminal Justice. In 2009, Master’s programs in Educational Media/Technology and undergraduate program in Communication Studies were approved. The Bachelor of Science program in Biology was added in 2011 and the M.S.Ed. in Adolescence Education and Adolescence Education/Students with Disabilities program in 2012. In 2014, the College received approval to offer Doctor of Nursing Practice. In 2018, the undergraduate program in Health Sciences was approved. In 2019, two online programs, RN to BSN and M.S. in Organizational Leadership & Communication were approved.

The College is authorized to offer the following degrees: Doctor of Physical Therapy, Doctor of Nursing Practice, Master of Business Administration, Master of Science, Master of Science in Education, Bachelor of Arts, Bachelor of Science, Bachelor of Science in Education, Bachelor of Science in Nursing, Bachelor of Social Work, and the Associate in Arts.

The Palisades Institute was created in October, 1990, as part of Dominican College of Blauvelt, to serve for-profit, not-for-profit, and governmental organizations in metropolitan New York, especially
those located in Rockland and Orange Counties in New York, and Bergen and Passaic Counties in New Jersey. It also participates in activities for Dominican College students.

**Educational Goals and Academic Learning Objectives**

**Educational Goals:** Reflective of its mission and informed by its heritage, Dominican College has as its primary educational goals for every student:

- **Educate the Mind** – acquire knowledge, skills, and understanding through reasoned study and discourse.
- **Develop the Self** – reflectively understand one’s identity, origins, heritage, and values while igniting the spirit.
- **Serve the Community** – engage as civically minded, compassionate leaders, making a positive impact in the community.
- **Inspire Change** – promote a just, ethical, and sustainable world informed by respect for the diversity and interdependence of its inhabitants.

While Dominican’s Educational Goals inform the policies, procedures, and practices of every aspect of the College, Academic Learning Objectives serve as a bridge between the College’s Mission and Educational Goals on the one side and its courses and curricula on the other.

**College-Wide Academic Learning Objectives**

Graduates of Dominican College have acquired depth of knowledge in their chosen fields of study and will …

- discover and utilize information through responsible use of appropriate technologies.
- consider diverse perspectives, beliefs, and values in relation to their own cultural frameworks.
- analyze, synthesize, and evaluate ideas and information to formulate meaningful conclusions.
- evaluate the ethical implications of their actions.
- express and exchange ideas effectively through various modes of communication.
- demonstrate social responsibility in service of the common good.

**Setting**

Dominican College is located in Rockland County, seventeen miles north of New York City and approximately three miles north of Bergen County, New Jersey. This convenient suburban location offers easy access to the outstanding cultural and educational resources of New York City.

**Fifteen buildings make up the present facilities of the College:**

- **Casey Hall**, a classroom building, houses the offices of the Academic Dean and the offices for Divisional Faculty in the various disciplines of Arts and Sciences, Business Administration, Social Sciences, and Teacher Education. Computer laboratories, the DC Online Office, Offices of New Student and Transition Center, Student Activities and Campus Ministry as well as Facilities and Maintenance, Information Technology, Purchasing, Public Safety and Security, Payroll, and Accounts Payable offices are located here. The main mailroom of the college is located on the first floor.

**Cooke Hall** is the Administration Building. Offices of the President, Chancellor, Chief Fiscal Officer, Controller, and Vice President for Enrollment Management are located in this facility, together with the Bursar’s, Financial Aid, Human Resources, Registrar, and Institutional Research offices.

**DePorres House** is located on Western Highway in Orangeburg. Offices of the Director of Admissions and staff are housed here.

**Doyle House** is located on Convent Road. It houses Admissions personnel for graduate, transfer, adult, and online student admissions.

**Forkel Hall** contains classrooms, a Biology lab, a Chemistry lab, a student publications room, the Counseling and Education & Prevention offices, and offices for some of the coaches.

**Granito Center** is the College’s main dining facility, also includes the student bookstore, campus health services, and conference/communication areas.

**Guzman Hall** is the College’s newest residence hall, completed in August 2007, with four-bedroom, two-bath suites and two-bedroom, one-bath suites. The building has study lounges on each floor, a multi-use room, a workout room and a conference/meeting room.

**Hennessy Center for Student Life** is built in 1994 and expanded in 2017. It is a 35,000 square-foot facility and has two gymnasia, a suspended track, a 5,000 square-foot fitness center, and a training room. In addition, it also has a recruiting conference room, the athletic department offices, a suite of coaches’ offices, and a multi-purpose room for student activities.

**Hertel Hall** is a residence hall with computer-equipped study lounges and accommodations for 290 students.

**Rosary Hall** is a residence hall with accommodations for 165 students. The first floor is home to Student Development offices including Office of the Vice President, Office of the Associate Dean, Residence Life, Career Development, and Special Services. The Academic Success Center is also located in the building.

**Siena House** is located on Western Highway. It houses the offices of the Vice President for Institutional Advancement (Alumni Relations, Fundraising, and Special Events).

**The Prusmack Center for Health and Science Education** is a classroom building that also houses offices of the faculty in the Allied Health Division, Nursing Division, the Science and Mathematics programs of the Arts and Sciences Division and the MBA program. It contains special program-related laboratories, a large lecture hall, and two computer facilities.

**503 Western Highway House**, purchased in 2013.

**Veritas House** is located on the Western Highway. It houses the offices of Marketing and Communications.

**The Sullivan Library** is located in Rosary Hall.

During Fall and Spring terms, the Library and Learning Commons are open:

- Mon.–Thurs. 8:00 am – 12:00 am
- Fri. 8:00 am – 7:00 pm
- Sat. 12:00 pm – 7:00 pm
- Sun. 12:00 pm – 10:00 pm
Academic Year
The College functions year-round and offers its courses and services to those who wish to pursue college-level or graduate study on a full- or part-time basis. The College year includes Fall and Spring semesters of 15 weeks each, an interim Winter session, a variety of summer sessions, continuous-eight-week sessions of accelerated online terms, and four undergraduate weekend sessions, primarily offering prerequisite courses for the College’s undergraduate and graduate professional programs. The graduate programs in Teacher Education, Occupational Therapy, and Physical Therapy meet on weekends; the graduate Nursing program follows the semester system, and the Master’s program in Business Administration is offered on an accelerated schedule.

Day Sessions
Courses are offered Monday through Friday on a variety of schedules, with most of the 3-credit courses meeting either two days per week or for a double period one day per week. Courses requiring laboratory clinical studies meet more frequently.

Evening Sessions
A variety of courses is offered on Monday through Thursday evenings primarily for the convenience of students pursuing an undergraduate degree or looking to fulfill prerequisite requirements for one of the College’s professional programs. Each course meets for two and a half hours, one evening per week for a period of 15 weeks. Day session and Dominican Online students may enroll in evening courses if their schedules permit.

An Upper Division Nursing program is also available to registered nurses in a Weekday/Evening accelerated option. A graduate Master of Science in Family Nurse Practitioner (M.S.) and a post-master’s Doctor of Nursing Practice (DNP) are also offered in the evening.

DC Online
Designed with the needs of the working adult in mind, DC Online offers students the opportunity to pursue their degrees or take prerequisite and other courses while maintaining family responsibilities and other pursuits. DC Online provides students with highly individualized and personal counseling throughout their college experience. This one-to-one academic counseling assures that each student obtains accurate information about transfer credit, credit for learning that has been gained outside of formal educational settings, and about the challenge examination programs available.

DC Online offers an intensified course of study leading either to the Bachelor of Science or Arts degree in a variety of areas. Most courses meet in accelerated eight-week, asynchronous online sessions. A student may take up to three courses in each eight-week session and complete a maximum of 45 credits a year.

A low student-faculty ratio, plus a highly dedicated and motivated faculty, provides a cohesive and supportive environment in which to pursue educational goals from the comfort of one’s own home or other off-campus environment.

Online Programs Currently Available:
- Communication Studies
- Computer Information Systems (CIS)
- Criminal Justice
- Business Management
- Nursing (RN-to-BSN)
- Psychology
- Social Sciences (Psychology Concentration)
- Organizational Leadership & Communications (Master’s-level)

Wintersession
Scheduled during the month of January, the Wintersession provides an opportunity for students to take additional courses to accelerate their progress toward the degree or remedy deficiencies in their prior work. The offerings typically include a selection of regular courses which can be accommodated to an intensive pace of study as well as certain unique courses not available in the regular sessions.

Summer Session
Courses are scheduled during June and July. Each spring the College issues a listing of the forthcoming Summer session courses and provides descriptions of the courses on the College’s website: www.dc.edu. Students from other colleges are welcome to attend Summer Sessions. If they wish to have credits transferred to the institution in which they are enrolled, they should receive authorization from an appropriate official of that institution before registering for summer courses at Dominican College.

Graduate Weekend Sessions
Additionally, Graduate Degree Programs are available in the following areas on a weekend schedule:
- Adolescence Education (M.S. Ed.)
- Childhood Education (M.S. Ed.)
- Occupational Therapy (B.S./M.S.; M.S.)
- Physical Therapy (D.P.T.)
- Special Education (programs for Teachers of Students with Disabilities and for Teachers of Students Who are Blind or Visually Impaired)

Note: Certain programs may include requirements that must be met in other time frames; consult program advisors for details.

Continuing Education
In addition to its degree programs, the College also provides a variety of credit and non-credit offerings throughout the year, ranging from computer literacy and management workshops to personal development and enrichment courses.

Training programs, workshops, seminars, and conferences can be developed for on- or off-site presentation to meet specific needs identified by management of small businesses, corporations, health care facilities, governmental agencies, and other organizations. When appropriate, current College courses may be made available for this purpose, with or without college credit.

The Palisades Institute, created in 1990, conducts seminars and workshops tailored to individual organizations and industry groups, in addition to more general seminars. Consulting services are also available. Modern concepts and tools of customer-oriented quality and leadership through service are combined with an examination of values and ethics to help leaders arrive at more viable options and make better decisions.

Delivery of Instruction
The College provides enhancements to its delivery of instruction through on-campus "smart classroom" technologies, “Blackboard” (a comprehensive online learning management system), and a variable selection of "hybrid" and distance-education course offerings.
Student Life

Dominican College provides an enriching and supportive environment, designed to meet the needs and actualize the potential of each student. Dominican fosters close personal relationships between faculty and students through individual advisement processes and through college clubs, moderated by faculty.

The Office of Student Development is concerned with the student as a whole person and recognizes that temperament, emotional stability, interpersonal skills, value development, and physical and spiritual aspects of human development cannot be separated from the development of judgment, analytic and synthetic thinking, and accumulation of data. The Dean of Students serves as liaison between students and administration and coordinates all student programs. The Student Development areas include Athletics and Intramurals, Campus Ministry, Career Counseling, Placement & Internships, Housing, Counseling Services, the Student Health Services, Student Activities, and the operation of the Hennessy and Granito Centers.

Student Handbook
The Student Handbook provides essential information supplemental to that contained in the catalog regarding institutional governance and organization, student rights and freedoms, activities and other facets of campus life, including student life policies and regulations as well as administrative procedures and appeals.

Counseling
The College provides the opportunity for counseling services for individuals. Students may contact the Counseling Office in Forkel Hall or the Office of Student Development in Rosary Hall for appointments. The counselors are available at posted hours. Their services are confidential and free of charge.

Prevention and Education Services
Programs regarding drug and alcohol abuse are offered by the College on an on-going basis and are open to all members of the Dominican College community. Individual questions or concerns may be addressed to the Prevention and Education Coordinator in Forkel Hall.

Campus Ministry
It is the concern of the Office of Campus Ministry to provide the student with the means for spiritual and personal growth. Faculty and staff join students in the planning and celebration of liturgy, retreats, lectures, discussions, and other religious and social justice experiences. All students, regardless of belief system, are welcome in Campus Ministry activities. Students may be involved in one, two, or all of the Campus Ministry activities. The Campus Ministry Office is open daily, Monday – Friday, and other times by appointment. The Campus Ministers also serve as informal counselors for many students.

There is also a College Chaplain on our campus. Chaplains of different faiths may be contacted to offer religious services for students. The Campus Minister and College Chaplain also act as informal counselors to students of any faith.

Career Development
The Career Development Center, located in Rosary Hall, assists students in the total career development process. The office offers a comprehensive program that helps students to understand themselves, to understand the relationship between academic experiences, internship opportunities, and career choices and to assist in the transition from college to professional life. Services offered are:

- Career counseling and advisement
- Employment opportunities part and full-time
- Internship placements during the school year and in the summer
- FOCUS 2—a self-paced, online career and education planning inventory for use by college students which does self-assessment in: Work Interests, Values, Personality, Skills and Leisure Activities. This inventory can assist you in choosing a major, exploring career options and making an informed career decision.
  - Resume and cover letter assistance and job search support
  - Workshops on resume, interviewing, networking, and job search techniques
  - Interviewing skills development and videotaped mock interviews
  - On-campus recruiting
  - Annual Career Fairs in fall and spring semesters
  - Graduate School information

The Career Development Center is open for the use of part-time, full-time, evening, weekend and graduate students on a walk-in basis, on a set evening schedule and by appointment. Alumni are also served at no cost.

Student Government
The official representative of the student body is the Student Government. Its objectives are:

1. To act as the official representative of Dominican College students in all matters that relate to them as DC students in particular and college students in general;
2. To strive for mutual cooperation and understanding among students, faculty, and administration;
3. To approve charters and budgets submitted by clubs and organizations provided these charters comply with the guidelines as stated in the Student Government Constitution;
4. To help plan a cultural and social calendar that will meet the varied needs and desires of the College community; and
5. To aid in directing and coordinating social activities.

The Student Government Office in Casey Hall is open to all students.
The four class presidents and one representative elected from each class combine with the executive officers to make up the Student Government. Most members are elected in the spring. The freshman class elects its representatives in the fall semester.

Student Government meets regularly, and meetings for the Presidents of clubs and organizations are held monthly.

All students who run for office, either Student Government officer or class officer, must maintain a cumulative G.P.A. of 2.5 and be full-time students maintaining normal academic progress towards a degree.

Student Activities
All students are encouraged to join at least one of the several College clubs and organizations active on campus. The interactions and events provided complement the student’s academic course work and are an integral part of the college experience. A list of organizations is available in the Student Activities Office and the Student Development Office. A leadership training program is available for current and potential student leaders.

Athletics
The Department of Athletics sponsors an intercollegiate program under the supervision of the Director of Athletics. Dominican is a member of the Central Atlantic Collegiate Conference (CACC), an associate member of the East Coast Conference (ECC), a member of the East Coast Athletic Conference (ECAC), and is a member of the National Collegiate Athletic Association, Division II.

Any student who meets the academic and athletic entrance requirements, has the requisite health and skill, and maintains a 2.0 cumulative G.P.A. is eligible for the teams. All entering freshmen must receive eligibility clearance from the NCAA eligibility center before participating. Dominican athletics include men's and women's basketball, men's and women's soccer, men and women's cross country, men's and women's lacrosse, women's volleyball, men's baseball, women's softball, men and women's golf, men and women's tennis, and men and women's track and field. Intramural activities open to all students are available in selected sports.

Residence Facilities
Hertel Hall, with a capacity of 288 students, Rosary Hall, with a capacity of 165 students, and Guzmán Hall with a capacity of 200, accommodate both male and female students. A variety of living options are available, depending upon class standing and preference. The resident dining hall is located in the Granito Center, a few yards from Hertel Hall and across the street from Rosary Hall. Liturgy is celebrated each Sunday in the Rosary Hall chapel.

Some families in the area offer rooms and/or apartments for rent to students. A list of off-campus boarding facilities is available at the Office of Student Development. Beyond compiling and offering this list to students, the College assumes no further responsibilities in this area.

Hennessy Center
The Hennessy Center for Student Life is a major hub of student activity. It houses a 10,000 square-foot gymnasium, running track, fitness center, training and locker rooms, as well as facilities for meetings and conferences. The Center hosts intercollegiate athletic contests, open recreation, and student events; when time permits, it is also available for various community functions. There is no charge to students and faculty for the use of the facility. Regulations and procedures for usage are distributed and must be rigorously observed in order to keep the facility in good order. Hours are posted at the front desk and distributed throughout the campus.

Cafeterias
The Granito Center, located next to the Hennessy Center, is open Monday to Thursdays: 7:30 a.m. to 9:00 p.m. for breakfast, lunch, and dinner; Friday: 7:30 a.m. to 8:00 p.m. breakfast, lunch, and dinner; Saturday and Sunday: 10:30 a.m. to 6:30 p.m. for brunch and dinner for the resident and non-resident College community. A “Grab and Go” service is available Sunday thru Thursday until 11:00 p.m. A cafeteria in Casey Hall is open at appropriate hours when classes are in session. Both cafeterias are wirelessly equipped. During college announced snow days, Granito Center Hours of Operations are from 10:30 a.m. - 6:30 a.m. and are subject to change.

Student Health Center
A Student Health Center is located on the second floor of the Granito Center. The Center is staffed by nurse practitioners and others. Hours of operation are posted at the Center and around campus. Scheduled appointments are preferred when possible. Students are not charged for appointments and services except for certain medications, shots, or tests. Other users are charged on a fee-for-service basis.

Immunizations
By mandate of two New York State laws all students must provide proof of immunizations for Measles, Mumps, and Rubella and must submit a form to the College Health Center acknowledging having had an immunization for Meningitis or indicating that they are aware of the risks of not having such an immunization. New students can locate documentation of immunization at their former high school, college, and/or health care provider. This documentation must be submitted to the College Health Center within thirty days of enrollment. Failure to do so will result in the revoking of the privilege of attending classes (again by New York State mandate). Meningitis Vaccine is required for all Athletes and Resident students. Students will at no time be permitted to live in the residence halls or participate on athletic teams without proof of immunization. The College Health Center provides most immunizations to students at a nominal cost.

Computer Facilities
Open student computer labs are located in Casey 101, Prusmack 216 and the Library. Open labs are also located in the Rosary and Hertel Residence Halls.

The Library offers an online catalog and circulation system, and provides access to online databases and electronic resources. These services are available on-campus and off-campus from any computer or mobile device. A DC username and password are required to remotely access the databases and electronic resources.

The Residence Halls (Hertel, Rosary, and Guzmán) have network connections in each room. Students are not required to have their own personal computer but it is highly recommended that they do. Resident students who wish to connect their own personal computer to the network must have a Mac or a Windows based PC with an RJ45 Ethernet network interface card (NIC) no special software is required. It is the student’s responsibility to maintain a current antivirus program on his computer.

It is against Dominican College Policy to use the Internet to violate copyright laws. Violators will forfeit Internet access and may be subject to legal action by copyright owners or their agents.
Use of Dominican College computing resources is restricted to purposes related to the College’s mission of education and public service. Access to College computing resources is a privilege granted to students in support of their studies and other College sanctioned activities. Access to College computing resources may be forfeited and additional punitive actions will be incurred for policy violations.

Parking
Each commuting student who drives a car must register the license plate number with the Security Office. The parking sticker must be visible on left side of the front windshield of the car in order to be admitted to the parking lots.

The student parking lots are located behind Casey Hall, the Prusmack Center, and on Western Highway at the Blauvelt Campus. All resident vehicles are assigned to the Blauvelt lot only or to Hertel Hall lot and Guzmán Hall lot by permission. Resident stickers are placed on the lower left side of windshield.

The direction of traffic and parking are the responsibility of the campus security guards and public safety personnel. All persons on campus are to comply with the directions of the guard. They are authorized to ask that an ID card be presented for inspection when it is deemed necessary. Failure to observe any of the College parking regulations will result in a fine. Further penalties will be imposed for consistent abuse.

Child Care
Dominican College currently offers no nursery and day-care facilities on campus. Dominican students who are in need of child care for their children during class sessions often use centers located near the College.

Students with Disabilities
Dominican College complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. Individuals with documented disabilities will be provided with reasonable accommodations to assure access and full participation in the mainstream of the educational process. The Office of Special Services, located in Rosary Hall, coordinates implementation of the regulations contained in Section 504 and the ADA. For more information, consult the Dominican College Catalog and the Director of Special Services, 845-848-4035. Appeal procedures also are available in the Director’s office.
Admissions

Admission to Dominican College is based on academic potential without regard to race, color, religion, ethnic or national origin, gender, sex, age, disability, veteran's status, sexual orientation, genetic disposition, or any other status protected by applicable law.

Persons who desire application materials or wish to arrange for an interview and tour should contact the Office of Admissions, Dominican College, 470 Western Highway, Orangeburg, New York 10962. Telephone: 1-(866) 4DC-INFO; e-mail: admissions@dc.edu; or visit our website: www.dc.edu. Applications are accepted throughout the year.

Admission of Freshman Students

Applicants for admission must complete a secondary-school program or receive satisfactory scores in a high school equivalency examination. Recommended preparation includes 16 academic units of study distributed among English (4 units), Mathematics (3 units including Algebra and Geometry), Laboratory Sciences (2 units), Social Sciences (2 units) and 5 additional units in any of the above subject areas (and/or in a Foreign Language).

Special consideration is given to veterans and other nontraditional students whose educational backgrounds may vary from the recommended program but who show promise of the ability to do college-level work.

Application Procedure for New Freshmen

1. Apply online using the Dominican College application
   www.dc.edu/admissions/apply, or the Common Application at www.commonapp.org. Complete the application by submitting the non-refundable fee. You may enclose any additional information you wish to be considered with your application.

2. Ask your high school guidance counselor to forward transcripts directly to Dominican College, Office of Admissions.

Beginning with applications for the Fall 2018 semester, first time freshmen applicants will be able to submit a test-optional application for admission. These applicants will not be required to submit a standardized test score for admission purposes. Research has shown that a student’s overall high school academic record is the best indicator of a student’s future success in college. Many studies indicate performance on standardized tests is closely linked to family income and education level, while others suggest a possible bias against certain minority students. In addition, students often feel that their standardized test scores may not accurately reflect their overall academic ability.

This policy is also intended to re-focus both students and parents on what really matters, i.e. day-to-day performance in the classroom and the personal characteristics of the student rather than standardized test scores.

All test-optional applicants are expected to complete a minimum of 16 units of college-preparatory coursework:

- 4 units of English
- 3 units of mathematics (including Algebra and Geometry)
- 2 units of a laboratory science
- 2 units of social sciences
- 5 additional units in any of the above subject areas (and/or in a foreign language)

Students that have been homeschooled, completed a General Education Diploma (G.E.D.), do not meet the above 16-unit requirement, and international students are required to submit their SAT or ACT scores. Homeschooled students should also submit a portfolio if a transcript is unavailable. This portfolio must include the curriculum that was followed, reading lists, and a writing sample. An interview may be required as well. All homeschoolers are eligible for financial aid, scholarships and grants, and participation in the College’s Honors Program. In addition, international students whose native language is not English are required to submit the Test of English as a Foreign Language (T.O.E.F.L.) or the International English Language Testing System (IELTS) examination scores.

Each applicant must indicate on the Dominican College admission application or the Common Application, whether he/she wants the standardized test scores to be considered for admission. If a student has previously sent his/her scores to the College and later indicates on the application that he/she do not want the scores considered, the scores will be deleted from the College admission system. If a student changes his/her mind about consideration of their test scores after he/she has submitted an application, the student must send an email to admissions@dc.edu indicating the intent to use his/her standardized test scores.

If appropriate, arrange to take one of the following examinations. Your scores must be sent directly to the Office of Admissions at Dominican College. Scholastic Aptitude Test (S.A.T.) of the College Entrance Examination Board. Address: P.O. Box 881, Princeton, NJ 08540. The C.E.E.B. Code for Dominican College is 2190. The American College Testing (A.C.T.) Assessment Test. Address: 2201 N. Dodge Street, P.O. Box 414, Iowa City, IA 52240. The A.C.T. code for Dominican College is 2730.

A meeting with an admissions counselor is not always required for admission but is always desirable. Some applicants may be asked to meet with a member of the Admissions staff.

When the application for admission, the official high school transcript, the application fee, and the results of the S.A.T. or A.C.T. (if required) are received, the student's credentials are reviewed. Applicants are then notified of the action taken.

Upon acceptance, students must submit a deposit. Students who wish to live on campus must submit an additional residence hall deposit. Deposits are refundable up to May 1st for fall applicants and November 1st for spring applicants.
All students born after 1/1/57 are required to submit proof of immunization against mumps, measles and rubella prior to registration for courses. According to New York State health law, all students are also required to complete and return the meningitis form provided by the College to the Student Health Center. All resident students and athletes are required to submit proof of meningitis immunization.

Advanced Placement
Incoming freshmen who have completed Advanced Placement (A.P.) study and/or college-level coursework may be eligible for "advanced standing" at Dominican and, following a review of credits, for exemption from coursework at the College. Students who have completed A.P. study, and who believe they earned a grade of "3" or above on the A.P. Test of the College Entrance examination Board, should request that an official grade report on the test be sent directly to the Office of the Academic Dean.

Students who have completed college-level coursework with a grade of "C" or above should have the sponsoring college or university send an official transcript to the Office of Admissions.

Please see “English” section below for information regarding using A.P. or other college-level high school courses in fulfillment of Dominican College’s Writing Sequence requirements.

Admission of Adult Students (No Prior College)

1. Submit the completed application directly to the Office of Admissions with the non-refundable application fee. You may enclose any additional information you wish to be considered with your application.
2. Request that an official copy of your high school record or G.E.D. scores be sent to the Office of Admissions.
4. Complete personal interview if required.
5. When all the documents are reviewed, students are notified promptly of the action taken.

All students born after 1/1/57 are required to submit proof of immunization against mumps, measles and rubella prior to registration. According to New York State health law, all students are also required to complete and return the meningitis form provided by the College to the Student Health Center. All resident students and athletes are required to submit proof of meningitis immunization.

Admission of Transfer Students
We welcome transfer students to Dominican College. Transfer students add a new dimension to our institution by bringing new ideas and varied experiences.

Transfer students may be accepted with:

- A maximum of 70 credits from an accredited two-year institution
- A maximum of 90 credits from an accredited four-year institution

A minimum of 30 credits must be completed at Dominican College for a degree.

1. Apply online using the Dominican College application [www.dc.edu/admissions/apply](http://www.dc.edu/admissions/apply), or the Common Application at [www.commonapp.org](http://www.commonapp.org). Complete the application by submitting the non-refundable fee. You may enclose any additional information you wish to be considered with your application.
2. If you have completed fewer than 24 college credit from an accredited institution, you must request that an official copy of your high school record or G.E.D. scores be sent to the Office of Admissions.
3. Request official transcripts from all previously attended institutions to be sent to the Office of Admissions.
4. Complete personal interview if required.
5. When all the documents are reviewed, students are notified promptly of the action taken.
6. Submit the deposit. Students who wish to live on campus must submit an additional dormitory deposit. Deposits are refundable up to May 1st for fall applicants, November 1st for spring applicants, and April 1st for summer applicants.

In order to be considered for admission to the College as a transfer student, a minimum cumulative G.P.A. of 2.0 is required. Grades of C- or lower are not considered for acceptance in transfer to the College except when they constitute part of a completed degree, such as the Associate in Arts, in which case the College may at its discretion consider acceptance of a limited number of credits with such grades.

Certain professional programs, such as Occupational Therapy, Nursing, and Teacher Education, have additional transfer eligibility requirements, which the student should consult. All transfer students will receive a degree evaluation based on all previous college-level courses from nationally accredited institutions.

Transfer Credit Policy
A course is evaluated for suitability for transfer credits based on the following criteria:

- The course was completed at an accredited two-year or four-year institution (list available in the Office of the Academic Dean and the Office of Admissions)
- The course was roughly equivalent to a course offered at Dominican College
- Grades of C- or lower are not considered for acceptance in transfer to the College except when they constitute part of a completed degree, such as the Associate in Arts, in which case the College may at its discretion consider acceptance of a limited number of credits with such grades if they are not part of the major.
- Grades for courses accepted for transfer credits are not calculated in the student’s Grade Point Average at the College.
- Credits would be awarded equal to the amount of semester credits earned at the other institution. Credits from institutions on quarter systems would be adjusted to the equivalent of semester credits.

Appeal of Denied Transfer Credit
A student wishing to challenge course credits not transferred must file a written appeal with the academic program coordinator chair for reconsideration. Within ten days of receipt of the appeal, the program coordinator will notify the student of the results of the review. Any changes will be communicated to the Registrar’s Office for official processing.

A student dissatisfied with the results of the appeal at the program level may submit a written appeal and department notification to the Vice President for Academic Affairs/Academic Dean for a final review. Within ten days of receipt of the appeal, the Vice President for Academic Affairs/Academic Dean will notify the student of the
results of the review. Any changes will be communicated to the Registrar’s Office for official processing.

Prior to or early in their first term at the College, students are required to take placement tests in English and, in certain instances, Mathematics. When further course work in these areas is indicated, students are urged to take the work in their next term at the College so as to assure timely and successful progress toward the degree. Support services in both areas are provided by the College’s Academic Success Center. Students may not register for a course at a lower level than the one they placed into.

Advisory services are offered by the Office of Admissions and by the various academic offices for incoming students to the College to facilitate registration procedures.

The Abbreviated General Education Curriculum (GEC)
For students who transfer 45 or more liberal arts credits from other institutions, the total GEC requirements are:

Component I 12 cr. (including the Writing Sequence or equivalent)
Component II 6 cr. (with no specific period distribution)
Component III 6 cr. (distributed between science and values)

Note: In order to be eligible for this reduction of the requirement, a student must have earned the 45+ liberal arts credits prior to transferring to DC.

Undergraduate Deferment Policy
A student seeking to defer admission after submitting the enrollment deposit must submit a formal request in writing to the Director of Admissions explaining the reason why he/she would like to defer admission. Requests for a deferral are subject to approval by the Director of Admissions and are handled on a case-by-case basis. Approval is contingent upon successful completion of any high school/college coursework in progress at the time the approval is granted. The student will need to provide a final high school/college transcript indicating completion of all coursework, and in the case of high school students, the date of graduation.

If approved, the student can defer his/her admission for up to one year only. No further approval for a deferral will be granted. During the deferred year, the student may not take any college credit-bearing courses without written approval from the Academic Dean’s Office at Dominican College or the deferral will be nullified.

If the student would like to attend Dominican College after completing college credits during the deferment, he or she will have to reapply for admission to the College. There is no guarantee that such a student will be granted admission. Special consideration will be given to veterans.

International Student Admissions
Applications from international students are welcomed. Dominican College is served by three major international airports: J.F.K. International Airport and LaGuardia Airport in New York and Newark Liberty Airport in New Jersey. International students follow the same application procedures as those indicated above. All applicants must submit certified translations and evaluations of all prior secondary and collegiate academic records on a course-by-course basis from an organization like the World Education Services. In addition, scores from the Test of English as a Foreign Language (T.O.E.F.L.) must be submitted from all applicants from non-English speaking countries. Information and registration forms can be obtained from the T.O.E.F.L. Program, Educational Testing Service, Princeton, N.J. 08540 or visit the T.O.E.F.L. website for up-to-date information at: www.toefl.org. A minimum score of 550 on the traditional paper test, 213 on the computer-based T.O.E.F.L. (C.B.T.) or 80 on the Internet Based Test (I.B.T.) is required for admission.

Admission of Graduate Students
See section on Graduate Programs.

Non-Degree Seeking Students
Dominican College, in its undergraduate day and evening sessions offers educational opportunities to individuals who wish to pursue specific courses without becoming candidates for a degree. Courses are programmed to meet the varying needs of individuals, the local community and the business community.

Individuals may pursue courses for personal enrichment or career enhancement on a credit and/or non-credit (audit) basis. A maximum of twelve credits may be taken by students who are not pursuing a degree at Dominican College. Students who wish to register for courses for which credit is to be transferred to another college are welcome to do so. Dominican College recommends that these students obtain written assurance from their home institutions that any credits earned would be accepted in transfer. For those who are not pursuing a degree, fulfillment of course prerequisites will be determined on an individual basis.

Post-Baccalaureate Students (Teacher Certification)
Students who hold a baccalaureate degree and are seeking credits toward certification may be admitted at the discretion of the Director of Teacher Education. Students must submit their credentials to the N.Y. State Department of Education for evaluation before being allowed to begin courses for certification. Students admitted for "Certification Only" must take a minimum of 12 education credits at Dominican College before being allowed to student teach.

Senior Citizens
Dominican College offers an "Horizon Program" of special arrangements for senior citizens (55 years or older). Senior citizens who wish to take courses for credit during the regular day and evening sessions will be accorded a 25% discount on tuition and fees. Full tuition and fees will apply in all other sessions. For those who are not pursuing a degree, fulfillment of course prerequisites will be determined on an individual basis. Senior citizens may also audit courses free of charge if space is available; this opportunity applies to all the College’s sessions. Permission of the instructor must be obtained prior to registration. The College reserves the right to cancel an audit registration if class size exceeds space available.

Readmission of Students
Students who have withdrawn from Dominican College in good standing may be readmitted when formal application for readmission is approved. If the student has been absent for more than one year, a new application must be completed. Students who have given the Registrar official written notification that they are taking a leave of absence are eligible to register for the next semester without applying for readmission. Readmitted students are held to the degree requirements in effect at the time of their readmission. Please refer to the College’s Minimum GPA Standards Policy for additional information regarding the impact of 'Fresh Start' program credits on the GPA.
Financial Aid

Dominican College offers a variety of Financial Aid funds including: institutional academic and athletic scholarships, awards, and grants, as well as need-based funds. Institutional aid is awarded on the basis of demonstrated scholastic achievement, athletic ability, and/or financial need.

In addition, Dominican College students are eligible to apply for a wide range of financial assistance offered by federal and state agencies. The Financial Aid Office is committed to providing students with information, application review, and advising to help make the Financial Aid process a smooth and beneficial experience. Financial Aid at Dominican College is administered in accordance with program guidelines established by the appropriate state and federal agencies.

Federal financial need is defined as the difference between the family contribution (as measured by an analysis of family income and assets) and the cost of attendance, which includes tuition, fees, dormitory charges or commuter living allowance, and allowances for books and supplies, travel, and personal expenses.

Dominican College subscribes to the principle that the first responsibility for meeting educational expenses rests with the student and his or her family. All students are therefore advised to file the Free Application for Federal Student Aid (F.A.F.S.A.) available on the web (www.fafsa.ed.gov). Family financial information reported on that form is subjected to a nationally applied analysis that results in an assessment of each family's contribution towards college costs. The Financial Aid Office reviews the financial information of all applicants selected for verification by the federal processor. These students must therefore submit supporting documentation before aid can be disbursed. We encourage all students to file the F.A.F.S.A.; students and their families should not make assumptions about their eligibility for aid.

To supplement the family contribution (derived from analysis of the information provided on the F.A.F.S.A.), Dominican College participates in a wide variety of aid programs, including grants and scholarships, loans, and work opportunities. Every effort is made to equitably distribute limited institutional, state, and federal funds in order to provide access to the educational opportunities at Dominican for eligible students. In 2018–19, 100% of the incoming freshman class received some form of financial aid.

Financial aid is awarded annually and disbursed by credit to student accounts equally across the terms of the academic year (with adjustments as necessary if there are differences in enrollment status). Financial Aid is not automatically renewed. Annual reapplication is required for all programs. For priority consideration, freshman applicants should apply as soon as possible. Returning students should send the F.A.F.S.A. to the Federal Processor no later than March 15th for priority consideration.

In order to be considered for Financial Aid, students must be citizens or permanent residents of the United States, be accepted for matriculation in a degree or certificate program, and be registered for at least 6 credits per semester or trimester/quarter (except for the Aid for Part-Time Study Program of New York, for which the minimum number of credits is 3 in a semester or 4 in a trimester). Students must also, if required by law, be registered for Selective Service. Additionally, students are required to meet the Standards of Satisfactory Academic Progress for Financial Aid on page 20 in order to continue on aid. Recipients of Dominican College scholarships, grants, and awards must meet further criteria, explained below and in their award letters from the Office of Admissions.

Information on all academic scholarships and/or grants is available through the Office of Admissions. Most of the scholarships are offered at entrance to the College.

Athletic Grants

Athletic Grants are available to students who have demonstrated athletic ability and maintain the required grades. A Dominican College admissions application, an athletic grant application, and the Free Application for Federal Aid (FAFSA) must be filed. Please refer to the 2008 Coaches Handbook for the following Athletic Department policies: Policies and Procedures for Awarding Athletic Grants in Aid; Policies for Awarding Athletic Grants to Returning Students; and Policy for Student Athletic Grant Graviance.

Dominican College Scholarships and Grants

Renewable scholarships, grants, and awards of varying amounts are available each year to incoming freshmen and transfer students who show evidence of superior scholastic ability.

These awards from institutional funds represent a distinct honor to the recipient. Scholarships, grants, and awards are given for full-time attendance in Day and Evening programs.

To be considered for a scholarship, an applicant must:

1. File an application for admission and be accepted to Dominican College;
2. Have the results of the Scholastic Aptitude Test (S.A.T.) or the American College Testing (A.C.T.) Assessment Test forwarded to Dominican College (freshmen only);
3. Submit high school or college transcripts;
4. File a Free Application for Federal Student Aid, available on the web (www.fafsa.ed.gov);
5. Apply for the New York State Tuition Assistance Program (T.A.P.) if a New York State resident.

Note: A commuter student may not receive institutional funds in excess of the difference between tuition and NY State T.A.P.

The following scholarships are awarded through the generosity of College benefactors:

For Undergraduate Programs:

- Albert the Great Scholarship
- Alfred Witecki Scholarship
- Alpha Chi
- Alumni Scholarship
- Bobby Mulligan Fund
- Barnes & Noble Booksellers
- Denise De Simone Jensen Memorial
- Dominic Guzman Award
- Dr. Brian Schroeder Memorial
- Donna Abood Memorial Scholarship
- Estelle and Joseph Micceri Memorial Scholarship
- Friar Thomas D’Aquino
Friendly Sons of St. Patrick
Hennesy Family Scholarship in Honor of the Dominican Sisters of Blauvelt
James Clancy Memorial Scholarship
Janyce White Cuccio Memorial Scholarship
Karl Walker Memorial Scholarship
Lee & Jerome Johnson Nursing Scholarship
Mary Egan Hester Memorial
Mary Sullivan Memorial Nursing Scholarship
Michael Jolly Memorial
Nicholas Badami Family Fund
Nyack Hospital Foundation for Jerome Johnson
O’Keefe Family Scholarship
Patrick Chambers Memorial
Rockland Country Club Scholarship
Sister Mary Zita Nursing Scholarship
Sister Mary John Burke Scholarship
Sister Maureen Francis O’Shea Nursing Scholarship
Sister Noel Dwyer Scholarship
Sisters of Reparation of the Congregation of Mary Scholarship
Sister Tina Marie Stocks, O.P. Award
Successful Learning Center Award
Sue Heller Memorial
Switzer Foundation Scholarship
The Lavelle Fund
Dominican College offers one full-tuition grant to a Tappan Zee High School graduate selected by the High School Guidance Department.

For Graduate Programs:
Janet Lockwood Foundation
Lavelle Foundation
Len Cohen Memorial
The Lavelle Fund

Renewal of Scholarships
All institutional scholarships, grants, and awards are awarded for one year and are renewable if the conditions of the award are maintained. In order to apply for scholarship renewal, applicants must submit a FAFSA, on or before May 1 of the prior year, with appropriate income documentation, if required. The College reserves the right, after due consideration, to rescind the scholarship, grant, or award to a student whose conduct or attitude is considered unsatisfactory or who does not meet the requirements of the award.

Other Programs, Grants, Loans and Work
Dominican College participates in a number of state and federal aid programs in addition to institutional programs. In order to be considered for these programs, the appropriate application (F.A.F.S.A., T.A.P., loan application, etc.) must be filed and all required supporting documentation and verification information must be submitted as required. The first basic form that should be filed is the F.A.F.S.A. Detailed information on application forms and procedures is available in the Financial Aid Office.

Grants: Grants are gift aid awarded primarily on the basis of demonstrated need.

Federal: Pell Grant, S.E.O.G. (Supplemental Educational Opportunity Grant).

State: New York: T.A.P., Aid for Part-Time Study. Other state awards where applicable.

Institutional: A limited number of awards are available on a need basis through the Financial Aid Office.

These funds are not automatically renewable; applications are reviewed annually to determine fund allocation.

Loans: Loans must be repaid. Additional information regarding repayment, interest rates, and application procedures is available in the Financial Aid Office and will be included in the award notice.

Federal: Perkins Loan: awarded through College; no separate application needed.

Federal: William D. Ford Subsidized and Unsubsidized Loans and PLUS (Parent Loans for Undergraduate Student): separate loan application required.

Work: Work is part-time, on-campus employment for which students are paid directly based on hours worked. Additional information is available in the Financial Aid Office and will be included with the award notice.

Federal: C.W.S. (College Work-Study).

Institutional: Student Employment Program (limited number of placements).

Other: The programs listed below require separate application to the appropriate agency. Students are encouraged to investigate other outside aid programs through employers, unions, and civic associations.

- Council of Independent Colleges Tuition Exchange Program (for children of parents employed full-time at C.I.C.U. institutions).
- Tuition Exchange Program for dependents of full-time employees who have a minimum of three years of continuous service at the College. Private and public not-for-profit institutions participate in this program.
- Federal Aid to Native Americans.
- V.A. Benefits: GI Bill, Child of Deceased/Disabled Veteran, Yellow Ribbon Program.

In accordance with Title 38 US Code 3679 subsection (e), Dominican College adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits while payment to the College is pending from the VA. Dominican College will not

- Prevent nor delay the student’s enrollment;
- Assess a late penalty fee to the student;
- Require the student to secure alternative or additional funding;
- Deny the student access to any resources available to other students who have satisfied their tuition and fee bills to the College, including but not limited to access to classes, libraries, or other institutional facilities.

However, to qualify for this provision, such students will be required to produce the Certificate of Eligibility by the first day of class.
Standards of Academic Progress (SAP)
To be eligible for any form of financial aid, Federal (Title IV) and State and funds, a student must make satisfactory academic progress. Academic progress is evaluated and determined at the end of each academic year, including summer courses based on academic progression (Pace) and grades (CGPA). Students must meet both components. Students are notified of their progress after all spring semester/term grades have been submitted to the Registrar’s Office. Special consideration will be given if late grade changes or course corrections occur.

Dominican College’s SAP policy is consistent with the institution’s requirements for graduation and conforms to Federal (Title IV) and State regulations that govern financial aid programs.

See SAP policies below:

UNDERGRADUATE SAP POLICY

<table>
<thead>
<tr>
<th>Student’s Total Attempted Credits</th>
<th>Percent of Credits Attempted vs. Credits Completed (Pace)</th>
<th>Cumulative Grade Point Average (CGPA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>29 or less Attempted Credits</td>
<td>30%</td>
<td>1.7</td>
</tr>
<tr>
<td>30 - 61 Attempted Credits</td>
<td>50%</td>
<td>1.9</td>
</tr>
<tr>
<td>Beyond 61 Attempted Credits</td>
<td>67%</td>
<td>2.0</td>
</tr>
</tbody>
</table>

Maximum Time Frame- Once an undergraduate student has attempted 180 credits or more they will no longer be making satisfactory academic progress regardless of completion percentage or cumulative grade point average.

SECOND UNDERGRADUATE DEGREE SAP POLICY

Students pursuing a second degree or certificate are expected to complete coursework and attain a Cumulative Grade Point Average (CGPA) based on the chart below to remain eligible for any form of financial aid: Percent of Credits Attempted vs. Credits Completed (Pace)

<table>
<thead>
<tr>
<th>Percent of Credits Attempted vs. Credits Completed (Pace)</th>
<th>Cumulative Grade Point Average (CGPA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>67%</td>
<td>2.0</td>
</tr>
</tbody>
</table>

GRADUATE SAP POLICY

Graduate students seeking a degree or certificate are expected to complete coursework and attain a Cumulative Grade Point Average (CGPA) based on the chart below to remain eligible for any form of financial aid: Percent of Credits Attempted vs. Credits Completed (Pace)

<table>
<thead>
<tr>
<th>Percent of Credits Attempted vs. Credits Completed (Pace)</th>
<th>Cumulative Grade Point Average (CGPA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>67%</td>
<td>3.0</td>
</tr>
</tbody>
</table>
WITHDRAWALS, FAILURES, REPEATS, INCOMPLETES, PASS/FAIL, MISSING GRADES, AUDITED and NON-CREDIT COURSES

- A student who withdraws from a course or receives a failing grade will not receive credit for that course in establishing standards of progress. This may have a serious adverse effect on a student’s ability to meet the SAP standards.

- Any course that is listed on a transcript or grade report as a Withdrawal will be counted in the SAP formula as credits attempted.

- Course failures will be counted in the SAP formula as credits attempted. All failing grades will be factored into the CGPA calculation per institutional policy.

- Repeated courses are included in credits attempted for each occurrence. The impact on CGPA will reflect institutional policy.

- All occurrences of previously failed repeat courses will be counted in the SAP calculation. Only one occurrence of a previously passed course will be counted.

- An Incomplete grade will not be counted towards the number of courses completed until the student has successfully met the requirements of the course and/or received a final grade.

- Courses graded on a pass/fail basis will be counted in credits attempted but will not count in the CGPA calculation.

- Courses with a missing grade will be counted in credits attempted with no credits earned. When the student informs the Financial Aid Office that a grade has been submitted, the student’s academic performance will be reviewed.

- Courses taken as an Audit do not count toward graduation requirements and will not be included in the calculation of a student’s SAP.

- Remedial courses will be counted in credits attempted.

STUDENTS WHO CHANGE THEIR MAJOR

A student who changes his/her major will have the SAP formula calculated based on the number of credits attempted and completed from the previous major that fulfill course requirements for the new major.

STUDENTS WHO LEAVE AND RETURN

A student who withdraws from Dominican College and then returns to the College without attending any other institution must meet SAP standards as if they had never left. An interruption of course work does not change the SAP result.

TRANSFER STUDENTS

Transfer students must meet the percentage requirement based on the number of credits accepted in transfer. A student, who withdraws from Dominican College, enrolls at another college and then returns to Dominican College must meet the same standards as a transfer student. Courses taken at another college as a visiting student and accepted by Dominican College are counted toward Attempted and Completed.

APPEALS

Students who fail to meet the academic progress standards will have their financial aid eligibility terminated. An appeal based on mitigating circumstances may be submitted to the Financial Aid Office. Evaluation of one or more of the following conditions may result in reinstatement of financial aid:

- Exceptional medical or personal circumstances
- Personal injury or illness of the student
- Family difficulties, such as divorce or family illness
- Death of a relative
- Other unusual circumstances

APPEAL PROCESS

- Students must submit an ‘Appeal Form to Reinstat Financial Assistance’ available in the Financial Aid Office.
- An appeal will be reviewed by the SAP Appeals Committee.
- Appeals must be submitted within the established deadlines. Appeal requests submitted after the deadline will not be accepted if the SAP Appeals Committee has met for the final time prior to the start of classes.
- Appeals are granted for one semester contingent upon an “academic plan” outlining the academic requirements which must be fulfilled by the student. If the appeal is accepted, the student will be placed on ‘financial aid probation’. An ‘academic plan’ must ensure the student will meet the standards by a specific time.
- Reinstatement of aid for the following semester will be considered by the SAP Appeals Committee after a review of the student’s academic progress and/or successful completion of the ‘academic plan’.
- All decisions made by the SAP Appeals Committee are final.

FINANCIAL AID PROBATION

A student who is failing to make satisfactory academic progress and whose appeal is approved by the appeals committee will be placed on ‘financial aid probation’. Eligibility for financial aid may be reinstated for one payment period. Financial aid probation may be granted if the SAP Appeals Committee determines a student should be able to meet the standards after the subsequent payment period and/or will be able to complete an “academic plan.”

ACADEMIC PLAN

Students who fail the satisfactory progress check at the end of the academic year may only receive aid for the following semester if they successfully appeal. An ‘academic plan’ outlining the academic requirements, which must be fulfilled by the student, will be provided. A requirement of the plan may include regular scheduled meetings with an academic advisor. Reinstatement of aid will be contingent upon successful completion of this plan. An ‘academic plan’ must set a specific time to meet the standards.

REESTABLISHING FINANCIAL AID ELIGIBILITY

Students who are not making satisfactory academic progress can restore their eligibility for aid by taking action that brings the student into compliance with the SAP Policy. A student that is granted an appeal based on an ‘academic plan’ is placed on ‘financial aid probation’ and will only regain eligibility for one semester. At the end of their financial aid probation, academic progress and aid eligibility will be determined.
Academic Information and Policies

Dominican College offers associate and baccalaureate programs leading to the degrees of Associate in Arts; Bachelor of Arts; Bachelor of Science; Bachelor of Science in Education; Bachelor of Science in Nursing; Bachelor of Social Work. The College also offers graduate programs leading to the degrees of Doctor of Nursing Practice and Doctor of Physical Therapy, Master of Business Administration, Master of Science, Master of Science in Education, and in Occupational Therapy, both a combined Bachelor of Science/Master of Science degree and a standalone Master of Science degree.

All of the College’s degree programs are registered by the New York State Education Department. Dominican College is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104, (267-284-5000) www.msche.org. The MSCHE is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation (CHEA).

In addition, several of the College’s programs hold specialized national accreditation. The Business programs are accredited by the International Assembly for Collegiate Business Education (I.A.C.B.E.), the Baccalaureate and Masters Nursing programs by the Commission on Collegiate Nursing Education (C.C.N.E.), the Occupational Therapy program by the Accreditation Council for Occupational Therapy Education (ACOTE), the Physical Therapy program by the Commission on Accreditation in Physical Therapy Education (CAPTE), the Social Work program by the Council on Social Work Education (CSWE); and the Baccalaureate and Masters Teacher Education programs by the Council for the Accreditation of Educator Preparation (CAEP)*, and the program in Athletic Training holds accreditation from the Commission on Accreditation of Athletic Training Education (CAATE).** The addresses of these accrediting agencies are published in the Catalog sections devoted to the particular disciplines.

* The undergraduate and graduate programs in Teacher Education are in transition from accreditation by CAEP to accreditation by the Association for Advancing Quality in Educator Preparation (AAQEP).

** The Athletic Training program has been placed on Probation as of February 11, 2020, by the CAATE. The program has chosen to Voluntarily Withdraw its Accreditation effective August 27, 2021. The program will remain on Probation until the Withdraw is effective and the program is closed.

Students may pursue a degree program in the following areas. (See the official listing of degree programs as registered by the New York State Education Department on page 34.):

Accounting
*American Studies
**Athletic Training
Biology (B.A. + B.S.)
Business Management
Business Administration (M.B.A.)
Childhood Education
Communication Studies
Computer Information Systems
Criminal Justice
English
Health Sciences
History
Humanities
Liberal Arts (A.A.)
Mathematics
Marketing
*Natural Sciences
Nursing (B.S.N., M.S., + D.N.P.)
Occupational Therapy (B.S./M.S.; M.S.)
Organizational Leadership & Communication (M.S.)
Physical Therapy (D.P.T.)
Psychology
Social Sciences
Social Work
Teacher Education:
Adolescence Education (B.S.Ed. + M.S. Ed.)
Childhood Education (B.S.Ed. + M.S. Ed.)
Teacher of Students with Disabilities (M.S. Ed)
Teacher of Students who are Blind/Visually Impaired (M.S. Ed.)
* In conjunction with Teacher Education Programs.
** Not available for students admitted after Fall 2017.

Teacher Certification programs provide students the opportunity of preparing for New York Certification in any of the following areas:

Childhood Education (undergraduate and graduate programs);
Adolescence Education (Biology, English, Mathematics, and Social Studies: Grades 7–12);
Special Education: Students with Disabilities (undergraduate and graduate programs), and Blind or Visually Impaired (graduate program).

Undergraduate students in the teacher certification programs are required to complete a major or concentration in a liberal arts area in addition to fulfilling the certification requirements. Under guidance and with careful planning, students may seek to qualify for certification in more than one area.

3-2 B.A. Biology-B.S. Bioengineering
Dominican College students who have a minimum 3.0 GPA in the biology program may apply for admission to the Bioengineering program at Fairfield University School of Engineering in May of their junior year. Successful students earn two bachelor degrees, the B.A. in Biology from Dominican College and the B.S. in Bioengineering from Fairfield University, at the end of five years.

Pre-Law Preparation
Students interested in pursuing law as a profession can obtain the requisite pre-professional preparation at Dominican College. Since the Association of American Law Schools recommends a pre-legal education that is characterized by breadth, no single major or prescribed set of courses can be identified as indicated for all pre-law students. However, successful academic performance, as well as evidence of ability to communicate lucidly and effectively, to think logically and analytically, and to comprehend with precision are looked for in law school applicants.

In order that students obtain assistance in planning an undergraduate program that will be helpful in achieving success in the Law School Admissions Test and in subsequent legal studies, a Pre-Law Advisor has been designated to serve in an advisory capacity to students who are considering law as a career.
Certificate Programs
Certificate Programs may be pursued independently or in conjunction with degree programs. Thus, the credits earned may be applied to the elective portion of a degree program or, in some instances, to the major requirements, or may be pursued as an independent option. Certificates are issued to those who complete the program successfully. Certificate programs are offered in: Computer Information Systems, Computer Programming, Personal Computers, and Health Care Management (graduate level).

Degree Programs

The Associate Degree
The associate degree is awarded for successful completion of 60 semester hours, 48 of which must include work in the General Education Curriculum and additional elective liberal arts courses. Thirty of the 60 hours must be completed at Dominican. A minimum cumulative G.P.A. of 2.0 is required.

The work in the General Education Curriculum must include the fulfillment of 30–33 semester hours: 12–15 hours in Component I, 12 hours in Component II (no specific period distribution), and 6 hours in Component III (including both science and values courses). Credits earned in an associate degree program can be subsequently applied toward a baccalaureate degree.

The Baccalaureate Degree
The baccalaureate degree programs at Dominican College have been designed so that students may have the benefit of a continuum of study in the liberal arts disciplines and in professional preparation. A purposefully flexible approach to the requirements for the baccalaureate degree permits accommodation to varied learning styles, previous academic background, divergent learning, and/or career goals and prior experience.

The baccalaureate degree is awarded to candidates who successfully complete a minimum of 120 semester hours in an approved program of study which includes the General Education curriculum and a major in a liberal arts or professional area.

The General Education Curriculum (GEC) is a required component of all degree programs. It offers students a broad foundation upon which to build a specialization and through which their personal lives will be enriched.

A student's major provides the opportunity to explore a specific field of knowledge in greater depth, to acquire some sophistication in a particular discipline, and to gain experience in the elementary techniques of research.

A sequence of courses in a field related to the major area encourages a recognition and appreciation of the interdisciplinary nature of all learning.

Elective Courses may be chosen from among the liberal arts and professional offerings.

Distribution of Baccalaureate Degree Requirements
1. Completion of the General Education Curriculum;
2. Fulfillment of all the requirements of a major field as specified in the program; a minimum of 15 semester hours in the major must be completed at Dominican College;
3. Completion of a minimum of 120 semester hours*, at least 30 of which must be earned at Dominican College. For students needing additional practice in the basic skill areas, the minimum total credit requirement may be more than 120 semester hours;
4. A minimum cumulative G.P.A. of 2.0 in Dominican College courses and 2.0 or higher (as specified) in the major.

* A minimum of 90 semester hours in liberal arts is required for a Bachelor of Arts; a minimum of 60 semester hours in liberal arts for a Bachelor of Science.

Double Majors
A student at Dominican College may opt for a double undergraduate major. In normal circumstances, both majors must be declared by the end of the freshman year. In no circumstances can a second major be declared after the end of the junior year. The student must have a cumulative grade point average of 2.7 or higher at the time of declaration. For transfer students, the cumulative grade point average will be based on performance over all prior institutions unless the student has completed at least 24 credits at the College. A faculty advisor from each of the majors must approve the student’s request for a dual major. Upon approval, the student must meet all the requirements of each of the majors. In addition, a minimum of 24 credits for the second major must not be shared with the other major’s core or electives. For in-person registration, both advisors must sign the registration card. For online registration, the student must check off both advisors’ names on the course selection site. Separate degrees are awarded only when the majors cross degrees: i.e., B.A., B.S., B.S.Ed., B.S.N., or B.S.W.

The Master's Degree/The Doctoral Degree
For Masters and Doctoral Degree program requirements, see the Graduate Studies section of this catalog.

For all degree programs, the fulfillment of requirements is the responsibility of the student.

Conferal of Degrees
Before the beginning of the semester/session in which a student expects to complete all requirements, a “Candidate for Degree” form must be filed in the office of the Registrar.

Classification of Students: Matriculated/Non-Matriculated Status
A student who has made formal application with the Office of Admissions and has been notified that all the requirements for acceptance as a degree candidate have been met is considered to be matriculated.

A non-matriculated student may take a limited number of courses at the College (12 credits maximum), but is not classified as a candidate in a degree program. The non-matriculated student is expected to complete all assignments and is graded in the same manner as a matriculated student. If the student subsequently wishes to become a candidate for a degree, a formal application must be made with the Office of Admissions. Courses completed by non-matriculated students may, if appropriate to the degree program, be credited toward the degree.

Academic Counseling and Advisement
Academic advising at Dominican College is a multifaceted process which enables students to evaluate their strengths, weaknesses, goals, and interests; to select courses and programs which are consistent with their goals; to identify support services and alternatives; and to make informed decisions regarding their college experience and their future.

Academic advisement of students is conducted by members of the teaching faculty. Students ultimately are themselves responsible for
being aware of and completing their program requirements, but the faculty are regularly available to them for information, counsel, and support.

Incoming transfer students are counseled regarding academic programs as part of the admissions process and by faculty prior to registration.

Advisors are provided for part-time students in the day, evening, and weekend sessions.

Advisement for master's degree students is provided by the program coordinators.

As part of the College's comprehensive curriculum assessment program, selected tests and surveys will be administered to students at various stages in their academic progress. It is expected that students will cooperate in this program which has as its goal the enrichment of curriculum and college life.

**Freshman Year Program**

Individualized attention is given to each new freshman as he/she enters Dominican College. The Freshman Year Program is a multi-faceted process which assists and supports students as they make the important transition from high school to college life. The program is geared towards providing first-year students with the foundation for a successful college experience that allows for the attainment of the student's academic, social, personal, and career goals.

The New Student and Transition Center ("The Nest") reports to the Vice President for Academic Affairs/Academic Dean and coordinates the staff and opportunities which help each freshman adjust to life as a Dominican College student, orients new students, and acts as a point of referral to other College personnel and support services. Important programs provided through The Nest include Freshman Registration Days, the Freshman Directorate, the Peer Mentor Program, Freshman Seminar, Freshman Academic Tracking, and Major Application Day.

**The Freshman Directorate**

The Freshman Year Director works closely with the Freshman Directorate, a select group of faculty members who serve as the academic advising team for freshmen. Directorate members provide one-to-one advising and assist with academic tracking throughout the first year at Dominican College. They assist new students in forming and solidifying educational and career aspirations and in making the transition to permanent faculty advisors in their majors on Major Application Day.

The Freshman Seminar is required for all first-year students and consists of a 2-credit course taken in the fall semester. Overall, the Seminar's goal is to enhance the development of critical thinking, to introduce the concept of liberal learning, and to make connections to the College's mission. Examples of topics explored are: the scientific method, liberal studies, and career choices and college majors.

**Peer Mentors**

First-year students often have many questions and special concerns regarding college life. Many feel particular stress from being in a new social environment while trying to make the transition to new academic requirements. The group of upper-classmen students known as the Peer Mentors is another important part of Dominican's Freshman Year Program. As Peer Assistants in the Freshman Seminar and Freshman Year Office, they are specially trained and serve as a rich source of information about important campus events and policies as well as extracurricular activities. Each Peer Mentor is assigned a small group of freshmen whom he/she meets with on a regular basis, including their attendance in the Freshman Seminar. Peer Mentors make sure all students are aware of the academic and student support services open to them at Dominican.

**The Academic Success Center**

Dominican College is committed to supporting students in ways additional to regular advising and counseling as they proceed through the learning process. It maintains an Academic Success Center devoted to coordinating special help in mathematics, science, reading, writing, and other subjects. This Center is open at convenient times and is operated by a director and qualified staff. Computers with up-to-date software are available to aid the work of the Center. In addition, a closed-circuit television (C.C.T.V.) and a voice-activated, zoom-text computer are available for visually impaired students. Students are encouraged, and in certain courses required, to take full advantage of the services that the Center provides.

**Students with Disabilities**

Dominican College complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (A.D.A.) of 1990. Individuals with current professional documentation of disabilities will be provided with reasonable accommodations to assure access to and full participation in the mainstream of the educational process. The Office of Special Services, located in Rosary Hall, coordinates implementation of the regulations contained in Section 504 and the A.D.A. For more information, consult the Dominican College Student Handbook and the Director of Special Services.

**Academic Honors**

**Dean's List**

The names of students who are enrolled in full-time baccalaureate study and who have attained a minimum semester G.P.A. of 3.5 are published on the Dean's List at the end of each semester and each A.B.S.N. trimester. The names of part-time students in the regular sessions who have earned a minimum of 12 credits, exclusive of courses carrying "P" grade, with a minimum cumulative G.P.A. of 3.5 for the academic year are published on the Dean's List at the end of each Spring semester. DC Online students who have earned a minimum of 17 credits, exclusive of courses carrying a "P" grade, with a minimum cumulative G.P.A. of 3.5 are eligible for the Dean's List at the end of each academic year.

**Annual Honors Convocation**

Each fall, at an annual Honors Convocation, the President publicly recognizes students who have attained the Dean's List for one or more academic years. This recognition is extended to full-time students who have maintained Dean's List status for both semesters of the preceding year; to DC Online students who have earned that status for the year after completing at least 24 credits; and to part-time students who have attained the Dean's List twice in a two-year period and completing at least 36 credits.

**Commencement Honors**

Degrees are conferred:

- **Summa cum laude** to students who have achieved a cumulative G.P.A. of 3.9.
- **Magna cum laude** to students who have achieved a cumulative G.P.A. of 3.7.
- **Cum laude** to students who have achieved a cumulative G.P.A. of 3.5.
Program Honors to students who achieve a cumulative G.P.A. of 3.0 and a 3.5 G.P.A. in their major field.

For cum laude commencement honors (any level), students must have completed at least 45 credits at Dominican College. For program honors, students must have completed at least 24 credits in their majors at the College.

The four-year transcript is considered in the computation of the cumulative G.P.A. for program and baccalaureate honors for both transfer and four-year Dominican College students. In the computation of commencement honors, all college-level work taken by students at institutions other than Dominican College is taken into account even if some work is not transferable. A student must be eligible for honors on the Dominican College work alone, and on the combined average of Dominican College and all work completed at other institutions. A student may not obtain a higher honor than the Dominican College G.P.A. indicates. Thus if a student achieves a 3.5 G.P.A. at Dominican College and the combined G.P.A. is 3.7, cum laude is granted.

Alpha Chi
National Collegiate Honor Society
Alpha Chi is a National Scholarship Honor Society open to up to ten percent of the senior and up to ten percent of the junior class. Dominican College has had an active chapter on campus since 1977 when the New York Zeta Chapter was installed.

To be eligible for membership consideration, students must meet the following criteria: an academic cumulative average of 3.5 or higher, full-time undergraduate Junior or Senior status with no previous Bachelor’s degree earned, and a minimum of 24 credits earned at Dominican College. Demonstrated leadership and service (either to the College or to the community) are used in electing new members from those eligible. The purpose of Alpha Chi is to stimulate and to recognize superior academic achievement and those elements of character which make scholarship effective for good. The Alpha Chi Induction Ceremony is coupled with the Honors Convocation in an effort to make Alpha Chi better known, and frequently the President of Alpha Chi addresses the audience at this ceremony.

Meetings are held throughout the academic year, and it is the active members who decide the format and topic for these meetings. Members are encouraged to apply for national Alpha Chi scholarships and to attend regional or national society conventions. Annual dues are used to support group projects, which typically include charitable efforts.

Other Chartered National/International Organizations
Alpha Lambda Delta Freshman Honor Society
Alpha Phi Sigma Criminal Justice Honor Society
Beta Beta Beta Biology Honor Society
Chi Alpha Sigma National College Athlete Honor Society
Iota Tau Alpha Athletic Training Education Honor Society
Kappa Delta Pi International Honor Society in Education
Lambda Pi Eta Communication Studies Honor Society
Phi Alpha International Social Work Honor Society
Phi Alpha Theta Honor Society
Pi Theta Epsilon Occupational Therapy Honor Society
Pi Gamma Mu Social Sciences Honor Society
Psi Chi International Honor Society in Psychology
Rho Alpha Sigma, National Resident Assistant Honorary Society
Sigma Beta Delta International Honor Society for Business
Sigma Tau Delta International English Honor Society
Sigma Theta Tau Honor Society in Nursing

Honors Program
The Honors Program at Dominican College is designed to provide an additional level of challenge to our more academically talented students.

Students enter the Honors Program in one of three ways. First, incoming students with a high school GPA of 3.5 or higher are invited to apply to the program. Second, applications are offered in the spring or summer to freshmen, sophomores and transfer students with a cumulative grade point average of 3.50 after they have completed at least 15 credits of coursework at the College. Finally, students may petition to apply to the program if they have a GPA of at least 3.50 and are still able to complete Honors Program course and project requirements prior to graduation.

Honors students will be able to satisfy some of their General Education, elective, and major program requirements within the Honors Program.

Honors Program Requirements
The Honors Program requires students to engage in academic pursuits as well as extracurricular activities and events, both on campus and in the community. In addition to completing Honors courses and the Honors Project, students are required to earn a set number of Honors Experience Points (HXP), based on when they are admitted to the program. The required number of HXP for students who enter the Honors Program during the freshman year is eight. Students who enter during the sophomore year or as a transfer student are required to earn seven HXP.

Four HXP will be mandated for all students:
1. Two Honors courses not including EN 120, EN 123 or FS 101
2. HO 399 (Honors Tutorial)
3. HO 499 (Honors Project)

Students would then complete credits from the following options, with no more than two points completed in any one area:
1. Study Abroad (counts as two HXP for full-semester programs)
2. Alternative Spring Break (ASP)
3. Attendance at seminars either on or off campus (4 seminars for one HXP; should not count as extra credit for classes)
4. Presentation at an Honors conference
5. Publication in a peer-reviewed journal
6. An Honors contract (An Honors contract is a mechanism for adding an Honors component to a course or section that is not already designated an Honors course. The contract is an agreement between the individual student and the course professor and must be approved by the Honors Program Director.)
7. Community engagement experience (must have approval from the Director)
8. Writing for the Honors newsletter (must participate in both editions per academic year)
9. Joining and actively participating in the Honors Student Association
10. Internship or other pre-professional experience
11. Research that is not related to completion of a capstone project or the Honors Project
12. On campus tutoring at the Academic Success Center (ASC) for 20 hours; cannot overlap with course requirements or obligations to an honor society
13. Students may propose an HXP not already included on this list. The proposal must be approved by the Director in order for the student to receive credit.
In order to track completion of HXP, students will be asked to upload documentation into a “portfolio” that will be set up through Blackboard. Some of the HXP will require a reflective piece.

Note: The two course Honors Project sequence can be started in the fall of junior or senior year. In order to enroll in HO 399 and HO 499 and to graduate from the program as well, a student must have at least a 3.30 GPA. Finally, only a grade of C+ or better in HO 399 and HO 499 counts toward satisfying Honors Program requirements. A passing grade below C+ will count as an elective credit for the student but will not serve to fulfill that part of the project requirement for the Honors Program.

For additional information on the Honors Program, please see the Honors Program webpage of the Dominican College website: https://www.dc.edu/honors-program/

Credit System
A semester hour represents the amount of credit that would be earned in a course meeting for fifty minutes once a week for fifteen weeks. The majority of courses at Dominican carry three semester hours of credit.

Full-time day and evening students register for 12 to 16 semester hours each semester. Permission of the advisor is required to carry more than 16 semester hours in a single term, and is reserved for students whose cumulative G.P.A. is 2.75 or higher. Permission of both the advisor and the Dean is required to carry more than 18 semester hours at a time, and this also requires a cumulative G.P.A of 2.75 or higher.

Attendance
Students are expected to attend all scheduled classes in the courses for which they are registered. This policy is based on the belief that the student, as well as the instructor, has something to contribute to the class and that absence will have a detrimental effect on the student's academic achievement. However, individual faculty members announce during the first week of classes each semester the extent to which class attendance and participation will affect the student's grading and class standing. Students are responsible for meeting the requirements as specified by the course instructor.

Certain absences may be excused by the instructor. Excused absences include those that are demonstrably unavoidable because of events beyond a student's control – e.g., documented medical emergencies, significant religious holidays, or scheduled athletic competitions in season. (Student athletes are not excused for non-seasonal competitions – fall baseball, e.g. – or for practice sessions.) Following even "excused absences," however, students are expected to be responsible for all material and assignments from missed classes and for any assignments due or exams given in the following classes.

In cases of prolonged illness when a student is unable to attend classes, it is necessary that the student contact the instructor, the faculty advisor, and the Registrar so that advice can be provided as to the most appropriate course of action.

Registration, Change of Program and Withdrawal
A student must be officially registered for each course. Regulations and procedures for registration are published each semester by the Office of the Registrar. An additional fee is imposed for late registration.

In the traditional day/evening sessions, students are allowed to register for courses (space permitting) throughout the first week of classes in a semester. Students may also be allowed to register during the second week after consultation with the appropriate faculty advisor and, when feasible, after consultation by the advisor with the course instructor(s). After two weeks of the semester have elapsed, however, no new registrations are permitted. Any individual waiver of this policy requires the authorization of the Academic Dean or Associate Academic Dean, who will grant the waiver only upon compelling evidence of (1) reasons beyond the student's control for the delay in registration, (2) an academic history for the student that promises success despite the already missed classes, and (3) the opinion of the course instructor(s) that the student could still succeed if diligent.

To be official, any change in a course or program must be submitted by the student in writing, with authorization by the faculty advisor, to the Registrar. Students may change their programs within one calendar week after the official opening of the academic term by filing adjusted schedule forms with the Registrar. In such cases no late-registration fee applies. When a student officially withdraws from a course during the one-week period assigned for a change of program, no notation of the withdrawal will appear on the official record.

The symbol "W" will be entered on the transcript when the official withdrawal occurs before two-thirds of the scheduled sessions of the course have met. Withdrawal without academic penalty may be permitted also, with the concurrence of the Academic Dean and the instructor, in cases of exceptional circumstances and for serious reasons, when the time for withdrawal has elapsed and an "incomplete" may be inappropriate to the situation. The symbol "WU," which carries the same penalty as an "F" grade, will be entered on the transcript in the case of unofficial withdrawal, that is, when a student fails to continue to pursue a course for which he/she has been registered and from which official withdrawal has not been authorized.

"Withdrawal from Course" forms are available in the Office of the Advisor. Upon receipt of the completed form, the Registrar will notify the instructor of the course of the student's official withdrawal.

Students who are withdrawing from the College must complete the "Student Withdrawal Survey" at the Registrar's Office. If they are currently enrolled, they will be dropped or withdrawn from classes. After completing the survey, the student will receive a "Student Withdrawal Card". The student brings this card to the Financial Aid Office and completes the final paperwork. A Financial Aid officer then signs the card. The student then proceeds to the Bursar's Office to take care of any remaining balance. A Bursar's Office representative will also sign the "Student Withdrawal Card". The student then returns the card to the Registrar's Office and is officially withdrawn from the College.

Auditing Courses
Students may, with the permission of the instructor, audit courses without earning academic credit. The permission of the instructor must be obtained prior to registration, and the student must register as an auditor. The College reserves the right to cancel an audit registration if class size exceeds space available.

Leave of Absence
A student may request a leave of absence from the College, which, when granted, permits the student to maintain matriculated status although not in attendance and to resume study without applying for re-admission. Leave of absence status is ordinarily granted for no more than two semesters. To be official, this request must be submitted in writing to the Registrar.

Students who have been away from the College for more than one year must reapply. If accepted, they will be held to the current college and program requirements.
Grading System

The evaluation of student achievement in course work is a responsibility of the teaching faculty. In an effort to clarify the standards being applied in determining the grades assigned, guidelines have been developed to describe the quality of performance expected for the various grading categories. Faculty judgments regarding student achievement in a particular course are based on the concrete evidence of the level of mastery demonstrated by the student on formal examinations, questions and participation on the part of the student in class sessions, term papers or other written assignments, written and oral quizzes, and other means of assessment used by instructors.

Formal instruction in writing and composition is provided in specific courses offered within the English curriculum, and written work submitted in meeting course requirements in all courses is expected to be of college-level caliber and will be considered in evaluating the quality of student work.

Note: the grading system outlined below and in the accompanying boxed chart applies to all undergraduate coursework. The system for graduate courses is given in the Graduate Programs section.

Excellent (A, A-) in course work is characterized by: mastery of subject matter; facility in use of critical thinking; analysis, synthesis, and independent judgment; creative response for application of the principles and concepts being studied; consistent command of communication tools; artfulness regarding the subject matter covered by course activities; and facility with methods of scholarship appropriate to field of study and level of course.

Superior to Very Good (B+, B, B-) achievement in course work is characterized by: better than adequate knowledge of the subject matter; evidence of perceiving relationships and of integrating new knowledge with prior and concomitant learning to a significant degree; insight and inquiry into the principles and concepts being studied; better than aver-age ability to organize and express ideas and knowledge both orally and in writing; and good use of methods of scholarship appropriate to field of study and level of course.

Good to Satisfactory (C+, C) achievement in course work is characterized by: sufficient knowledge of subject matter for continuing to other levels of study*; evidence of average achievement in making associations and applications and in recounting and explaining the principles and concepts being studied; adequate ability to use acceptable forms and vocabulary consistently and to communicate clearly; and ability to identify and use methods of scholarship appropriate to field of study and level of course.

Minimally Passing (C-, D+, D) achievement in course work is characterized by: minimal knowledge of subject matter; evidence of limited comprehension and achievement in recounting and explaining the principles and concepts under study; weak or inconsistent command of communication tools; and deficiency in organizing and expressing knowledge and ideas.

Failing (F) work is characterized by: inadequate knowledge of subject matter; evidence of inadequate levels of comprehension and achievement in recounting and explaining the basic principles and concepts being studied; inadequate command of communication skills; and consistently poor usage and immaturity of expression.

When an incomplete is assigned, it is the responsibility of the instructor to provide a written statement to the Academic Dean indicating the requirement that is outstanding as well as the date by which it must be satisfied. The "INC" becomes an "F" if the requirements are not satisfied within the time limit. In the case of an unforeseen emergency, students should contact the Office of the Academic Dean. The grade point average, or cumulative index, defines the level of scholarship achieved by a student. It is used in determining academic standing and in establishing eligibility for honors. The index is computed by dividing the total number of quality points earned by the total number of semester hours of credit carried by the student. Quality points are awarded as shown in the following chart for each of the assigned final grades.

Grade Changes

Grades officially submitted to the Registrar are final. Requests for a change of grade necessitated by clerical, computational, or other documented error must be submitted in writing by the faculty member to the Office of the Vice President for Academic Affairs/Academic Dean. Requests for a grade change must be submitted no later than two-thirds of the way through the following semester or session, as applicable. The requested change will become effective when the approval of the Vice President for Academic Affairs/Academic Dean has been filed with the Registrar.

Undergraduate Grading System

<table>
<thead>
<tr>
<th>Grade</th>
<th>% Scale</th>
<th>Quality Points per Semester Hour of Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>(100-95)</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>(94-90)</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>(89-87)</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>(86-83)</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>(82-80)</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>(79-77)</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>(76-73)</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>(72-70)</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>(69-66)</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>(65-60)</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>(Below 60)</td>
<td>0</td>
</tr>
<tr>
<td>WU</td>
<td>Failure due to unauthorized withdrawal.</td>
<td>0</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal without penalty</td>
<td>- *</td>
</tr>
<tr>
<td>F**</td>
<td>Incomplete</td>
<td>- *</td>
</tr>
<tr>
<td>P</td>
<td>Passing</td>
<td>- *</td>
</tr>
<tr>
<td>MP</td>
<td>Minimally Passing</td>
<td>- *</td>
</tr>
</tbody>
</table>

* No quality points are assigned and these notations have no effect on a student's quality point average or index. To attain a grade of "P," a student must perform at a level equivalent to "C" or better. The "MP" grade represents a level of performance lower than "C," but higher than "F."

** The Incomplete is reserved for those cases which are of an exceptional and/or serious nature. The Incomplete is not assigned in a case where failure to complete the course requirements, including the final examinations, on time is due to student delinquency and is not given to allow a student the opportunity to improve his/her work.

Ordinarily, it is the student's responsibility to request this grade from the instructor. The granting of this request is at the discretion of the instructor, and it is the student's responsibility to complete the course requirements within the time span set by the instructor. This time span may extend no later than two-thirds of the way through the following term, and the instructor must submit the final grade to the Registrar no later than one week prior to the next scheduled final examination period.
Grades officially submitted to the Registrar are final. Requests for a change of grade necessitated by clerical, computational, or other documented error must be submitted in writing by the faculty member to the Academic Dean. The requested change will become effective when the approval of the Dean has been filed with the Registrar.

Final grade reports are sent to the students as soon as possible after the grades have been reported to the Registrar's Office.

See Grading System for Graduate Courses on page 121 for more information.

Transcript Requests
Official Transcripts may be requested online or in person from the Office of the Registrar. Transcripts may be issued to the student or to a third party. Transcript requests are generally processed within three (3) business days, though processing time may increase during registration or at the end of a semester.

If a transcript is being picked up in person, a PHOTO ID must be shown. There is a $5 charge for each Official Transcript. Cash, check or money orders are accepted. The student must have no delinquent indebtedness to the College for an Official Transcript.

To order an Official Transcript online:
1. Go to www.getmytranscript.org and select “Dominican College.”
2. Click on “Order A Transcript Now.”
3. Follow the transcript ordering process.
4. You will be required to submit a paperless consent form or a signed consent form through the mail or by fax or email to the National Student Clearinghouse before your order is processed.
5. You will be charged a $5 transcript fee for each transcript ordered and a $2.50 processing fee for each recipient. A credit card (MasterCard, Visa, American Express or Discover) is required to make payment.
6. Check your e-mail for updates on the status of your transcript order.

Students are responsible for checking grade reports and transcripts carefully and for notifying the Registrar if any errors are noted.

Student Records
All student records are maintained and made available in accordance with the Federal Family Educational Rights and Privacy Act of 1974. No records are released to third persons except as provided in that Act. A full statement of procedures for access to records and challenge of contents is available in the Student Handbook and from the Office of the Registrar on request.

Certification/Verification Procedures
Current students needing certification or verification of their enrollment status for purposes such as insurance, educational loans or other applications should make such a request in person or in writing at the Registrar’s Office. Requests for certifications or verifications are only for the terms that the student attended the College. Requests for the current semester can be processed only after the student has registered. There is no charge for this service. A graduate of the College wishing degree certification should make the request in writing, with signature, and submit any required forms to the Registrar’s Office. There is no charge for this service.

Class Standing
Class standing is determined by the number of semester hours which a student has satisfactorily completed. Students who have earned fewer than 30 semester hours are classified as freshmen. Sophomore status is granted to a student who has earned a minimum of 30 semester hours of credit. Junior and senior standing require a minimum of 60 and 90 semester hours of credit respectively, and a record which indicates ability to fulfill all program and general College requirements for a degree. Standing as a masters degree candidate is reserved for students who have been formally accepted into a graduate program.

Academic Integrity
A statement on academic integrity that explains the standards of scholarship expected in a collegiate environment and describes the procedures followed in cases when such standards are breached is published in the Student and Faculty Handbooks.

Research Policy
In accordance with Federal policy, the Dominican College Institutional Review Board (I.R.B.) has established a policy that states, "For any research activities involving human research subjects conducted at Dominican College, or conducted elsewhere and involving any Dominican College populations, or conducted by any Dominican College agent in institutions or circumstances where an Institutional Review Board is absent, research proposals must be submitted to and approved by the Dominican College Institutional Review Board."

Academic Standing and Dismissal
An enrolled student who is making progress toward completion of degree requirements and is eligible to continue course work at Dominican College is considered to be in good standing.

The Academic Records of all students are reviewed each year. A student who falls below the minimum cumulative G.P.A. requirement (listed on the chart below) is considered to be on Academic Probation. An undergraduate student on Academic Probation is subject to dismissal if he or she has a cumulative G.P.A. index below 1.00 for two consecutive semesters. Students whose cumulative G.P.A.s fall between 1.00 and the minimum G.P.A. requirement (or have one semester below 1.00 and one between 1.00 and the minimum G.P.A.) will be suspended from the College for a period of one semester. (A course for which a student is granted a "W," signifying Official Withdrawal, is not counted toward the total of semester hours attempted.) Students who are on Academic Probation for a second consecutive semester will be notified that they are on “Final Review.”

At the discretion of the College, a dismissal or suspension action may be delayed. Students who are dismissed or suspended from the College may make a direct appeal to the Committee on Academic Standards in person or in writing. This Committee meets in January and June of each year to review such appeals.

A student is subject to dismissal if he or she has failed two attempts to achieve the required minimum grade in a developmental-level English (EN 108) or Mathematics (MA 112) course. A student is also subject to dismissal if he or she has failed three times to achieve the required minimum grade in any other Writing Sequence course (EN 115, EN 119, EN 120, EN 123). Students who place into MA 112 are required to take the course as early as possible in their academic years and must immediately repeat the course if they do not receive the required minimum grade of “C-.” A student is subject to dismissal from the College if he or she has failed two times to achieve the required minimum grade in MA 112.
Any grade below a “C−” — including grades of “W” or “WU” — will count as a failed attempt for Writing Sequence courses and MA 112. Students who earn less than a “C−” in any Writing Sequence course must repeat it the next semester.

If a student fails three times to achieve the stated minimum grade in any other required course, he or she may, at the discretion of the Committee on Academic Standards, be dismissed or required to change programs. Students should consult program coordinators concerning academic standing requirements in their major fields.

The College reserves the right to request the withdrawal of, or to dismiss, any student whose academic standing, conduct, or attitude renders continued attendance at Dominican College undesirable.

Students who have incurred academic dismissal may address a request for readmission to the Committee on Academic Standards after completing at least one semester and 12 semester hours, with a grade of C or better in each course, at an accredited college.

Students completing degree requirements submit a transcript documenting their status of these courses. No student may apply for a “Fresh Start” provided that they have completed 12 new credits at Dominican with a minimum G.P.A. of 2.50. All previous grades will be listed on the transcript but not factored into the cumulative grade point average. A notation will also be made on the transcript document's status of these courses. No student may apply for a “Fresh Start” more than once. Transfer applicants with poor prior academic records and who have not attended any academic institution for at least the last four years may also petition for a “Fresh Start.” They too will first have to complete 12 new credits at Dominican College with a minimum G.P.A. of 2.50.

See “Standards of Academic Progress (SAP)” above for information regarding the effect of Academic Probation on Financial Aid.

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**Courses at Other Institutions**

Once enrolled, students are expected to complete all of their course work at Dominican College. Students may request approval to take a course for credit at another college only if (a) the course is not offered at Dominican College; (b) it fulfills a degree requirement which, through no fault of the student, cannot be fulfilled in a reasonable time frame at Dominican; or (c) the student’s circumstances require that the course be taken at a distance beyond reasonable commuting distance of Dominican College. This last reason would be void if an appropriate online course offering is available at Dominican College and the student meets the eligibility requirement to take it.

Only 100- and 200-level courses may be taken at a two-year college, a maximum of four courses may be taken at any institution off campus, and the last 30 credits of a student's program at Dominican College must be taken on campus. Approval by the advisor, the appropriate discipline coordinator or Division Director, and the Academic Dean is required prior to registration for an off-campus course.

Waivers from the off-campus policy must be granted in writing by the Office of the Academic Dean.

When courses have been completed, students are responsible for having an official transcript sent to the Registrar. Grades for such courses are entered on the transcript but are not computed in the quality point average. Grades below "C−" are not accepted for credit.

**Alternate Approaches**

**Independent Study**

The term "Independent Study" is applied at Dominican College to a study undertaken by a student or group of students in which the major responsibility for the focus and for the plan of study and demonstration of learning outcomes is assumed by the student(s). In order for Independent Study to be accepted for credit at the College, a member of the faculty must accept the responsibility for approving the student's plan and evaluating the effectiveness of the achievement of the study objectives specified.

While the initiation of Independent Study is largely the responsibility of the student, the outline of study or contract may be developed in consultation with the faculty member who accepts the sponsorship of the study. The contract bearing the written consent of the faculty sponsor is approved by the Division Director prior to registration so that the necessary authorization may be presented to the Registrar. A copy of the contract is filed in the Office of the Academic Dean. It is important, therefore, that the student who wishes to pursue Independent Study plan sufficiently in advance so that the required consultation and approval may be procured prior to Registration.

In certain circumstances, because of scheduling constraints or other circumstances of a compelling nature, students may find it difficult to complete a course among those regularly offered. If no alternative courses are available and if a faculty member accepts the responsibility for directing and evaluating the student's work, the course may be undertaken on an independent basis. Such arrangements are designated as "Independent Coverage of Course Work" and the transcript bears the name and number of the course offering with the suffix "IS." As in the case of Independent Study described above, the outline of study or contract must be endorsed by the faculty sponsor and approved by the Division Director prior to registration. A copy of the outline is filed in the Office of the Academic Dean.

An alternative to the forms of Independent Study described above is the validation of learning by means of examination. Study outlines and bibliographies are made available by the various programs which administer college - level examinations. For additional information, see section below.
Internships
Students may obtain liberal arts or professional area credits by participating in the Elective Internship program of the College. By providing opportunities for internships off campus, Dominican College encourages students to broaden their collegiate learning experience and to explore career options in business, government, the arts, and private agencies. All experiences are related to an academic area, and a faculty sponsor must approve the internship proposal.

Positions have been available with public accounting firms, local and national corporations, financial institutions, broadcast stations, law enforcement agencies and other significant organizations. Internships are also encouraged in non-profit organizations and in endeavors that provide services to the community.

To be considered for participation, a student must normally have completed 30 academic credits (including a minimum of 15 credits taken at Dominican College) and have a G.P.A. of 2.7 or above. (Students in the Business Administration and Criminal Justice programs noted below are exempt from this minimum G.P.A. requirement.) All inquiries regarding internships should be directed to the Career Development Center in Rosary Hall. Interested students must submit an internship application, contract and resume by appropriate deadlines.

Students majoring in Accounting, Business Management, Marketing or Criminal Justice are required to complete three credits’ worth of internships or business practicums in order to graduate. Please see Practicum and Internship course descriptions in the “Business Administration Courses” and “Criminal Justice Courses” section for more details.

Credit by Examination
Students who have gained college-level mastery in areas of knowledge for which no college credit has been earned may validate their achievement by means of an examination. The College will award credit for successful achievement on certain external examinations when accompanied by successful performance on a College-administered essay in the examination subject area. The College recognizes Regents College Examinations and also the College Level Examination Program (CLEP) of the College Entrance Examination Board.

Examinations completed before admission to the College are evaluated as part of the admissions process. After admission to the College, the student consults with his/her advisor in order to determine which examinations may be appropriate to degree plans and receives authorization from the Office of the Academic Dean prior to taking any examination. Since duplicate credit will not be awarded, the CLEP General Examinations should be completed within the first year of study at the College, preferably during the first semester. (Note: CLEP exams cannot be used in fulfillment of the EN 120 and/or EN 123 requirements.)

Separately published materials available at the Office of the Academic Dean provide more information regarding policies and procedures, including minimum performance standards and criteria for retesting.

Portfolio Preparation
Prior learning acquired through work experience, community involvement, volunteer activities, or independent study may be assessed through a process of portfolio preparation. The process requires the identification, explanation, and documentation of learning that is comparable to what is studied in college courses but that is not readily tested through available examinations. Completed portfolios are evaluated by faculty or consultants, and credit is awarded as appropriate. A maximum of eighteen undergraduate credits may be earned in this way. (Twelve credits are the maximum allowable for portfolios on subjects in the area of Business Administration, five credits in the area of Student Teaching.) Information and guidance are available through the Director of Special Sessions.

Non-Collegiate Sponsored Instruction
Students or prospective students may have completed college-level courses offered by the military, business, industry, government, labor unions or police academies for which no college credit has been earned. The College will recognize and grant credit as appropriate for courses which have been evaluated by the American Council on Education, Office of Educational Credit, or the New York State Education Department's Office on Non-Collegiate Sponsored Instruction. Prior to enrolling in the College, information and consultation regarding the applicability of such courses to the degree programs offered are provided by the Office of Admissions. Subsequent to admission, the student may seek additional information at the Office of Special Programs.

The College allows up to a total of 60 credits earned by means of examination, portfolio preparation, and/or special evaluation combined. Such credits do not satisfy the thirty credit residency requirement for earning a baccalaureate degree from Dominican College.
Inventory of Registered Programs

The following degree programs are offered by Dominican College and registered by the New York State Education Department (Office of College and University Evaluation, Education Building, 89 Washington Avenue, Albany, N.Y. 12234, 518-474-2593).

<table>
<thead>
<tr>
<th>Certificates and Undergraduate Degree Programs</th>
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<tr>
<td><strong>Certificate Programs</strong></td>
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<td><strong>Bachelor of Arts Programs</strong></td>
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<td>Biology</td>
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<td>Communication Studies</td>
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<td>Childhood Education and Childhood/Students with Disabilities</td>
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<tr>
<td>Early Childhood Education</td>
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<td>Adolescence Education and Adolescence/Students with Disabilities</td>
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<td>Biology</td>
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<td>Computer Information Systems</td>
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<td>Marketing</td>
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<tr>
<td>Early Childhood Education (B.S.Ed.)</td>
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<tr>
<td><strong>Liberal Arts Curricula with B.S. Ed. Programs: American Studies, Humanities, Mathematics, Natural Sciences.</strong></td>
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<tr>
<td><strong>Bachelor of Social Work Program</strong></td>
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<td>Social Work</td>
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<th>Graduate Degree Programs</th>
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<td>Business Administration (M.B.A.)</td>
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<tr>
<td>Health Care Management (Advanced Certificate)</td>
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<td>Nursing: Family Nurse Practitioner (M.S.)</td>
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<tr>
<td>Doctor of Nursing Practice (DNP)</td>
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<tr>
<td>Occupational Therapy (B.S./M.S.; M.S.)</td>
<td>1208</td>
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<tr>
<td>Organizational Leadership and Communication (M.S.)</td>
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<tr>
<td>Physical Therapy (D.P.T.)</td>
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<td>Childhood Education (M.S.Ed.) and Childhood/Students with Disabilities (M.S.Ed.)</td>
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<tr>
<td>Teacher of Adolescence Education</td>
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<td>Teacher of Students with Disabilities (M.S.Ed.)</td>
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</tr>
<tr>
<td>Teacher of Students Who Are Blind or Visually Impaired M.S.Ed.)</td>
<td>0814</td>
</tr>
</tbody>
</table>
A Sequence of Study in the following areas is offered at the College:

- Accounting
- Allied Health
- American Studies
- Art
- Athletic Training
- Biology
- Business Management
  - Financial Management
  - Human Resource Management
  - International Management
  - Marketing Management
- Sports Management
- Chemistry
- Communication Studies
- Computer Information Systems
- Criminal Justice
- Economics
- English
- Ethnic Diversity Studies
- Fine & Performing Arts
  - Art
  - Dance
  - Film
  - Music
  - Theatre
- French
- Gender Studies
- Gerontology
- Health Care Management (M.B.A. Program)
- Health Sciences
- History
- Humanities
  - Communications
  - English
  - Philosophy
  - Religious Studies
  - Hispanic Language and Culture
- Management (M.B.A. Program)
- Marketing
- Mathematics
- Medieval and Renaissance Studies
- Natural Sciences
  - Biology
  - Chemistry
  - Earth Science
  - Physics
- Nursing
  - Baccalaureate (Traditional, A.B.S.N., L.P.N. to B.S.N.)
  - Baccalaureate (R.N. to B.S.N.)
  - Family Nurse Practitioner (M.S. Program)
  - Doctor of Nursing Practice (DNP Program)
- Occupational Therapy (B.S./M.S. and M.S. Programs)
- Organizational Leadership and Communication (M.S. Program)
- Philosophy
- Physical Therapy (D.P.T. Program)
- Political Science
- Pre-Law
- Professional Selling
- Psychology
- Religious Studies

- Social Sciences
  - Criminal Justice
  - Economics
  - History
  - Political Science
  - Psychology
  - Sociology/Anthropology
- Social Work
- Sociology/Anthropology
- Spanish
- Speech/Communications
  - Media
  - Speech
- Teacher Education
  - Early Childhood Education
  - Childhood Education (B.S. Ed. & M.S.Ed. Programs)
  - Middle Childhood Education
  - Adolescence Education
    - Biology
    - English
    - Mathematics
    - Social Studies
- Special Education (Students with Disabilities)
  - Cognitively/Emotionally/Behaviorally Challenged
  - Severe/Multiple Impairments (included in the M.S. Ed. Program)
  - Visually Impaired (M.S. Ed. Program)
Undergraduate Curricula and Courses of Instruction

Descriptions of curricula and course offerings are given in the following pages. Not all courses are offered every year. Information regarding the cycling of courses may be obtained from members of the faculty in the disciplines or from advisers.

In addition to the regularly cycled courses, most disciplines offer from time to time special “selected topics” courses: i.e., courses on specific topics taught for credit but not included in a discipline's permanent regular program. The course listings on the following pages include only those selected topics courses currently or very recently offered; others may be added during the academic year. All such courses are identified by the letter x, y, or z following the course number (e.g., English 449X).

The College publishes schedules of courses for each academic term.

The College reserves the right to make any necessary changes in the offerings without prior notice and to cancel offerings for which there is insufficient enrollment. In the event of a program’s discontinuance, the College will make a good-faith effort to assure that a student already enrolled in the program will have an opportunity to complete the degree for which she/he enrolled.

The College reserves the right to make any necessary changes in the delivery of its courses without prior notice. This includes the right to transition classes to online or hybrid delivery.

The provisions of the Catalog are directive in character and no contractual obligations on the part of the College or the student are implied. The College reserves the right to make the changes it deems advisable in the offerings and regulations stated in this catalog.

General Education Curriculum

The General Education Curriculum (GEC) is a set of courses taken by all undergraduate students* in addition to their area of concentration or major. Arranged in three parts, or “components,” it is designed to guarantee that each student will receive instruction in three areas that the College considers indispensable to a solid liberal education: essential skills in communication and analysis, a broad knowledge of human cultural history, and an understanding of both scientific and values-oriented approaches to problem solving. Also, the Global Studies requirement within the GEC assures that all students will be given an awareness of the international perspectives with which they will live and work.

* For transfer students, courses taken at other institutions are evaluated for application to the General Education Curriculum according to guidelines developed by the faculty and administered by the Office of Admissions. (See page 16 for a description of the Abbreviated General Education Curriculum requirements for students transferring in 45 or more liberal arts credits from other institutions.)

The Dominican College General Education Curriculum is comprised of three components described below. At least one course taken to fulfill a GEC requirement must be designated as a Global Studies course.

**Component I: General Skills: Communications and Analysis**
(12 – 15 Credits)

Students engage in training in English writing and speaking skills, particularly clarity and logic, needed for baccalaureate-level course work; and they are expected to achieve familiarity with at least one other mode of communication, verbal or symbolic, in which clarity and logical structure are emphasized.

Component II: Roots of Contemporary Life and Culture
(12 Credits)

Significant topics representative of the following broad periods in cultural history are studied with the purpose of conveying a sense of the past and of its relationship to the present. Course offerings vary from year to year.

Four courses in Component II are required: one from each period and one additional course in any of the time periods, preferably taken in conjunction with the other course in the same period. No more than two Component II courses may be taken in any one discipline. Students may not enroll in any Component II course before taking EN 123 or the equivalent; students entering as freshmen must also have passed or been exempted from EN 108.

Component III: Issues in Contemporary Life and Culture
(12 – 15 Credits)

Significant aspects of the contemporary world are approached from two perspectives: (a) that of science and (b) that of values (moral, religious, ethical, aesthetic, etc.). In the former, experimental and quantitative methods of problem solving are explored as they have been developed within the natural and social sciences. In the latter, methods which emphasize inquiry beyond the assembling of factual data are studied with the objective of cultivating in the student a sense of responsibility for including such analysis in decision making. Course offerings vary from year to year.

Normally, students are expected to complete two courses from within each perspective, the distribution requirement being at least one course from each.
**Fulfillment of the GEC Requirements**

The list of courses that have GEC designation (i.e., those courses that can be used to fulfill GEC requirements) is updated each June.

**Component I courses:**

Each course in GEC-I focuses on providing students with general skills in the areas of communication and analysis needed as a foundation for successfully completing higher states of baccalaureate-level course work.

The courses that fulfill GEC Component I requirements are:
- Writing Sequence (3 – 6 credits)
- EN 119 or EN 120, EN123; placement by skill level; see English curriculum, “College English Requirements.” *
- Oral Communication (3 credits)
- CS 111

Two courses from among the following: (6 credits)

- Foreign Languages
  - FR 111/112; IT 111/112, LA 111, SP 111/112, 115, 221/222; placement by skill level.

- Logic or Quantitative Methods
  - PH 112 or 113*, or SS 221
  - Students must have passed EN 120 to take PH 113.

Mathematics
- MA 113/114/116/117/119/221/222/225; placement by skills level.

*Note: Students who score a 3 or higher on the AP English Language and Composition exam, or who have earned college credit through an equivalent dual enrollment college-level course offered through their high schools, are exempt from EN 120 and are placed into EN 123. Students who receive a 3 or higher on the AP Literature exam, or who have earned college credit through an equivalent dual enrollment college-level course offered through their high schools, must still enroll in EN 123, but will be given three elective credits in English literature. CLEP exams cannot be used in fulfillment of the EN 120 and/or EN 123 requirements.

**Component II courses:**

Each course in GEC-II focuses on providing students with general skills in the areas of communication and analysis needed as a foundation for successfully completing higher states of baccalaureate-level course work.

The courses that fulfill GEC Component II requirements are:

**Classical Period**

- Classical Period courses have “C” or “CG” after their course numbers; e.g., AR 224C: Classical Art & Human Dignity or MA 2228 CG: Dawn of Mathematics.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>AR 224C</td>
<td>Classical Art &amp; Human Dignity</td>
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<tr>
<td>EN 225C</td>
<td>Classical Literature, Contemporary Problems</td>
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<tr>
<td>HI 222C</td>
<td>Classical History and Civilization</td>
</tr>
<tr>
<td>MA 227C</td>
<td>Classical Greece: The Vision of Geometry</td>
</tr>
<tr>
<td>MA 228CG*</td>
<td>The Dawn of Mathematics</td>
</tr>
<tr>
<td>PH 221C</td>
<td>The Discovery of Reason</td>
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<tr>
<td>PO 336C</td>
<td>Ancient Political Thought: The Search for</td>
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<tr>
<td>RS/EN</td>
<td></td>
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<tr>
<td>221CG*</td>
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<tr>
<td>RS 222C</td>
<td>Old Testament: Story &amp; Culture</td>
</tr>
</tbody>
</table>

**Medieval Period – the Renaissance**

The Medieval – Renaissance courses have “M” after their course numbers; e.g., EN 332M: The Age of Exploration.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>AR 225M</td>
<td>The Age of Humanism</td>
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<tr>
<td>EN 331M</td>
<td>Metaphorical Journeys: Literature of the</td>
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<td>Middle Ages</td>
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<td>EN 332M</td>
<td>The Age of Exploration</td>
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<tr>
<td>EN 338M</td>
<td>Courty Love</td>
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<td>EN/RS</td>
<td>Medieval Women Writers: Domestic and</td>
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<td>339M</td>
<td>Peaceful Contributions</td>
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<td>HI 223M</td>
<td>Medieval Europe</td>
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<td>HI 224M</td>
<td>Renaissance and Reformation in Europe</td>
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<td>HI 230M</td>
<td>History of the Byzantine Empire</td>
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<td>HI 233M</td>
<td>History Through Film: Renaissance Humanism</td>
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<td>PH 224M</td>
<td>God and the Medieval Mind</td>
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<td>PO 334M</td>
<td>The Medieval World</td>
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<tr>
<td>RS 224M</td>
<td>Religion &amp; Human Experience: Mystics,</td>
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<td></td>
<td>Mentors and Warriors</td>
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</table>

**The Enlightenment – mid 20th Century**

The Enlightenment – mid 20th century courses have “P” or “PG” after their course numbers; e.g., HI 335P: The American Consensus, 1920-Present.

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>AR 226P</td>
<td>Foundations of Modernism</td>
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<tr>
<td>AR 227P</td>
<td>Twentieth Century Art: A Kaleidoscope of</td>
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<td>Style</td>
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<td>CS/PO 300P</td>
<td>Propaganda: Messages of War</td>
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<td>EN 223P</td>
<td>The American Dream: 1620 – 1860</td>
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<td>EN 224P</td>
<td>The American Dream: 1860 – Present</td>
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<td>EN 333P</td>
<td>Neoclassic Literature</td>
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<td>EN 337P</td>
<td>Literary Realism: The Trend Toward Social</td>
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<td>Inquiry</td>
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<td>HI 333P</td>
<td>Sectialism, Civil War and Reconstruction</td>
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<td>American Society, 1877 – 1922: Progress &amp;</td>
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<td>HI 335P</td>
<td>The American Consensus: 1920 – Present</td>
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<td>Twentieth Century Europe</td>
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<td>Ethnicity in America</td>
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<td>HI 444P</td>
<td>American Social Thought: Continuity and</td>
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<td>HI 451PG*</td>
<td>Middle Eastern History</td>
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<td>HI 452PG*</td>
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<td>HI 453PG*</td>
<td>History of Developing Nations</td>
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<td>HI 454PG*</td>
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<td>MA 229P</td>
<td>The Mathematical Universe</td>
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<td>MU 226P</td>
<td>Music in the Age of Enlightenment</td>
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<td>MU 227P</td>
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<td>PH 225P</td>
<td>Freedom in Modernity</td>
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<td>PH 226P</td>
<td>American Pragmatism</td>
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<td>PO 111P</td>
<td>American National Government</td>
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<td>PO 221P</td>
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<tr>
<td>PO/SO 320*</td>
<td>Global Interdependence</td>
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<tr>
<td>PO 330PG*</td>
<td>Origins of Modern Africa</td>
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<td>PO 337PG*</td>
<td>World Politics</td>
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<td>RS 226P</td>
<td>Religion in America: Great Awakenings</td>
</tr>
<tr>
<td>SO/SW 335P</td>
<td>Social Movements and Social Justice</td>
</tr>
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</table>

One additional course in any of the above periods, preferably taken in conjunction with another course in the same period. (3 credits)
Component III courses:

Science (GEC-IIIa)
Each course in GEC-IIIa focuses on an aspect of the natural world from the perspective of scientific laws and theories. Students will become familiar with the logic and practice of the scientific method of investigation.

GEC-IIIa courses have “S” after their course numbers; e.g., PY 111S: Elements of Physics.

- BI 111S Introductory Biology
- BI 112S Introductory Physiology
- BI 113S Introductory Ecology
- BI 221S General Biology I
- BI 222S General Biology II
- CH 111S Introductory Chemistry
- ES 111S Elements of Earth Science
- ES 112S Climate Science and Action
- PS 101S General Psychology I: Biological Bases of Human Behavior
- PS 102S General Psychology II: Social Bases of Human Behavior
- PY 111S Elements of Physics
- PY 112S Elements of Space Science

Values (GEC-IIIb)
Each course in GEC-IIIb focuses explicitly on a present day value issue. The goal is to engage the student in a process that requires some distancing from preconceptions, prejudices, and pre-formed opinions. It requires the development of a reflective stance on one's received culture and its beliefs. It expects the student ultimately to take a position on the issue which is informed and well thought-out as well as cognizant and respectful of other opinions on the issue.

Students may not enroll in any Component III values course before taking EN 123 or the equivalent; students entering as freshmen must also have passed or been exempted from EN 108.

GEC-IIIb courses have “V” or “VG” after their course numbers; e.g., SO 221VG*: Cultural Anthropology

- CS 444V Freedom of the Press
- EC 338V Wealth or Poverty: Contemporary Economic Issues
- EC 340VG* Global Economic Issues
- ED 223V School and Society
- EN 226V Masks and Morals: Values in World Literature
- EN 335V Modern British Literature

Global Studies Requirement
Several of the courses listed above in Components II and III—those with "G" at the end of their course numbers and marked by asterisks—are particularly designed to broaden students' perspectives across geographical and cultural boundaries. Collectively they offer study of a variety of regions and cultural heritages, exploring commonalities and differences from one to another or discussing influences and interdependencies between them. All students are required to take at least one of these courses (each of which also serves as partial fulfillment of the Component requirement).

In addition to the goals fulfilled as a GEC-II or GEC-III course, each of the courses fulfilling the GEC global requirement focuses on significant topics relating to the interconnectedness and interdependence of the peoples and countries of the world or examines commonalities and differences among various groups in relation to the central theme(s) of the course.
Undergraduate Major and Minor Programs

Accounting

The objectives of the Bachelor of Science program in Accounting are to give students an understanding of the functions of accounting, the underlying body of concepts that constitute accounting theory, and the application of these concepts to accounting problems and solutions.

The Accounting curriculum prepares students for a wide range of careers in accounting or finance-related fields. Accounting students must complete a minimum of 120 credit hours for a bachelor's degree. Upon graduation, some students may work in the private sector or the government sector, while others may wish to become certified public accountants.

The International Accreditation Council for Business Education (I.A.C.B.E.), accredits programs in the Business Administration Division. IACBE, 11374 Strang Line Road, Lenexa, KS 66215. www.iacbe.org

All students entering the Accounting program must take the English and Mathematics placement examinations. All students must meet the College's writing proficiency requirements.

Summary of Requirements: Accounting

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC 241 &amp; AC 242</td>
<td>6</td>
</tr>
<tr>
<td>AC 254</td>
<td>3</td>
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<tr>
<td>AC 353</td>
<td>3</td>
</tr>
<tr>
<td>AC 361</td>
<td>3</td>
</tr>
<tr>
<td>AC 448</td>
<td>3</td>
</tr>
<tr>
<td>BU 323</td>
<td>3</td>
</tr>
<tr>
<td>Finance or Economics Elective, 300 level or higher Business Core (MG 211, MK 114, IX 211, BU 213, AC 111, AC 112, FN 226, MG 310, MG 355, MG 474)</td>
<td>31</td>
</tr>
<tr>
<td>Liberal Arts (including EC 211, EC 212, MA 113, MA 114 or 116, MA 225, CS/BU 112)</td>
<td>60</td>
</tr>
<tr>
<td>Internships or Practicum</td>
<td>3</td>
</tr>
<tr>
<td>Freshman Seminar (Day students only)</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total Credits Required</strong></td>
<td><strong>120</strong></td>
</tr>
</tbody>
</table>

Note: A grade of C or higher must be attained in all Business Administration Division required courses.

Students are responsible for developing their degree program plan together with the guidance and assistance of an academic advisor.

Sample Curriculum Pattern: Accounting

Freshman Year, Fall Semester

<table>
<thead>
<tr>
<th>Course</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MG 211*</td>
<td>Introduction to Management</td>
</tr>
<tr>
<td>IX 250*</td>
<td>Principles of Systems and Technology</td>
</tr>
<tr>
<td>EN 119 or</td>
<td>College Writing &amp; Research</td>
</tr>
<tr>
<td>EN 120</td>
<td></td>
</tr>
<tr>
<td>MA 113</td>
<td>College Algebra</td>
</tr>
<tr>
<td>CS 111*</td>
<td>Dynamics of Oral Communication</td>
</tr>
<tr>
<td>FS 111</td>
<td>Freshman Seminar</td>
</tr>
</tbody>
</table>

Freshman Year, Spring Semester

<table>
<thead>
<tr>
<th>Course</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MK 114*</td>
<td>Basic Marketing</td>
</tr>
<tr>
<td>BU 213*</td>
<td>Business Law I</td>
</tr>
<tr>
<td>EN 123</td>
<td>Writing About Literature</td>
</tr>
<tr>
<td>MA 116</td>
<td>Finite Mathematics (or MA 114 Precalculus)</td>
</tr>
<tr>
<td>CS/BU 112</td>
<td>Effective Business Communication</td>
</tr>
</tbody>
</table>

Sophomore Year, Fall Semester

<table>
<thead>
<tr>
<th>Course</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>AC 111</td>
<td>Financial Accounting</td>
</tr>
<tr>
<td>EC 211</td>
<td>Macroeconomics</td>
</tr>
<tr>
<td>MA 225*</td>
<td>Introduction to Statistics</td>
</tr>
<tr>
<td>GEC S*</td>
<td>Any &quot;Science&quot; course</td>
</tr>
<tr>
<td>GEC V* or S*</td>
<td>Any &quot;Values&quot; or &quot;Science&quot;</td>
</tr>
</tbody>
</table>

Sophomore Year, Spring Semester

<table>
<thead>
<tr>
<th>Course</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>AC 112</td>
<td>Managerial Accounting</td>
</tr>
<tr>
<td>EC 212</td>
<td>Microeconomics</td>
</tr>
<tr>
<td>BU 323</td>
<td>Business Law II</td>
</tr>
<tr>
<td>GEC V*</td>
<td>Any &quot;Values&quot; course</td>
</tr>
<tr>
<td>GEC V* or S*</td>
<td>Any &quot;Values&quot; or &quot;Science&quot;</td>
</tr>
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</table>

Junior Year, Fall Semester

<table>
<thead>
<tr>
<th>Course</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>AC 241</td>
<td>Intermediate Accounting I</td>
</tr>
<tr>
<td>AC 254</td>
<td>Cost Accounting</td>
</tr>
<tr>
<td>FN 226*</td>
<td>Principles of Finance</td>
</tr>
<tr>
<td>MG 355*</td>
<td>International Management</td>
</tr>
<tr>
<td>GEC C*</td>
<td>Any &quot;Classical&quot; course</td>
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</table>

Junior Year, Spring Semester

<table>
<thead>
<tr>
<th>Course</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>AC 242</td>
<td>Intermediate Accounting II</td>
</tr>
<tr>
<td>AC 333</td>
<td>Principles of Taxation</td>
</tr>
<tr>
<td>MG 310*</td>
<td>Business, Society, Corporate Values</td>
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<tr>
<td>GEC M*</td>
<td>Any &quot;Medieval&quot; course</td>
</tr>
<tr>
<td>GEC P*</td>
<td>Any &quot;Present&quot; course</td>
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</table>

Senior Year, Fall Semester

<table>
<thead>
<tr>
<th>Course</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>AC 361</td>
<td>Advanced Accounting</td>
</tr>
<tr>
<td>C*/M*/P*</td>
<td>Any C, M, or P course</td>
</tr>
<tr>
<td>BU 393,**</td>
<td>Internship I</td>
</tr>
<tr>
<td>LA Elect.*</td>
<td>Liberal Arts elective</td>
</tr>
<tr>
<td>MG 474</td>
<td>Business Policy and Managerial Decision Making</td>
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Senior Year, Spring Semester

<table>
<thead>
<tr>
<th>Course</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>LA Elect.*</td>
<td>Liberal Arts elective course</td>
</tr>
<tr>
<td>LA Elect.*</td>
<td>Liberal Arts elective course</td>
</tr>
<tr>
<td>Elective*</td>
<td>Free elective</td>
</tr>
<tr>
<td>Elective*</td>
<td>Free elective</td>
</tr>
</tbody>
</table>

* Can be taken in the Fall or Spring semesters.

**Internship can be completed over the summer.
Art Minor

As a liberal arts institution, Dominican College recognizes and celebrates the role Art plays in learning. Art courses teach students to be more tolerant and open through multicultural and historical perspectives and through their involvement in the creative process itself.

Summary of Requirements: Art Minor
Requirements: 18 credit hours – 12 of which must be Dominican College credits. Must have a grade of C or better in each course for it to be counted toward the minor.

To complete the minor, a student must have the following:

*6 credit hours in Art History/Culture (student must choose 3 credit hours from group A and 3 credit hours from Group B):*

**Group A (3cr.)**
- AR 222 History and Appreciation of Art I
- AR 224C Classical Art and Human Dignity
- AR 225M The Age of Humanism
- AR/SP 232 Art of Spain

**Group B (3cr.)**
- AR 223 History and Appreciation of Art II
- AR 226P The Foundations of Modernism
- AR 227P 20th Century Art
- AR 228V Art Around the World
- AR 229 Anonymous was a Woman

*12 credits hours in Studio Art:*
- AR 112 Essentials of Art
- AR 235 Mosaics
- AR 250 Digital Imaging Technology
- AR 330 Life Drawing
- AR 331 The Language of Drawing
- AR 332 Sculpture I
- AR 334 Oil Painting
- AR 335 Advanced Oil Painting
- AR 336 Watercolors
- AR 337 Advanced Watercolors
- AR 339 Intro to Print Making
- AR 345 Beg. Ceramics/Pottery
- AR 365 Figure Study in Clay
**Athletic Training**

The primary goal of the Bachelor of Science program in Athletic Training is to prepare qualified entry-level Certified Athletic Trainers (ATC’s) for service in schools, colleges, professional athletic organizations, sports medicine clinics, and a growing range of non-sports health care settings. Through a combination of classroom instruction and clinical experience, the program is designed to prepare students to assume immediate responsibility and future leadership in the prevention, emergency care management, and rehabilitation of various injuries and/or illnesses; in program organization and administration; and in the educational and counseling aspects of athletic training.

The program’s philosophy and design also embody Dominican College’s traditional emphasis on the value of a broad based liberal education. The 124-credit curriculum requires that all Athletic Training students satisfy General Education Curriculum and liberal arts requirements, primarily in the physical and social sciences, along with those in Athletic Training and the related Allied Health courses. Its explicit objectives stipulate that students will be taught and expected not only to understand "accepted professional standards and procedures" but also to assume responsibility for effective communications, a caring and understanding approach to their profession, and high ethical standards. Such expectations reflect Dominican’s institution-wide mission to "promote educational excellence, leadership, and service in an environment characterized by respect for the individual and concern for the community."

The Bachelor of Science program in Athletic Training has been reviewed and authorized by the New York State Education Department. Dominican College’s Bachelor of Science program in Athletic Training is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). The program has been placed on Probation as of February 11, 2020, by the CAATE, 2001 K Street NW, 3rd Floor North, Washington, DC  20006. The program has chosen to Voluntarily Withdraw its Accreditation effective August 27, 2021. The program will remain on Probation until the Withdraw is effective and the program is closed. Graduates of the program will remain eligible to sit for the national certification examination administered by the Board of Certification (BOC).

**Summary of Requirements: Athletic Training**

In accordance with CAATE guidelines, all AT, AH, and BI courses must be completed at Dominican College. The curriculum framework has been designed in conformity with CAATE requirements for sequenced basic and clinical instruction accompanied or followed by laboratory and clinical affiliations. Clinical affiliations provide students with the important link between academic theory and practical application. For example, students taking AT 338, Therapeutic Exercise, will simultaneously take AT 339, AT Techniques IV, which stresses the application of skills directly related to Therapeutic Exercise. As students move through the curriculum, the increasing complexity of classroom learning is reflected in their movement from on-site to a variety of off-campus sites. Students are also required to take the Amato-Cole Educational Services (ACES) Review course prior to taking the Board of Certification (BOC) exam.

Athletic Training students are required to complete clinical affiliations within the course of study. Each student will be provided the opportunity of at least one off-campus affiliation. Students are responsible for their own transportation to and from clinical affiliation sites.

Successful completion of the clinical affiliations is a prerequisite for continuance in the program.

### Summary of Requirements: Athletic Training

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natural Sciences</td>
<td>24</td>
</tr>
<tr>
<td>Allied Health</td>
<td>13</td>
</tr>
<tr>
<td>Athletic Training</td>
<td>48</td>
</tr>
<tr>
<td>GEC and other Liberal Arts (&amp; Freshman Seminar)</td>
<td>39</td>
</tr>
<tr>
<td><strong>Total Credits Required</strong></td>
<td><strong>124</strong></td>
</tr>
</tbody>
</table>

### Admissions and Program Standards

Students must meet the following standards for continuance in the program:

- minimum G.P.A. of 2.7 at the end of each semester
- minimum grade of B− (2.7) in all Natural Sciences, Athletic Training, and Allied Health Courses
- consistent demonstration of professional performance and behavior, particularly in clinical settings
- adherence to all College and program policies and guidelines as articulated in the Catalog, the Student Handbook, and the Athletic Training Program Student Handbook

Each student is responsible for a yearly physical examination, at his/her expense, in order to demonstrate compliance with the technical standards associated with the program. Each student must also provide evidence of yearly liability insurance.

To sit for the Board of Certification Examination (BOC), students must complete the following items:

- Scores for all educational competencies (classroom) must be at a 3 or 4 out of 4 on a 4 point scale.
- Scores for all clinical proficiencies (clinical site) must be at a 4 or 5 out of 5 on a 5 point scale
- Authorization from the Program Director following successful completion of a comprehensive review examination (80% or higher)
## Sample Curriculum Pattern: Athletic Training

### Semester I

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EN 119 or 120 College Writing &amp; Research</td>
<td></td>
</tr>
<tr>
<td>MA 113 College Algebra</td>
<td>C</td>
</tr>
<tr>
<td>BI 223 Anatomy &amp; Physiology I</td>
<td>4*</td>
</tr>
<tr>
<td>CS 111 Dynamics of Oral Comm.</td>
<td>3*</td>
</tr>
<tr>
<td>FS I11 Freshman Seminar I</td>
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<td><strong>TOTAL</strong></td>
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### Semester II

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 113 College Algebra</td>
<td>C</td>
</tr>
<tr>
<td>BI 223 Anatomy &amp; Physiology II or BI 324 Clinical Anatomy</td>
<td>4*</td>
</tr>
<tr>
<td>PS 102 General Psychology II</td>
<td>3*</td>
</tr>
<tr>
<td>AT 118 Intro to Athletic Training</td>
<td>3</td>
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<tr>
<td>FS I2 Freshman Seminar II</td>
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<td><strong>TOTAL</strong></td>
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### Semester III

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 221 Chemistry</td>
<td>4*</td>
</tr>
<tr>
<td>BI 333 Neuroscience</td>
<td>3*</td>
</tr>
<tr>
<td>AH 221 Personal/ Community Health</td>
<td>3</td>
</tr>
<tr>
<td>AT 223 Care and Prevention of Athletic Injuries</td>
<td>3</td>
</tr>
<tr>
<td>AT 224 AT Techniques I</td>
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<tr>
<td>AT 225 Principles of Strength &amp; Conditioning</td>
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<td><strong>TOTAL</strong></td>
<td>16</td>
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### Semester IV

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<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>GEC I</td>
<td>3*</td>
</tr>
<tr>
<td>BI 332 Kinesiology</td>
<td>3*</td>
</tr>
<tr>
<td>AT 332 Assessment of Athletic Injuries</td>
<td>4</td>
</tr>
<tr>
<td>AT 227 Pathology &amp; Management of Athletic Injuries</td>
<td>3</td>
</tr>
<tr>
<td>AT 229 AT Techniques II</td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>15</td>
</tr>
</tbody>
</table>

### Semester V

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AT 328 Pathology &amp; Management of Athletic Injuries</td>
<td>3</td>
</tr>
<tr>
<td>AT 337 Assessment of Athletic Injuries II</td>
<td>4</td>
</tr>
<tr>
<td>AT 333 Therapeutic Modalities</td>
<td>3</td>
</tr>
<tr>
<td>AT 334 AT Techniques III</td>
<td>2</td>
</tr>
<tr>
<td>AH 335 Principles of Nutrition</td>
<td>3</td>
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<td><strong>TOTAL</strong></td>
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</table>

### Semester VI

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AH 336 Pharmacology</td>
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</tr>
<tr>
<td>AH 350 Health Assessment</td>
<td>4</td>
</tr>
<tr>
<td>AT 338 Therapeutic Exercise</td>
<td>3</td>
</tr>
<tr>
<td>AT 339 AT Techniques IV</td>
<td>2</td>
</tr>
<tr>
<td>MA 225 Introduction to Statistics or</td>
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</tr>
<tr>
<td>SS 221 Quantitative Methods</td>
<td>3*</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
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</table>

### Semester VII

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BI 338 Exercise Physiology</td>
<td>3*</td>
</tr>
<tr>
<td>AT 443 Organization and Admin. of Athletic Training</td>
<td>3</td>
</tr>
<tr>
<td>AT 444 AT Techniques V</td>
<td>2</td>
</tr>
<tr>
<td>PS 239 Sports Psychology</td>
<td>3*</td>
</tr>
<tr>
<td>GEC II</td>
<td>3*</td>
</tr>
<tr>
<td>GEC II</td>
<td>3*</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
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### Semester VIII

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>AT 445 Contemporary Dimensions of Athletic Training</td>
<td>3</td>
</tr>
<tr>
<td>AT 448 Seminar in AT</td>
<td>3</td>
</tr>
<tr>
<td>AT 450 AT Techniques VI</td>
<td>2</td>
</tr>
<tr>
<td>GEC II Bioethics (recommended)</td>
<td>3*</td>
</tr>
<tr>
<td>GEC III</td>
<td>3*</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>14</td>
</tr>
</tbody>
</table>

**PROGRAM TOTAL:** 124

*Liberal Arts credits
Biology

The Biology program offers two options for a degree in Biology: the Bachelor of Arts or the Bachelor of Science in Biology.

B.A. in Biology
The Bachelor of Arts in Biology combines a solid foundation in biology with the breadth and flexibility of a liberal arts program. The B.A. in Biology is applicable in any walk of life, and specifically for the student whose career goals will involve science-related work, graduate study in sciences, medicine or physical therapy, environmental sciences, or teaching Biology at the secondary level.

B.S. in Biology
The B.S. in Biology is a challenging program for students who wish to study the biological sciences in greater depth. Students in this program are strongly prepared for graduate work in areas including research graduate studies, clinical programs in allied health, and medical school programs.

Articulation Agreements
The Biology program features articulation agreements with multiple colleges to facilitate advanced study. The list is as follows:

American University of Antigua (AUA)
Graduates of Dominican College who have an overall 3.25 GPA, a minimal GPA of 3.25 in all pre-requisite courses required by AUA, and faculty recommendation will be offered admission to the AUA Medical School.

New York Medical College (NYMC)
Dominican College seniors who are admitted into the Graduate School of Basic Medical Sciences (GSBMS) Master’s programs will be allowed to take up to 8 graduate credits in each academic term (fall and spring) in the GSBMS of NYMC during their senior undergraduate year. Dominican College will accept NYMC credits towards Bachelor’s degree requirements. NYMC course credits will be applied toward graduate degree requirements in the GSBMS. Students must receive recommendations by the biology faculty in order to apply for this program.

Dominican College students who have a minimum of 3.0 GPA with no grades below may apply for early acceptance to the following programs at NYMC: Health Policy & Management, Health Behavior & Community Health, Epidemiology, Biostatistics, and Environmental Health Science. This arrangement is open to students majoring in any undergraduate program, but applicants should have a balance of course work in the humanities and the social sciences and competency in English composition.

3-2 B.A. Biology-B.S. Bioengineering
Dominican College students who have a minimum 3.0 GPA in the biology program may apply for admission to the Bioengineering program at Fairfield University School of Engineering in May of their junior year. Successful students earn two bachelor degrees, the B.A. in Biology from Dominican College and the B.S. Bioengineering from Fairfield University, at the end of five years.

3-3 B.A. Biology-Doctor of Physical Therapy
Entering freshmen whose high school GPA is at least 3.3 and SAT scores are at least 1150 and who have had 4 years of science in high school (including physics) may enter Dominican College’s 3-3 B.A.-DPT program. Students who maintain at least a 3.3 GPA overall and in the DPT prerequisite courses (with no prerequisite course grade below a C) undergo a streamlined application to the DPT program in the fall of their junior year. Successful students earn the B.A. in Biology and DPT from Dominican College.

Academic Requirements
Students may be admitted to the Biology program only after completing BI 221S-222S General Biology I-II and CH 221-222, General Chemistry I-II with a minimum grade of C and having an overall GPA of at least 2.5. All biology majors must maintain the minimum 2.5 average — both in the program (including all Biology BI and cognate courses) and in the overall cumulative index — with no grade in required BI and cognate courses lower than a C.

Additional grade expectations apply for students seeking teacher certification: see Catalog section for Teacher Education.

Biology majors may repeat a required course no more than twice.

Both the B.S and B.A. programs include a 3- or 4-credit Biology elective, typically taken in the junior or senior year. Students may choose among any of the following courses for their Biology Elective, so long as the course is not already a required course in their program:

- BI 326 Pathophysiology for the Health Professions
- BI 327S Introduction to Forensic Science
- BI 329 Field Ecology
- BI 330 Molecular Biology
- BI 333 Neuroscience
- BI 335 Vertebrate Biology
- BI 336 Animal Behavior
- BI 337 Evolution
- BI 339 Cell Biology
- BI 340 Aquatic Biology
- BI 341 Environmental Toxicology
- CH 329 Studies in Biochemistry II

Summary of Degree Requirements:

Students may choose among four distinct concentrations of study within the Biology program:

- Science/Pre-Med, for students intending to pursue graduate studies in science or medical fields upon completion of their undergraduate degree;
- Pre-PT, for students intending to enter a Doctor of Physical Therapy program upon completion of their undergraduate degree;
- Environmental Science, for students who wish to emphasize study of the living environment; and
- Adolescent Education (B.A., only), for students who wish to teach biology at the secondary level upon completion of their degree.

The B.A. and B.S. degrees each require a total of 120 credits, the chief distinction being the expanded biology core course requirement for the B.S. degree. The required 120 credits consist of General Education Curriculum (GEC) courses, Biology core and cognate courses, courses specific to the student’s chosen concentration, and free electives. The Biology core, cognate, and concentration requirements are as follows:

B.A. Biology Core Courses: 18 credits
- BI 221S General Biology I-II
- BI 226 Genetics
- BI 229 Molecular Microbiology
- BI 438 Proposal Writing
- BI 400 Faculty Research Experience, 2 cr.
- BI 441 Research Seminar

Biology | 39
B.S. Biology Core Courses:  29 credits
BI 113S or 227 Intro. Ecology or Botanical Science
BI 221S-222S General Biology I-II
BI 226 Genetics
BI 229 Molecular Microbiology
BI 330 or 339 Molecular Biology or Cell Biology*
* Env. Sci. takes BI 329, 340 or 341
BI 337 Evolution
BI 438 Proposal Writing
BI 400 Faculty Research Experience, 2 cr.
BI 441 Research Seminar

Cognate Courses:  36 credits
MA 221-222 Calculus I-II
MA 225 Inferential Statistics
MA 226 Introductory Statistics
CH 221-222 General Chemistry I-II
CH 331-332 Organic Chemistry I-II*
*Not required for Adolescent Ed.
PY 221-222 General Physics I-II

Concentration Courses:
Science/Pre-Med:  19-20 credits
BI 223-224 Anatomy & Physiology I-II

Biology Minor

Summary of Requirements
22-24 credits, distributed as follows, with a minimum grade of C required:

Required Courses:  16 credits
BI 221S General Biology I
BI 222S General Biology II
BI 226 Genetics
BI 225 Introductory Microbiology or
or BI 229 Molecular Microbiology

Elective Courses:  6 credit (minimum)
BI 227 Botanical Science
BI 228 Introductory Biochemistry or
or BI 328 Studies in Biochemistry I
BI 223 Anatomy & Physiology I
BI 326 Pathophysiology for the Health Professions
BI 330 Molecular Biology
BI 333 Neuroscience
BI 334 Histology
BI 337 Evolution
CH 329 Studies in Biochemistry II

BI 328 Studies in Biochemistry
BI 334 Histology
BI xxx Biology Elective, 3-4 cr.

Pre-PT:  25-26 credits
BI 223-224 Anatomy & Physiology I-II
BI 328 Studies in Biochemistry
BI 334 Histology
BI xxx Biology Elective, 3-4 cr.
PS 213-114 Dev. Psychology I-II

Environmental Sciences:  18-19 credits
BI 113S Introductory Ecology
BI 227 Botanical Science
BI 328 Studies in Biochemistry
BI xxx Biology Elective, 3-4 cr.
BI 336 Animal Behavior

Adolescent Education:  18 credits
BI 113S Introductory Ecology
BI 223-224 Anatomy & Physiology I-II
BI 228 Introductory Biochemistry
BI 468 Teaching Biology
**Business Management**

The student of Business Management is afforded the opportunity to develop managerial and leadership skills; these include strategic, technical, human relations, operational, marketing, and administrative skills – in short, everything needed to successfully run a business. The Business Administration Division’s motto is “Doing Business Right” – which means learning to be successful through modern business techniques while also seeking to make the world a better place.

Students who wish to pursue these goals in relation to a specific area of expertise may choose one of the areas of Concentrations listed below. Subject to the approval of the Business Administration Division Director, a student may elect more than one of these areas.

- Financial Management
- International Management
- Sports Management

Programs in the Business Administration Division are accredited by the International Accreditation Council for Business Education (I.A.C.B.E.).

IACBE, 11374 Strang Line Road, Lenexa, KS 66215

www.iacbe.org

**Sigma Beta Delta Business Honor Society**

Membership in Sigma Beta Delta is the highest national recognition a business student can receive at a college or university with a Sigma Beta Delta chapter.

**Purposes:**
The purposes of Sigma Beta Delta are to encourage and recognize scholarship and achievement among students of business, management and administration, and to encourage and promote personal and professional improvement and a life distinguished by honorable service to humankind.

**Eligibility:**
To be eligible for membership, a business student must rank in the upper 20 percent of the senior or master’s class and be invited to membership by the faculty officers.

**Summary of Requirements: Business Management**

Students are responsible for developing their degree program plan together with the guidance and assistance of an academic advisor. All students entering the Business Management program must take the Writing and Mathematics placement examinations. All students must meet the College’s writing proficiency requirements.

For students pursuing an area of concentration, some of the elective hours must be used to meet the concentration’s requirements. Specific requirements for the concentrations can be found in the following pages.

**Summary of Requirements: Business Management**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management courses (in addition to those in Business Core, one of which must be MG 341)</td>
<td>9</td>
</tr>
<tr>
<td>Business Core (MG 211, MK 114, IX 250, BU 213, AC 111, AC 112, FN 226, MG 310, MG 355, MG 474)</td>
<td>31</td>
</tr>
<tr>
<td>Liberal Arts (including EC 211, EC 212, MA 113, MA 114 or 116, MA 225, CS/BU 112)</td>
<td>60</td>
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<tr>
<td>Free Electives</td>
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<td>Internships or Practicums</td>
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<tr>
<td>Freshman Seminar (Day students only)</td>
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</tr>
</tbody>
</table>

**Total Credits Required** 120

Note: A grade of C or higher must be attained in all Business Core and MG courses.

**Sample Curriculum Pattern: Business Management**

**Freshman Year, Fall Semester**

- MG 211* Introduction to Management
- IX 250* Principles of Systems and Technology
- EN 119 or 120 College Writing & Research
- MA 113 College Algebra
- CS 111* Dynamics of Oral Communication
- FS 111 Freshman Seminar

**Freshman Year, Spring Semester**

- MK 114* Basic Marketing
- BU 213* Business Law I
- EN 123 Writing About Literature
- MA 116 Finite Mathematics (or MA 114 Pre-calculus)
- CS/BU 112* Effective Business Communication

**Sophomore Year, Fall Semester**

- AC 111* Financial Accounting
- EC 211* Macroeconomics
- MA 225* Introduction to Statistics
- GEC S* Any “Science” course
- GEC V* or S* Any “Values” or “Science” course

**Sophomore Year, Spring Semester**

- AC 112* Managerial Accounting
- EC 212* Microeconomics
- MG 341 Human Relations Management
- GEC V* Any “Values” course
- GEC V* or S* Any “Values” or “Science” course

**Junior Year, Fall Semester**

- FN 226* Principles of Finance
- MG 355* International Management
- MG* Any Management course
- C* Any “Classical” course
- M* Any “Medieval” course

**Junior Year, Spring Semester**

- MG 310* Business, Society, Corporate Values
- MG* Any Management course
- P* Any “Present” course
- C*/M*/P* Any C, M, or P GEC course
- Elective* Free elective

**Senior Year, Fall Semester**

- LA Elect.* Liberal Arts elective course
- BU 393** Internship
- Elective* Free elective
- Elective* Free elective
- MG 474 Business Policy and Managerial Decision Making

**Senior Year, Spring Semester**

- LA Elect.* Liberal Arts elective course
- LA Elect.* Liberal Arts elective course
- Elective* Free elective
- Elective* Free elective

* Can be taken in the Fall or Spring semesters.
** Internship can be completed over the summer or other period.
Eligibility:

Summary of Requirements:
Financial Management Concentration

Students are responsible for developing their degree program plan together with the guidance and assistance of an academic advisor.

All students entering the Financial Management program must take the Writing and Mathematics placement examinations. All students must meet the College’s writing proficiency requirements.

The Financial Management concentration in the Business Management major is designed for students who wish to specialize their management studies on finance. Core courses remain the same as with a general management major, but additional coursework explores financial and economic topics in greater detail. The program reviews the roles of various financial intermediaries in the financing of business. Corporate decision-making with regard to asset and debt management, investment in working capital and capital assets, budgeting, and the investment process are all discussed in light of domestic and international environments.

Programs in the Business Administration Division are accredited by the International Accreditation Council for Business Education (I.A.C.B.E.).

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www.iacbe.org

Summary of Requirements: Financial Management

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>FN 340</td>
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<tr>
<td>FN 344</td>
<td>3</td>
</tr>
<tr>
<td>FN 435</td>
<td>3</td>
</tr>
<tr>
<td>EC 331</td>
<td>3</td>
</tr>
<tr>
<td>FN 118</td>
<td>3</td>
</tr>
<tr>
<td>3 MG courses outside the Business Core (must include MG 341)</td>
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</tr>
<tr>
<td>Business Core (MG 211, MK 114, IX 250, BU 213, AC 111, AC 112, FN 226, MG 310, MG 355, MG 474)</td>
<td>60</td>
</tr>
<tr>
<td>Liberal Arts (including EC 211, EC 212, MA 113, MA 114 or 116, MA 225, CS/BU 112) Internships or Practicums</td>
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</tr>
<tr>
<td>Freshman Seminar (Day students only)</td>
<td>2</td>
</tr>
<tr>
<td>Total Credits Required</td>
<td>120</td>
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Note: A grade of C or higher must be attained in all Business Administration Division required courses.

Sample Course Pattern: Financial Management Concentration

<table>
<thead>
<tr>
<th>Freshman Year, Fall Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>MG 211*</td>
</tr>
<tr>
<td>Introduction to Management</td>
</tr>
<tr>
<td>IX 250*</td>
</tr>
<tr>
<td>Principles of Systems and Technology</td>
</tr>
<tr>
<td>EN 119 or 120</td>
</tr>
<tr>
<td>College Writing &amp; Research</td>
</tr>
<tr>
<td>MA 113</td>
</tr>
<tr>
<td>College Algebra</td>
</tr>
<tr>
<td>CS 111*</td>
</tr>
<tr>
<td>Dynamics of Oral Communication</td>
</tr>
<tr>
<td>FS 111</td>
</tr>
<tr>
<td>Freshman Seminar</td>
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</table>

<table>
<thead>
<tr>
<th>Freshman Year, Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>MK 114*</td>
</tr>
<tr>
<td>Basic Marketing</td>
</tr>
<tr>
<td>BU 213*</td>
</tr>
<tr>
<td>Business Law I</td>
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<tr>
<td>EN 123</td>
</tr>
<tr>
<td>Writing About Literature</td>
</tr>
<tr>
<td>MA 116</td>
</tr>
<tr>
<td>Finite Mathematics (or MA 114 Precalculus)</td>
</tr>
<tr>
<td>CS/BU 112*</td>
</tr>
<tr>
<td>Effective Business Communication</td>
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<table>
<thead>
<tr>
<th>Sophomore Year, Fall Semester</th>
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</thead>
<tbody>
<tr>
<td>AC 111*</td>
</tr>
<tr>
<td>Financial Accounting</td>
</tr>
<tr>
<td>EC 211*</td>
</tr>
<tr>
<td>Macroeconomics</td>
</tr>
<tr>
<td>MA 225*</td>
</tr>
<tr>
<td>Introduction to Statistics</td>
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<tr>
<td>LA Elect.*</td>
</tr>
<tr>
<td>Liberal Arts elective course</td>
</tr>
<tr>
<td>S*</td>
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<td>Any “Science”</td>
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<table>
<thead>
<tr>
<th>Sophomore Year, Spring Semester</th>
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</thead>
<tbody>
<tr>
<td>AC 112*</td>
</tr>
<tr>
<td>Managerial Accounting</td>
</tr>
<tr>
<td>EC 212*</td>
</tr>
<tr>
<td>Microeconomics</td>
</tr>
<tr>
<td>EC 331*</td>
</tr>
<tr>
<td>Money and Banking</td>
</tr>
<tr>
<td>GEC V*</td>
</tr>
<tr>
<td>Any &quot;Values&quot; course</td>
</tr>
<tr>
<td>GEC V* or S*</td>
</tr>
<tr>
<td>Any &quot;Values&quot; or &quot;Science&quot;</td>
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</table>

<table>
<thead>
<tr>
<th>Junior Year, Fall Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>MG 355*</td>
</tr>
<tr>
<td>International Management</td>
</tr>
<tr>
<td>FN 226*</td>
</tr>
<tr>
<td>Principles of Finance</td>
</tr>
<tr>
<td>GEC C*</td>
</tr>
<tr>
<td>Any &quot;Classical&quot; course</td>
</tr>
<tr>
<td>GEC M*</td>
</tr>
<tr>
<td>Any &quot;Medieval&quot; course</td>
</tr>
<tr>
<td>FN 118*</td>
</tr>
<tr>
<td>Personal Finance</td>
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</table>

<table>
<thead>
<tr>
<th>Junior Year, Spring Semester</th>
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</thead>
<tbody>
<tr>
<td>FN 340*</td>
</tr>
<tr>
<td>Corporate Finance</td>
</tr>
<tr>
<td>FN 435*</td>
</tr>
<tr>
<td>International Finance</td>
</tr>
<tr>
<td>MG 310*</td>
</tr>
<tr>
<td>Business, Society, Corporate Values</td>
</tr>
<tr>
<td>GEC V* or S*</td>
</tr>
<tr>
<td>Any &quot;Values&quot; or &quot;Science&quot;</td>
</tr>
<tr>
<td>GEC P*</td>
</tr>
<tr>
<td>Any &quot;Present&quot; course</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Senior Year, Fall Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>C*/M*/P*</td>
</tr>
<tr>
<td>Any C, M, or P GEC II course</td>
</tr>
<tr>
<td>BU 393**</td>
</tr>
<tr>
<td>Internship</td>
</tr>
<tr>
<td>MG 341**</td>
</tr>
<tr>
<td>Human Relations Management</td>
</tr>
<tr>
<td>FN 344*</td>
</tr>
<tr>
<td>Investment Analysis</td>
</tr>
<tr>
<td>MG 474</td>
</tr>
<tr>
<td>Business Policy and Managerial Decision Making</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Senior Year, Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>LA Elect.*</td>
</tr>
<tr>
<td>Liberal Arts elective course</td>
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<tr>
<td>LA Elect.*</td>
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<tr>
<td>Liberal Arts elective course</td>
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<tr>
<td>MG*</td>
</tr>
<tr>
<td>Any Management course</td>
</tr>
<tr>
<td>MG*</td>
</tr>
<tr>
<td>Any Management course</td>
</tr>
</tbody>
</table>

* Can be taken in the Fall or Spring semesters.
** Internship can be completed over the summer or other period.
Summary of Requirements: International Management Concentration

Students are responsible for developing their degree program plan together with the guidance and assistance of an academic advisor. All students entering the International Management program must take the Writing and Mathematics placement examinations. All students must meet the College’s writing proficiency requirements.

The International Management concentration within the Business Management major is designed for students who wish to acquire functional knowledge, skills, and insights in the areas of international marketing, finance, economics, and management.

Programs in the Business Administration Division are accredited by the International Accreditation Council for Business Education (I.A.C.B.E.).
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Summary of Requirements: International Management

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MG 366</td>
<td>3</td>
</tr>
<tr>
<td>MK 326</td>
<td>3</td>
</tr>
<tr>
<td>BU 343 or BU 125</td>
<td>3</td>
</tr>
<tr>
<td>MG Electives</td>
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</tr>
<tr>
<td>Free Electives</td>
<td>9</td>
</tr>
<tr>
<td>Business Core (MG 211, MK 114, IX 250, BU 213, AC 111, AC 112, FN 226, MG 310, MG 355, MG 474)</td>
<td>31</td>
</tr>
<tr>
<td>Liberal Arts (including EC 211, EC 212, EC 340V/G, MA 113, MA 114 or 116, MA 225, CS/BU 112 and any one of EC 435, CS266 or a Foreign Language)</td>
<td>60</td>
</tr>
<tr>
<td>Internship or Practicum</td>
<td>3</td>
</tr>
<tr>
<td>Freshman Seminar (Day students only)</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total Credits Required</strong></td>
<td><strong>120</strong></td>
</tr>
</tbody>
</table>

Note: A grade of C or higher must be attained in all Business Administration Division required courses.

Sample Curriculum Pattern: Management, International Management Concentration

**Freshman Year, Fall Semester**
- MG 211*: Introduction to Management
- IX 250*: Principles of Systems and Technology
- EN 119 or 120: College Writing & Research
- MA 113: College Algebra
- CS 111*: Dynamics of Oral Communication
- FS 111: Freshman Seminar

**Freshman Year, Spring Semester**
- MK 114*: Basic Marketing
- BU 213*: Business Law I
- EN 123: Writing about Literature
- MA 116: Finite Mathematics (or MA 114 Pre-calculus)
- CS/BU 112*: Effective Business Communication

**Sophomore Year, Fall Semester**
- AC 111*: Financial Accounting
- EC 211*: Macroeconomics
- MA 225*: Introduction to Statistics
- BU 125*: International Business
- GEC S*: Any "Science" course

**Sophomore Year, Spring Semester**
- AC 112*: Managerial Accounting
- EC 212*: Microeconomics
- MG 310*: Business, Society, and Corporate Values
- MG 355*: International Management
- GEC V* or S*: Any "Values" or "Science" course

**Junior Year, Fall Semester**
- MK 326*: Global Marketing
- MG 366*: Global E-commerce
- FN 226*: Principles of Finance
- GEC V* or S*: Any "Values" or "Science" course
- GEC C*: Any "Classical" course

**Junior Year, Spring Semester**
- EC 340V/G*: Global Economic Issues
- GEC M*: Any "Medieval" course
- GEC P*: Any "Present" course
- MG*: Management elective
- Elective*: Free elective

**Senior Year, Fall Semester**
- BU 393**: Internship or Practicum
- MG 474: Business Policy and Managerial Decision Making
- Elective*: Free elective
- C*/M*/P*: Any C, M, or P GEC course
- LA Elect. *: Liberal Arts elective course

**Senior Year, Spring Semester**
- MG*: Any Management course
- EC 435*: World Economics and Finance
- Elective*: Free elective
- Elective*: Free elective

* Can be taken in the Fall or Spring semesters.
** Internship can be completed over the summer or other period
Summary of Requirements: Sports Management Concentration

Students are responsible for developing their degree program plan together with the guidance and assistance of an academic advisor.

All students entering the Sports Management concentration must take the Writing and Mathematics placement examinations. All students must meet the College’s writing proficiency requirements.

The Sports Management concentration in the Business Management major is designed for students who wish to be trained in the basic principles of business administration, but through the lens of sports. The program is meant to have general management application, with all skills transferable, but with examples and applications drawn from the world of sports. More specifically, the concentration helps prepare students for careers in team organizations, athletic foundations, media, professional services (such as event planning), and facility management.

Programs in the Business Administration Division are accredited by the International Accreditation Council for Business Education (I.A.C.B.E.).

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www.iacbe.org

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SM 210</td>
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<tr>
<td>SM 311</td>
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</tr>
<tr>
<td>SM 320</td>
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<tr>
<td>SM 340</td>
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<td>SM 370</td>
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<td>1 SM Elective courses</td>
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<tr>
<td>Free Electives</td>
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</tr>
<tr>
<td>Business Core (MG 211, MK 114, IX 250, BU 213, AC 111, AC 112, FN 226, MG 310, SM 350, MG 474)</td>
<td>31</td>
</tr>
<tr>
<td>Liberal Arts (including EC 211, EC 212, MA 113, MA 114 or 116, MA 225, CS/BU 112)</td>
<td>60</td>
</tr>
<tr>
<td>Freshman Seminar</td>
<td>2</td>
</tr>
<tr>
<td>Internship or Practicum</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits Required</strong></td>
<td><strong>120</strong></td>
</tr>
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</table>

Note: A grade of C or higher must be attained in all Business Administration Division required courses.

Sample Curriculum Pattern: Sports Management Concentration

<table>
<thead>
<tr>
<th>Freshman Year, Fall Semester</th>
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</thead>
<tbody>
<tr>
<td>MG 211*</td>
</tr>
<tr>
<td>IX 250*</td>
</tr>
<tr>
<td>EN 119 or 120</td>
</tr>
<tr>
<td>MA 113</td>
</tr>
<tr>
<td>CS 111*</td>
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<tr>
<td>FS 111</td>
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</table>

<table>
<thead>
<tr>
<th>Freshman Year, Spring Semester</th>
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</thead>
<tbody>
<tr>
<td>AC 111*</td>
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<tr>
<td>MK 114*</td>
</tr>
<tr>
<td>EN 123</td>
</tr>
<tr>
<td>SM 210*</td>
</tr>
<tr>
<td>CS/BU 112*</td>
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</table>

<table>
<thead>
<tr>
<th>Sophomore Year, Fall Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC 112*</td>
</tr>
<tr>
<td>EC 211*</td>
</tr>
<tr>
<td>MA 114/116*</td>
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<tr>
<td>SM 320*</td>
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<tr>
<td>GEC V*</td>
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<table>
<thead>
<tr>
<th>Sophomore Year, Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA 225*</td>
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<tr>
<td>BU 213*</td>
</tr>
<tr>
<td>SM 311*</td>
</tr>
<tr>
<td>GEC C*</td>
</tr>
<tr>
<td>GEC V or S*</td>
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<table>
<thead>
<tr>
<th>Junior Year, Fall Semester</th>
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</thead>
<tbody>
<tr>
<td>EC 212*</td>
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<tr>
<td>GEC S*</td>
</tr>
<tr>
<td>MG 310*</td>
</tr>
<tr>
<td>FN 226*</td>
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<tr>
<td>SM 350*</td>
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<tbody>
<tr>
<td>SM*</td>
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<tr>
<td>SM 340*</td>
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<tr>
<td>GEC M*</td>
</tr>
<tr>
<td>LA Elective*</td>
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<td>V or S*</td>
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<th>Senior Year, Fall Semester</th>
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</thead>
<tbody>
<tr>
<td>GEC P*</td>
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<tr>
<td>SM 370*</td>
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<tr>
<td>BU 393**</td>
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<tr>
<td>MG 474</td>
</tr>
<tr>
<td>Elective*</td>
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<th>Senior Year, Spring Semester</th>
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</thead>
<tbody>
<tr>
<td>C/M/P*</td>
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<tr>
<td>LA Elective*</td>
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<tr>
<td>LA Elective*</td>
</tr>
<tr>
<td>Elective*</td>
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</tbody>
</table>

* Can be taken in the Fall or Spring semesters.  
** Internship can be completed over the summer or other period.
Business Minors

The Business Administration Division offers four minors for students who are pursuing degrees in non-business areas but who want to develop skills in professional business areas.

Business Minor

The Business minor is intended for those students who do not have a background in business, but who wish to become more professionally marketable based on obtaining basic knowledge of the functional business areas that are vital for anyone in any field of endeavor. Students will gain an understanding of the key elements of finance, management, and marketing. Careful selection of electives can also earn the student up to 9 credits toward an MBA at Dominican College.

The Business Minor consists of 18 credits: MG 211, MK 114, AC 111, and any three other Business course for which there is no prerequisite or for which the prerequisite has been fulfilled. Credit toward the MBA would be maximized by taking FN 226, MG 341, and MG 343 or MG 345. By choosing these three electives, all six courses (18 credits) taken for the Business minor may be credited toward Dominican’s MBA program, thus potentially fulfilling three MBA course requirements (9 credits total).

Human Resource Minor

The Human Resource minor is intended for non-business students who wish to learn about the areas that are pertinent to any Human Resource Department, including: employee benefits, compensation, hiring, recruitment, training, evaluating, motivating, counseling, and managing, in addition to gaining an understanding of the regulations under which all of these practices take place.

The Human Resource minor consists of 18 credits: MG 211, MG 310, MG 331, MG 341, MG 373, PS 102S, and PS 227.

Professional Selling Minor

The Professional Selling minor is intended for non-business students who wish to gain an in-depth knowledge about the potentially lucrative field of professional sales. Topics such as sales proposals, overcoming objections, communication skills, prospecting for clients, understanding buyer psychology, and adding value will be explored. In addition, students will gain an understanding of how the sales function fits into the marketing and management functions.

The Professional Selling minor consists of 18 credits: MG 211, MK 114, CS/BU 112, MG 343, MG 345 and any other 3 credits in Business Administration Division courses (can be collection of 1-credit courses).

Sports Management Minor

The Sports Management minor is intended for non-business students who wish to learn about the areas that are pertinent to Sports Management. The Sports Management minor consists of 18 credits: SM 210, SM 311, SM 320, SM 340, SM 370, and one SM elective.

Chemistry Minor

Chemistry is often referred to as the “central science” given that so many of its concepts are interwoven into the other scientific disciplines. Biology majors, in particular, require rigorous chemistry backgrounds if they are to enter successfully into careers in research or health-science fields or pursue a graduate degree in a biology-related field. The minor in Chemistry can also be completed in conjunction with other majors, such as Mathematics and Education, resulting in a career-enhancing interdisciplinary degree.

The Chemistry minor requires 27 credits, distributed as follows, with a minimum grade of C required in each course:

<table>
<thead>
<tr>
<th>Required Courses: 20 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 221 General Chemistry I</td>
</tr>
<tr>
<td>CH 222 General Chemistry II</td>
</tr>
<tr>
<td>CH 331 Organic Chemistry I</td>
</tr>
<tr>
<td>CH 332 Organic Chemistry II</td>
</tr>
<tr>
<td>CH/BI 328 Studies in Biochemistry I</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective Courses: 7 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 329 Studies in Biochemistry II, 3 cr.</td>
</tr>
<tr>
<td>CH 330 Analytical Chemistry, 4 cr.</td>
</tr>
</tbody>
</table>

Current offerings include:

Ch 221 General Chemistry I
Ch 222 General Chemistry II
Ch 331 Organic Chemistry I
Ch 332 Organic Chemistry II
Ch/BI 328 Studies in Biochemistry I

With help from an advisor, students choose at least 7 additional credits of chemistry electives to complete the minor.
Communication Studies Major

The B.A. in Communication Studies at Dominican College is a broad based liberal arts program balancing theory and practice. It prepares students to be effective communicators, ethical leaders, and innovative media practitioners. The course work assists students in developing competencies of critical thinking, problem solving, media and message design, presentations, relational interaction, and cultural communication. All courses used to fulfill requirements for the CS major must be a grade of "C" or higher.

Summary of Communication Studies requirements

The Core Required Courses: (15 credits)

- CS 221 - Persuasion and Argumentation
- CS 222 - Interpersonal Communication
- CS 325 - Introduction to Communication Theory
- CS 446 - Gender Communication
- CS 471 - Communication Research Techniques (1 cr.)
- CS 473 - Senior Research in Communication Studies (2 cr.)
- CS 472 - Communication Research Seminar (3 cr., for online students)

The program offers a choice of two tracks (15 credits each):

Media Communication: including, but not limited to, Introduction to Mass Communication, New Media, Digital Media, Visual Communication, Computer Mediated Communication, Documentary Film, Freedom of the Press, Critical Analysis of the Media, Writing for the Media, Propaganda, Introduction to Journalism, Journalism II, and Broadcast Journalism for T.V.

Organizational Communication and Leadership: including, but not limited to, Business Communications, Business in Action: Communication and Management, Global Communication, Public Relations, Communicating Change, Crisis Communication, Social Media Marketing, Organizational Communication, and Leadership.

Two Additional Courses (6 credits) from the other "track" or from the following:

- CS 445 - Crime, Justice, and the Media
- CS 447 - Communication within the Criminal Justice System
- CS 491 - Internship in Communication Studies

All courses used to fulfill requirements for the CS major must be a grade of "C" or higher.

Lambda Pi Eta Communications Honor Society

Alpha Gamma Pi is Dominican College's chapter of Lambda Phi Eta, the honor society of the National Communication Association.

The purpose of Lambda Phi Eta is to: (1) recognize the outstanding scholastic achievement of Dominican College's Communication Studies students; (2) stimulate interest in the field of communication; (3) promote and encourage professional development among its network of over 600 national chapters.

Eligibility:

To be eligible for membership in Lambda Pi Eta, students must meet all of the following requirements:

- at least 60 hours of college credit
- at least 12 hours in Communication Studies courses
- an overall GPA of at least 3.0
- a GPA of at least 3.25 in Communication Studies courses
- exhibit high standards of personal and professional character

18 credits distributed as follows:

A. Required Areas (12 credits)

1. Must take (6 credits):
   - CS 221 - Persuasion and Argumentation
   - CS 222 - Interpersonal Communication

2. Must take at least one Media Communications course (3 credits, see above):

3. Must take at least one Organizational Communication course (3 credits, see above):

B. Elective Areas (6 credits)

Two additional courses either from the required areas or from the other offerings listed below. An approved for-credit internship may also be applied.

Other CS and Interdepartmental Courses:

- EN/FL 359 - Introduction to Film Appreciation
- MK 332 - Advertising
- PS 237 - Group Dynamics
- CS 325 - Communication Theory
- CS/CJ 445 - Crime, Justice and the Media
- CS 446 - Gender Communication

Communication Studies Minor

The minor in Communication is offered through the Division of Arts and Sciences and provides a broad-based, academic experience that supports other programs at the College. Regardless of a student’s academic major, the courses for this minor are designed to help students to understand, examine, and function in, the Information Age.

Please note that there are Communication courses cross-listed in Business and Management as well as interdepartmental courses students may take to fulfill the requirements. Specific courses in English, Criminal Justice, Fine Arts, and Marketing can be options used to fulfill elective requirements.

Communication Studies is also available as a major.

Summary of Requirements: Communications Minor

Successful completion of CS 111 is a prerequisite to enter this minor. A grade of C or higher is required for a course to count toward the minor.


## Computer Information Systems

Dominican College’s program in Computer Information Systems (CIS) will qualify students for career positions in the rapidly growing Information Technology sector. The Bureau of Labor Statistics projects a 12-percent growth rate in the information and technology field between 2018 and 2028. This growth rate is about twice the national average for all careers.

Our CIS program is based on the current demand for technology skills. We have three courses based on current industry technology certifications, Comp TIA A+ (IX 300), Comp TIA Network+ (IX 310) and Microsoft Server Certification (IX 330). We highly encourage students to take these certification exams while they are still students or soon after graduation.

As a CIS professional, you may work with end-user technology, local area networks, network servers, Active Directory, databases, e-mail systems, cybersecurity, or Internet-based technologies. The CIS program will expose you to all of these areas.

Programs in the Business Administration Division are accredited by the International Accreditation Council for Business Education (I.A.C.B.E.), IACBE, 11374 Strang Line Road, Lenexa, KS 66215. www.iacbe.org

### The Dominican College CIS program

- The CIS program emphasizes a close connection between the program’s educational requirements and skills needed for careers in the field. In order to bring more real life work into the classroom, Dominican College has merged the College’s Information Technology Department with the academic CIS Department. As a result of this merger, the CIS program is kept current based on what is happening in the IT world as technology is continually developing.

- All students have access to both CIS faculty and IT department professionals as they complete their degrees.

- Daytime students may be offered Work Study internships in the College’s IT department. This provides more hands-on time repairing and upgrading laptops and desktop computers.

- There is a dedicated lab for the CIS program, equipped with commercial grade hardware and software, where students can work with real web servers, network servers, database servers, network switches and routers. Labs and class assignments are based on this hardware. Online students will use software simulators to do lab work.

### Summary of Requirements

The Computer Information Systems program consists of a minimum of 120 credits, distributed as follows:

- 60 credits in Liberal Arts
- 2 credits in Freshman Seminar (for Freshman Day Students)
- 58 credits in Division Requirements
  - 28 credits core business requirements
  - 24-30 credits in CIS courses depending on track
  - 0-6 free electives (depending on track)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name: Computer Information Systems</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IX 250*</td>
<td>Principles of Systems and Technology</td>
<td>3</td>
</tr>
<tr>
<td>IX 200</td>
<td>Computer-Based Systems</td>
<td>3</td>
</tr>
<tr>
<td>IX 240</td>
<td>Programming I</td>
<td>3</td>
</tr>
<tr>
<td>IX 320</td>
<td>Business Data Communications</td>
<td>3</td>
</tr>
<tr>
<td>IX 380</td>
<td>Database Organization and Systems</td>
<td>3</td>
</tr>
<tr>
<td>IX 490</td>
<td>Senior Project</td>
<td>3</td>
</tr>
</tbody>
</table>

### Technology Track Requirements

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IX 264</td>
<td>Help Desk Management</td>
<td>3</td>
</tr>
<tr>
<td>IX 300</td>
<td>Technology Hardware</td>
<td>3</td>
</tr>
<tr>
<td>IX 310</td>
<td>Network Technology</td>
<td>3</td>
</tr>
<tr>
<td>IX 330</td>
<td>Windows Server Management</td>
<td>3</td>
</tr>
<tr>
<td>IX___</td>
<td>CIS Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

### Software Track Requirements

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IX 340</td>
<td>Intermediate Programming</td>
<td>3</td>
</tr>
<tr>
<td>IX 370</td>
<td>Advanced Programming</td>
<td>3</td>
</tr>
<tr>
<td>IX___</td>
<td>CIS Elective</td>
<td>3</td>
</tr>
<tr>
<td>Free Elective</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

| Free Elective                                   | 3       |

*The 28 required credits in business core courses include a 3-credit Principles of Systems and Technology course (IX 250) taken by all business majors.

### Business Management

In general, Information Technology supports businesses and organizations of all types and sizes. The better understanding students have related to the business world, the better understanding they will have of its technology needs.

In order to maximize understanding of the business world, the Dominican College CIS program is part of the Business Administration Division.

### CIS Minor

The CIS minor is intended to accelerate your career by providing you with the technology skills that will better prepare you to do your job. In many cases, careers of all types will require a solid understanding of technology. These are the tools that you will use to do your job, so the better you understand them, the better off you will be. A CIS minor will give you a competitive advantage in advancing your career.

The CIS minor is targeted toward students outside the Business Administration Division as well as students majoring in other business areas such as Accounting and Business Management. The minor requires 18 credits.

### CIS Minor Requirements:

**Required Division Courses: (Two Courses-Total 6 Credits)**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name: Computer Information Systems</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IX 250</td>
<td>Principles of Systems and Technology</td>
<td>3</td>
</tr>
<tr>
<td>IX 200</td>
<td>Computer-Based Systems</td>
<td>3</td>
</tr>
</tbody>
</table>

Plus any four CIS Courses (12 Credits)
Certificate in Personal Computers
The New York State approved Personal Computer Certificate Program is designed to provide a basic understanding of personal computers, including, but not limited to, operating systems, Microsoft productivity tools (Word, Excel, Power Point, Access), Internet access, and web page design. The courses may be taken individually or may be used to complete the Certificate requirements. Six one-credit courses, with a grade of C or higher in each course, are required to earn the Certificate.

Summary of Requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IX 120</td>
<td>Word Processing</td>
</tr>
<tr>
<td>IX 130</td>
<td>Graphics</td>
</tr>
<tr>
<td>IX 140</td>
<td>Internet</td>
</tr>
<tr>
<td>IX 150</td>
<td>Office Tech</td>
</tr>
<tr>
<td>IX 160</td>
<td>Project Management Tech</td>
</tr>
<tr>
<td>IX 170</td>
<td>Publishing Tech</td>
</tr>
<tr>
<td>IX 180</td>
<td>Communications Tech</td>
</tr>
<tr>
<td>IX 190</td>
<td>Spreadsheets</td>
</tr>
</tbody>
</table>

Criminal Justice

The Criminal Justice Program is specifically designed to provide students with an understanding of the criminal justice system, the nature of crime, and the interactive roles of the individual and society in the commission, restraint, and prevention of crime. The Program offers an appreciation of the complexity of criminal justice and permits students the opportunity to understand fully the social, legal, and technological process in criminal justice agencies.

The major requires a variety of courses pertaining to the essential elements of criminal justice as well as a thorough comprehension of relevant theoretical perspectives and methodological approaches used to explore criminal behavior and its various permutations. It offers a multidisciplinary approach to understanding deviant behavior and crime, the nature of law and social control, the organization and management of criminal justice agencies, and the use of research and evaluation for planned change in criminal justice.

The Program is designed for those who have an interest in understanding social issues associated with crime, the work performed by criminal justice professionals, and the impact public policy decisions have on the operation of the criminal justice system. The interdisciplinary nature of the course content enables graduates to pursue diverse career paths and assume positions of leadership in law enforcement, court administration, corrections, and academia.

Summary of Requirements: Criminal Justice

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>*SO 111 Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>Criminal Justice Core</td>
<td>21</td>
</tr>
<tr>
<td>*CJ 113 Introduction to Criminal Justice</td>
<td></td>
</tr>
<tr>
<td>CJ 226 Police, Citizen &amp; Community</td>
<td></td>
</tr>
<tr>
<td>CJ 227 Law and Society</td>
<td></td>
</tr>
<tr>
<td>CJ 230 Juvenile Justice</td>
<td></td>
</tr>
<tr>
<td>CJ 372 Research Methods in Criminal Justice</td>
<td></td>
</tr>
<tr>
<td>CJ 471 Internship</td>
<td></td>
</tr>
<tr>
<td>CJ 472 Capstone Seminar</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>15</td>
</tr>
</tbody>
</table>

Other Criminal Justice courses, selected under advisement. See below.

Related courses selected under advisement. See below.

Total Credits Required | 51 |

* CJ 113 and SO 111 are prerequisites for all Criminal Justice courses. No grade lower than C will be accepted for credit in the major. Students generally complete an internship in their junior or senior year. The capstone seminar is generally taken in the spring semester of senior year.

Major in Criminal Justice

The Criminal Justice Program requires a total of 51 credits: 3 credits in SO 111, 21 credits in the criminal justice core, 15 credits in criminal justice electives, and 12 credits in a related field, as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SO 111 Introduction to Sociology (3 cr.)</td>
<td></td>
</tr>
<tr>
<td>Criminal Justice Core (21 credits):</td>
<td></td>
</tr>
<tr>
<td>CJ 113 Introduction to Criminal Justice</td>
<td></td>
</tr>
<tr>
<td>CJ 226 Police, Citizen &amp; Community</td>
<td></td>
</tr>
<tr>
<td>CJ 227 Law and Society</td>
<td></td>
</tr>
<tr>
<td>CJ 230 Juvenile Justice</td>
<td></td>
</tr>
<tr>
<td>CJ 372 Research Methods in Criminal Justice</td>
<td></td>
</tr>
<tr>
<td>CJ 471 Internship</td>
<td></td>
</tr>
<tr>
<td>CJ 472 Capstone Seminar</td>
<td></td>
</tr>
<tr>
<td>Elective Courses (15 Credits):</td>
<td></td>
</tr>
<tr>
<td>CJ/BI 116 Elements of Forensic Science</td>
<td></td>
</tr>
<tr>
<td>CJ 150 Criminology</td>
<td></td>
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<tr>
<td>CJ 210 Corrections</td>
<td></td>
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<tr>
<td>CJ 215 Principles of Criminal Investigation</td>
<td></td>
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<tr>
<td>CJ/PS 223 Forensic Psychology I</td>
<td></td>
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<tr>
<td>CJ 224 Multicultural Law Enforcement</td>
<td></td>
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<tr>
<td>CJ/PS 225 Criminal Psychology</td>
<td></td>
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<tr>
<td>CJ 235 Terrorism and Homeland Security</td>
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<tr>
<td>CJ/SO/SW 244 Gender and Justice</td>
<td></td>
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<tr>
<td>CJ 245 FBI: Past and Present</td>
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<tr>
<td>CJ 250 Courts and the Judicial Process</td>
<td></td>
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<tr>
<td>CJ 260 Victimology</td>
<td></td>
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<tr>
<td>CJ 272 Intro to Applied Statistics in CJ</td>
<td></td>
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<tr>
<td>CJ 301 Domestic Violence and the Law</td>
<td></td>
</tr>
<tr>
<td>CJ 320 Probation and Parole</td>
<td></td>
</tr>
<tr>
<td>CJ 325 Criminal Justice in Film</td>
<td></td>
</tr>
<tr>
<td>CJ 329 Mental Health Law</td>
<td></td>
</tr>
<tr>
<td>CJ 331 Constitution, Crime, and Civil Rights</td>
<td></td>
</tr>
<tr>
<td>CJ/CS 445 Crime, Justice, &amp; Media</td>
<td></td>
</tr>
<tr>
<td>CJ 400 Ethics in Criminal Justice</td>
<td></td>
</tr>
<tr>
<td>CJ 450 Advanced Topics</td>
<td></td>
</tr>
<tr>
<td>Related Courses (12 credits):</td>
<td></td>
</tr>
<tr>
<td>EN 230 Crime in Fiction</td>
<td></td>
</tr>
<tr>
<td>PO 332 Gender &amp; Politics</td>
<td></td>
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<tr>
<td>HI 462 History of Terrorism</td>
<td></td>
</tr>
<tr>
<td>PO 270 Civil Law</td>
<td></td>
</tr>
<tr>
<td>PO333V Supreme Court &amp; Constitution</td>
<td></td>
</tr>
<tr>
<td>PS 224 Psychology of Personality</td>
<td></td>
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<tr>
<td>PS 226 Abnormal Psychology</td>
<td></td>
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<tr>
<td>PS 236 Social Psychology</td>
<td></td>
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<tr>
<td>PS 237 Group Dynamics</td>
<td></td>
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<tr>
<td>PS 248 Perspectives on Chemical Dependency</td>
<td></td>
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<tr>
<td>SO 223V Social Problems</td>
<td></td>
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<tr>
<td>SO 224V Sociology of the Family</td>
<td></td>
</tr>
<tr>
<td>SO 330V Ethnic Group Interaction</td>
<td></td>
</tr>
<tr>
<td>SO 331V Child Welfare and the Law</td>
<td></td>
</tr>
<tr>
<td>SO 334V Social Deviance</td>
<td></td>
</tr>
</tbody>
</table>

Note: SO 111 Introduction to Sociology is a prerequisite for all
courses in the major beyond CJ 113. CJ 113 is a prerequisite for all courses with a CJ designation. PS 102S General Psychology II is a prerequisite for all courses listed or cross-listed with a PS designation.

**Criminal Justice Honor Society**

Alpha Phi Sigma is the nationally recognized honor society for students in the criminal justice sciences. The Society recognizes academic excellence by undergraduates as well as graduate students of criminal justice.

To become a member, the student must have completed one-third of the total hours required for graduation at his/her institution. The student must be recommended by the chapter advisor. Undergraduate students must maintain a minimum of 3.2 overall GPA on a 4.0 scale. The student must also rank in the top 35% of their classes and have completed a minimum of four courses within the criminal justice curriculum. The Honor Society is open to those with a declared criminal justice major or minor.

**Criminal Justice Minor**

The Criminal Justice minor offers a broad-based, interdisciplinary academic experience introducing selected themes in the study of criminal behavior and the societal systems which respond to it. Students will have an opportunity to consider some significant social science perspectives on the origin and societal meaning of crime and justice. The minor encourages students to develop familiarity with the three stages of the criminal justice system—law enforcement, the judicial process, and corrections.

Criminal Justice may also be selected as an area of concentration by students pursuing a major in the social sciences. To fulfill the requirements of the minor, students complete SO 111, CJ 113, CJ 331, and three additional courses from the list of approved electives.

18 credits distributed as follows:

**Required Courses:**
- SO 111  Introduction to Sociology
- CJ 113  Introduction to Criminal Justice
- CJ 331  Constitution, Crime and Civil Rights

**Elective Courses:** Select two 200 level courses
- CJ 210  Corrections
- CJ 215  Principles of Criminal Investigation
- CJ 224  Multicultural Law Enforcement
- CJ/PS 225*  Criminal Psychology
- CJ 227  Law and Society
- CJ 230  Juvenile Justice
- CJ 235  Terrorism and Homeland Security
- CJ 244  Gender and Justice
- CJ 245  FBI: Past and Present
- CJ 250  Courts and the Judicial Process
- CJ 260  Victimology

Select one 300 level course:
- CJ 301  Domestic Violence and the Law
- CJ 320  Probation and Parole
- CJ 325  Criminal Justice in Film
- CJ 329  Mental Health Law
- CJ 372  Research Methods in Criminal Justice

*These courses require PS102S: General Psychology II as a prerequisite.

**Economics Minor**

The Economics Minor provides an opportunity for students in any major to study how societies produce, distribute, and consume goods and services in traditional, command, and market economics. Students can gain an understanding of the reasons for – and alternative policies to deal with – issues such as inflation and deflation, employment and unemployment, and economic stability and growth. The Economics Minor supplements studies in other disciplines and increases students’ understanding of political and economic issues.

In addition to constituting a minor, the study of economics can also be pursued as an area of emphasis in the Social Sciences major. (See Social Sciences section for program details.) Courses in economics may be taken for liberal arts credit.

**Economics Minor Required Courses:**
- EC 211  Macroeconomics
- EC 212  Microeconomics (Prerequisite: EC 211)
- EC 331  Money and Banking (Prerequisite: EC 211)
- EC 340VG  Global Economic Issues

Two courses from the following:
- EC 338V  Wealth and Poverty
- EC 443  Public Finance (Prerequisite: EC 212)
- EC/HI 445  American Economic Development (Prerequisite: EC 211)
- FN 435  International Finance (Prerequisites: FN 226 and EC 212)

Any course with an EC prefix.
English

The program and course offerings in English have two main objectives: to give the student a broad knowledge and lively appreciation of "the best that has been thought and said" in literature, and to develop practical skills for the student's career future.

Works of literature in the program are studied both as art and as expressions of significant thought, so as to cultivate an understanding of beauty and at the same time a capacity for dealing confidently with sophisticated ideas. Students learn how to interpret a particular statement or event by relating it to other elements in the work; how to interpret a work, or a set of ideas, by relating it to other works and ideas from different ages and societies; and, at each step, how to interpret current events or personal experiences by relating them imaginatively to the events and experiences depicted in the readings.

The emphasis is on cultural knowledge that increases the student's self-knowledge.

Simultaneously, through the class experience and the individual projects assigned, emphasis is also placed on the development of skills that the student will later be able to apply to professional tasks in a variety of fields. Students learn and practice techniques for gathering information, for interpreting it, for analyzing it, and for isolating what is most important in it. They learn, in short, some of the basic procedures for making themselves experts in their chosen field.

For students majoring in English, a minimum grade of C is required in all English courses used to fulfill program requirements. Other grade expectations apply for students seeking teacher certification; see the Teacher Education section of the catalog for requirements.

Communication Skills Courses

The ability to communicate clearly, logically, and persuasively is increasingly in demand in almost every line of work today, and is among the most important professional tools the student can acquire. One of the chief functions of the English program, and one of the chief ways in which individual English courses serve students in other programs, is to develop that ability. Each of the literature courses in the program is designed to include study of the techniques of effective expression, both in the work of professional writers and in the student's own work; for students who want concentrated training in those techniques, whether for professional or personal reasons, there are also a number of non-literature courses in English and related areas that focus on the communications skills themselves.

College English Requirements

As the level of writing skills declines, and the demand for those skills in the professional world increases, Dominican College is committed to providing its students with the kind of preparation that will give them an advantage in their later careers.

All freshmen entering the College are placed into courses in the "Writing Sequence." As a result of this placement, they are enrolled in one of the following sequenced courses, the "Writing Sequence":

1. English 108: Fundamentals of Reading and Writing
2. English 119 or 120: College Writing with Lab or College Writing & Research
3. English 123: Writing About Literature

Students who need some catch-up work in order to get the most out of their other college courses begin the sequence with English 108, proceeding from there to English 119 or EN 120 and 123. Students who have had sufficient preparation in their previous high school work begin with English 120, and a few exceptionally talented students begin immediately at the third level, English 123.

With those few exceptions, all freshmen are guaranteed at least 6 credits of training in English skills at a level appropriate to their backgrounds and needs.

The needs of transfer students are given similarly close attention. Any entering transfer students who have not already completed the equivalent of the Writing Sequence at their previous institutions will do so at Dominican. And students who have already taken the equivalent of the Sequence elsewhere are tested to assess their skills in relation to Dominican standards; those whose writing still shows a need for further improvement are placed in EN 115, Enhanced Writing.

Transfer students placed in English 115 are urged to take the course as early as possible in their first year at the College; successful completion of the course with a grade of C- or better is a prerequisite for graduation. The same policy applies to the Writing Sequence.

Sigma Tau Delta English Honor Society

Sigma Tau Delta is about recognition and opportunity, and is dedicated to making a real difference in the life of each and every Sigma Tau Delta.

Our local chapter, the Alpha Upsilon Theta chapter of Sigma Tau Delta, was founded in December 2013.
## Summary of Requirements: English

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Major</strong></td>
<td></td>
</tr>
<tr>
<td>Literary Studies: EN 220</td>
<td>3</td>
</tr>
<tr>
<td>British Literature I: EN 231</td>
<td>3</td>
</tr>
<tr>
<td>British Literature II: EN 232</td>
<td>3</td>
</tr>
<tr>
<td>Early American Literature: EN 223P</td>
<td>3</td>
</tr>
<tr>
<td>Individual Genres: EN 327, 350, 352, 353, 450</td>
<td>3</td>
</tr>
<tr>
<td>Shakespeare (select one): EN 445, 446</td>
<td>3</td>
</tr>
<tr>
<td>Adv. Composition/Grammar: EN 452</td>
<td>3</td>
</tr>
<tr>
<td>Writing Practicum: EN 456</td>
<td>3</td>
</tr>
<tr>
<td>Seminar: EN 472</td>
<td>3</td>
</tr>
<tr>
<td>English Electives (200 level or above)</td>
<td>6</td>
</tr>
<tr>
<td><strong>English with Preparation for Childhood Education</strong></td>
<td>30</td>
</tr>
<tr>
<td>Literary Studies: EN 220</td>
<td>3</td>
</tr>
<tr>
<td>British Literature I or Shakespeare: EN 231 or 445/446</td>
<td>3</td>
</tr>
<tr>
<td>British Literature II or Irish Literature: EN 232 or 228</td>
<td>3</td>
</tr>
<tr>
<td>American or World Literature: One course from American literature or EN 221CG, 225C, 336V, 337P, 442VG</td>
<td>3</td>
</tr>
<tr>
<td>Literature for Children and Adolescents: EN 454</td>
<td>3</td>
</tr>
<tr>
<td>Individual Genres: EN 327, 350, 352, 353, 450</td>
<td>3</td>
</tr>
<tr>
<td>Adv. Composition/Grammar: EN 452</td>
<td>3</td>
</tr>
<tr>
<td>Writing Practicum: EN 456</td>
<td>3</td>
</tr>
</tbody>
</table>

### English Minor

The English minor provides students with a foundation of literary understanding and exploration. The minor requires 18 credits within the discipline, and all of these 18 credits must be beyond the EN 123 core course (200-level courses and above). Students electing to minor in English will be required to take three credits in British literature, three credits in American literature, three credits in World literature, and nine elective credits in English courses (with a number 200 or higher). In addition, students will be required to receive grades of "C" or higher in classes counting toward the English minor. This structure provides a basis of knowledge of literature, while still allowing for the flexibility to pursue individual interests within course offerings.
Ethnic Diversity Studies Minor

The interdisciplinary minor in Ethnic Diversity Studies is in keeping with one of the College’s principal educational goals, enhancing students’ ability to "consider the perspectives of other cultures and societies, while understanding the commonality of interests among different peoples in the human community." Regardless of their academic majors, coursework in Ethnic Diversity provides students with opportunities for enrichment in global awareness, critical thinking, and intragroup communication — competencies valuable in virtually any future academic and/or professional pursuit.

Summary of Requirements: Ethnic Diversity Studies Minor
18 credits, distributed as follows:

Required Courses (choose at least two):
- HI 339P Ethnicity in America
- PO 337PG World Politics
- RS 337V World Religions
- SO 330V Ethnic Group Interaction
- SO 333PG Global Interdependence

Elective Courses:
- EN 260 Survey of African American Literature
- HI 441 The African-American Experience
- HI 442V The Survival of the Native American
- HI 452PG East Asian History
- HI 453PG History of Developing Nations
- HI 454PG Latin American History
- MK 326 Global Marketing
- PO 330PG The Origins of Modern Africa
- SO 221V Cultural Anthropology
- SO 443V Women in Contemporary Society
- IS 453 Elective Internship(s)

Gender Studies Minor

Gender Studies is an interdisciplinary liberal arts minor offered through the Divisions of Arts and Sciences and Social Sciences. It is designed to prepare students in any discipline to conduct research in gender studies, and to expand the scope and perspective of any professional activity to include women, and related gender-based issues.

Summary of Requirements: Gender Studies Minor
18 credits, distributed as follows:

Required Courses (6 credits):
- EN 442VG Women Come of Age
- PS 229V Psychology of Gender

Elective Courses (12 credits):
- AR 229 Anonymous was a Woman
- CS 446 Gender Communications
- EN 338M Courty Love
- EN 342 Voices of Authority: The Life and Times of Joan of Arc
- PO 332 Gender and Politics
- PS 258 Perspectives on Human Sexuality
- SO 224V Sociology of the Family
- SO/SW 334V Deviance: Changing Sociological Perspectives on Race, Class, and Gender
- SO/SW 335P Theories of Social Movements
- SO/SW 443VG Women in Contemporary Society
- IS 453 Elective Internship(s) (1-3 cr.)

Gerontology Minor

The interdisciplinary minor of Gerontology provides students with the opportunity to expand the scope and perspective of their knowledge to include an understanding of the health and well-being of older adults. The minor enhances competencies valuable in virtually any future academic and/or professional pursuit.

Summary of Requirements: Gerontology Minor
18-21 credits, distributed as follows:

Required Courses (12 – 15 credits):
- BI 112S Introductory Physiology, or
- BI 223 & Anatomy & Physiology I, and
- BI 224 Anatomy & Physiology II
- SO 332 Perspectives on Aging
- SO 440V Perspectives on the Health Care System

Elective Courses (6 credits):
- FN 118 Personal Finance
- PH 332V Social Ethics
- PS 230 Death, Society, & the Human Experience
- PS 346 Cognitive Psychology
- RS 224M Religion and Human Experience
- SO 224V Sociology of the Family
Health Sciences

The Bachelor of Science degree in Health Sciences is an interdisciplinary introduction to the health sciences that is well-suited for those interested in a wide range of careers within the allied health professions, including, but not limited to, occupational therapy, athletic training and physical therapy. Students can also use the Health Sciences degree to pursue careers in healthcare administration or public health. It may also serve as an alternative route for students who entered the nursing program, but who no longer wish (or are unable) to pursue a nursing career. Students in each track may complete many, and in some cases all, of the prerequisite courses required for a number of professional allied health graduate programs.

Note: All students in the Health Sciences program must achieve a minimum grade of C in all HL classes, regardless of track.

Sample Curriculum Patterns

Health Sciences – General Track

<table>
<thead>
<tr>
<th>Freshman Year – Fall Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FS 111: Freshman Seminar</td>
<td>2</td>
</tr>
<tr>
<td>CS 111: Dynamics of Oral Communication</td>
<td>3</td>
</tr>
<tr>
<td>EN 120: College Writing Seminar</td>
<td>3</td>
</tr>
<tr>
<td>PS 102S: General Psychology II</td>
<td>3</td>
</tr>
<tr>
<td>SO 111: Intro to Sociology</td>
<td>3</td>
</tr>
<tr>
<td><strong>Term credit total:</strong></td>
<td><strong>14</strong></td>
</tr>
</tbody>
</table>

**Spring Semester**

| BI 114: Nutrition             | 3       |
| EN 123: Introduction to Literary Form | 3 |
| MA 113: College Algebra       | 3       |
| Component II C, M, or P course | 3       |
| Component II C, M, or P course | 3       |
| **Term credit total:**        | **15**  |

**Sophomore Year – Fall Semester**

| BI 221S: General Biology I    | 4       |
| HL 201: Introduction to Health Care & Health Professions | 3 |
| Component II C, M, or P course | 3       |
| SS 221: Quantitative Methods  | 3       |
| Foreign Language I            | 3       |
| **Term credit total:**        | **16**  |

**Spring Semester**

| HL 210/PS 210: Lifespan Human Development | 3 |
| MA 114: Precalculus or MA120: Math, Money, You | 3 |
| HL 225: Advanced Writing/Composition for Health Sciences* | 3 |
| Component II C, M, or P course (G course) | 3 |
| Foreign Language II            | 3       |
| **Term credit total:**        | **15**  |

**Junior Year – Fall Semester**

| HL 301: Medical Terminology     | 3       |
| BI 223: Anatomy & Physiology I  | 4       |
| MA 223: Intro to Statistics    | 3       |
| PH 112: Logic                  | 3       |
| Elective                       | 3       |
| **Term credit total:**        | **16**  |

**Spring Semester**

| HL 311: Promotion of Health & Disease Prevention | 3 |

**Total Credits for Degree:** 123

*The math and science course selected will be based on the student’s plans post-graduation and under the guidance of the academic advisor.

Health Sciences – Pre-OT Track

**Freshman Year – Fall Semester**

| Cr. |
|-------------------------------|---------|
| FS 111: Freshman Seminar      | 2       |
| CS 111: Dynamics of Oral Communication** | 3 |
| EN 120: College Writing Seminar* | 3 |
| PS 102S: General Psychology II** | 3 |
| SO 111: Intro to Sociology**  | 3       |
| **Term credit total:**        | **14**  |

**Spring Semester**

| SS 221: Quantitative Methods | 3       |
| EN 123: Introduction to Literary Form* | 3 |
| MA 113: College Algebra* | 3       |
| Component II C, M, or P course | 3       |
| Component II C, M, or P course | 3       |
| **Term credit total:**        | **15**  |

**Sophomore Year – Fall Semester**

| HL 201: Introduction to Health Care & Health Professions | 3 |
| BI 221S: General Biology I* | 4 |
| BI 223: Anatomy & Physiology I** | 4 |
| MA 114: Precalculus | 3       |
| Foreign Language I | 3       |
| **Term credit total:** | **17** |

**Spring Semester**

| HL 210/PS 210: Lifespan Human Development** | 3 |
| HL 225: Advanced Writing/Composition for Health Sciences | 3 |
| BI 224: Anatomy & Physiology II** | 4 |
| Foreign Language II | 3       |
| Component II C,M,P with G | 3       |
| **Term credit total:** | **16** |

**Junior Year – Fall Semester**
Health Sciences – Pre-PT Track

### Freshman Year – Fall Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>FS111: Freshman Seminar</td>
<td>2</td>
</tr>
<tr>
<td>CS111: Dynamics of Oral Communication</td>
<td>3</td>
</tr>
<tr>
<td>EN120: College Writing Seminar</td>
<td>3</td>
</tr>
<tr>
<td>PS102S: General Psychology II*</td>
<td>3</td>
</tr>
<tr>
<td>MA113 College Algebra</td>
<td>3</td>
</tr>
</tbody>
</table>

| Term credit total:                       | 14  |

**Spring Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI114S: Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>EN123: Introduction to Literary Form</td>
<td>3</td>
</tr>
<tr>
<td>MA114 PreCalculus</td>
<td>3</td>
</tr>
<tr>
<td>SO111 Intro to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>Component II C, M, or P course</td>
<td>3</td>
</tr>
</tbody>
</table>

| Term credit total:                       | 15  |

### Spring Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>HL311: Promotion of Health &amp; Disease</td>
<td>3</td>
</tr>
<tr>
<td>Prevention</td>
<td></td>
</tr>
<tr>
<td>BI333: Neuroscience*</td>
<td>3</td>
</tr>
<tr>
<td>MA225: Intro to Statistics*</td>
<td>3</td>
</tr>
<tr>
<td>PH333V: Bioethics</td>
<td>3</td>
</tr>
</tbody>
</table>

| Term credit total:                       | 15  |

### Sophomore Year – Fall Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>HL201: Introduction to Health Care &amp; Health Professions</td>
<td>3</td>
</tr>
<tr>
<td>BI221S: General Biology I*</td>
<td>4</td>
</tr>
<tr>
<td>MA221 Calculus</td>
<td>3</td>
</tr>
<tr>
<td>SS221: Quantitative Methods</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language I</td>
<td>3</td>
</tr>
</tbody>
</table>

| Term credit total:                       | 16  |

### Junior Year – Fall Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>HL301: Medical Terminology</td>
<td>3</td>
</tr>
<tr>
<td>BI223: Anatomy &amp; Physiology I*</td>
<td>4</td>
</tr>
<tr>
<td>MA225: Intro to Statistics</td>
<td>3</td>
</tr>
<tr>
<td>PY222: General Physics I*</td>
<td>4</td>
</tr>
</tbody>
</table>

| Component II C, M, or P course        | 3   |
| Foreign Language II                   | 3   |

| Term credit total:                       | 17  |

### Senior Year – Fall Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>HL401: Professionalism in the Health Sciences</td>
<td>3</td>
</tr>
<tr>
<td>BI114S: Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>EN123: Introduction to Literary Form</td>
<td>3</td>
</tr>
<tr>
<td>MA114 PreCalculus</td>
<td>3</td>
</tr>
<tr>
<td>SO111 Intro to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>Component II C, M, or P course</td>
<td>3</td>
</tr>
</tbody>
</table>

| Term credit total:                       | 17  |

### Spring Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>HL311: Promotion of Health &amp; Disease</td>
<td>3</td>
</tr>
<tr>
<td>Prevention</td>
<td></td>
</tr>
<tr>
<td>BI224: Anatomy &amp; Physiology II*</td>
<td>4</td>
</tr>
<tr>
<td>PY222: General Physics II*</td>
<td>4</td>
</tr>
<tr>
<td>PH112: Logic</td>
<td>3</td>
</tr>
<tr>
<td>Component II C, M, or P course</td>
<td>3</td>
</tr>
</tbody>
</table>

| Term credit total:                       | 17  |

### Spring Semester

<table>
<thead>
<tr>
<th>course</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>HL411: Health Information Management</td>
<td>3</td>
</tr>
<tr>
<td>HL421: Health Sciences Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

| Term credit total:                       | 15  |

### Total Credits for Degree: 125

* Indicates mandatory prerequisite course for the Occupational Therapy Program at Dominican College in which a grade of no less than a C must be earned. All potential candidates to the Graduate Occupational Therapy Program must have a minimum cumulative and prerequisite GPA of 3.0.

** Indicates mandatory prerequisite course for the Occupational Therapy Program in which a grade of no less than a B minus must be earned. All potential candidates to the Graduate Occupational Therapy Program must have a minimum cumulative and prerequisite GPA of 3.0.

***It is important to note that enrollment in and completion of the Bachelor of Science in Health Sciences degree is not an automatic guarantee of acceptance to the Graduate Occupational Therapy Program. The application process is a competitive one; however, Dominican College graduates are given preferential consideration over other equally qualified outside candidates.

* Indicates mandatory pre-requisite for the Doctor of Physical Therapy Program at Dominican College. Must achieve no less than a grade of C in any prerequisite course with a minimum overall GPA of 3.0.
It is important to note that enrollment in and completion of the Bachelor of Science in Health Sciences degree is not an automatic guarantee of acceptance to the Doctor of Physical Therapy Program. The application process is a competitive one; however, Dominican College graduates are given preferential consideration over other equally qualified outside candidates.

Health Sciences – Pre-AT Track

<table>
<thead>
<tr>
<th>Freshman Year – Fall Semester</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>FS 111: Freshman Seminar</td>
<td>2</td>
</tr>
<tr>
<td>PS 102S: General Psychology II</td>
<td>3</td>
</tr>
<tr>
<td>EN 120: College Writing Seminar</td>
<td>3</td>
</tr>
<tr>
<td>SO 111: Intro to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>CS 111: Dynamics of Oral Communication</td>
<td>3</td>
</tr>
<tr>
<td><strong>Term credit total:</strong></td>
<td>14</td>
</tr>
</tbody>
</table>

| Spring Semester               |
|-------------------------------|-----|
| BI 114S: Nutrition            | 3   |
| EN 123: Introduction to Literary Form | 3 |
| Component II C,M,P             | 3   |
| MA 113: College Algebra        | 3   |
| Component II C,M,P             | 3   |
| **Term credit total:**        | 15  |

<table>
<thead>
<tr>
<th>Sophomore Year – Fall Semester</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 222S: General Biology I</td>
<td>4</td>
</tr>
<tr>
<td>HL 201: Introduction to Health Care and Health Professions</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language I</td>
<td>3</td>
</tr>
<tr>
<td>HL 301: Medical Terminology</td>
<td>3</td>
</tr>
<tr>
<td>MA 114L: Precalculus</td>
<td>3</td>
</tr>
<tr>
<td><strong>Term credit total:</strong></td>
<td>16</td>
</tr>
</tbody>
</table>

| Spring Semester               |
|-------------------------------|-----|
| HL 210/PS 210: Lifespan Human Development for the Health Sciences | 3 |
| SS 221: Quantitative Methods  | 3   |
| HL 225: Advanced Writing/Composition for Health Sciences | 3 |
| Foreign Language II           | 3   |
| BI 222S: General Biology II   | 4   |

<table>
<thead>
<tr>
<th>Junior Year – Fall Semester</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 223: Anatomy &amp; Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>CH 221: General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>Component II C, M, P</td>
<td>3</td>
</tr>
<tr>
<td>PS 239: Sports Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Component II G</td>
<td>3</td>
</tr>
<tr>
<td><strong>Term credit total:</strong></td>
<td>17</td>
</tr>
</tbody>
</table>

| Spring Semester               |
|-------------------------------|-----|
| Component II C, M, P          | 3   |
| BI 224: Anatomy & Physiology II| 4   |
| HL 311: Promotion of Health and Disease Prevention | 3 |
| MA 225: Intro to Statistics   | 3   |
| PH 112: Logic                 | 3   |
| **Term credit total:**        | 16  |

<table>
<thead>
<tr>
<th>Senior Year – Fall Semester</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PY 221: General Physics I</td>
<td>4</td>
</tr>
<tr>
<td>SO 440V: Perspectives on the Health Care System</td>
<td>3</td>
</tr>
<tr>
<td>HL 401: Professionalism in the Health Sciences</td>
<td>3</td>
</tr>
<tr>
<td>BI 332: Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Term credit total:</strong></td>
<td>16</td>
</tr>
</tbody>
</table>

| Spring Semester               |
|-------------------------------|-----|
| HL 411: Health Sciences Seminar | 3 |
| HL 421: Health Information Management | 3 |
| PY 222: General Physics II    | 4   |
| BI 338: Exercise Physiology   | 3   |
| PH 333V: Bioethics            | 3   |
| **Term credit total:**        | 16  |

**Total Credits for Degree:** 126

***Dominican College has several articulation agreements with colleges that offer the Master’s in Athletic Training. Each school requires a minimum grade in specific courses. Consult your academic advisor for more information.***
History

Since History studies the origin, growth, and complexity of civilization, it provides a framework from which to view and understand the great issues of our time. In order to meet the needs of students as individuals in an increasingly competitive and technological society, the History program traces the development of spiritual and humanistic ideas and values; provides intellectual and cultural enrichment; and develops skills in critical thinking, research, and expression. Equipped with such knowledge and skills, the student is prepared to make a creative and effective response to the challenges of our contemporary world.

As one of the most versatile degrees that can be earned, History provides students with an array of skills and a base of knowledge which employers in a broad range of career fields find to be highly desirable. For those preparing for careers in traditional history-related fields, such as education, research, and government service, the scope of the program enables students to pursue American, European, and non-Western areas of study; to develop necessary analytical skills; and to gain useful insights from other disciplines among the social sciences and the liberal arts. For those interested in a broader set of career opportunities, History majors can apply the skills and techniques developed from the program to find success in professions as varied as law, business, military intelligence, journalism, publishing, and international relations.

Summary of Requirements: History

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>History Major</td>
<td>36</td>
</tr>
<tr>
<td>One History course in each area of GEC component II</td>
<td>9</td>
</tr>
<tr>
<td>HI 222C Classical History and Civilization</td>
<td></td>
</tr>
<tr>
<td>HI 223M Medieval Europe</td>
<td></td>
</tr>
<tr>
<td>HI 224M Renaissance-Reformation Europe</td>
<td></td>
</tr>
<tr>
<td>HI __P Any GEC IIP Course</td>
<td>9</td>
</tr>
<tr>
<td>Any three courses selected from American History</td>
<td></td>
</tr>
<tr>
<td>One of the following Modern European History courses</td>
<td>3</td>
</tr>
<tr>
<td>HI 225 Nineteenth-Century Europe</td>
<td></td>
</tr>
<tr>
<td>HI 226 Hitler’s Third Reich</td>
<td></td>
</tr>
<tr>
<td>HI 337P Twentieth-Century Europe</td>
<td></td>
</tr>
<tr>
<td>HI 440V War and Society</td>
<td></td>
</tr>
<tr>
<td>One Area Studies course</td>
<td>3</td>
</tr>
<tr>
<td>HI 451P Middle Eastern History</td>
<td></td>
</tr>
<tr>
<td>HI 452P East Asian History</td>
<td></td>
</tr>
<tr>
<td>HI 453P History of Developing Nations</td>
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</tr>
<tr>
<td>HI 454P Latin American History</td>
<td></td>
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<tr>
<td>One course in Advanced, Applied, and Special Topics Studies in History</td>
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</tr>
<tr>
<td>HI 330, 440, 450</td>
<td></td>
</tr>
<tr>
<td>Two elective courses from any area of History</td>
<td>6</td>
</tr>
<tr>
<td>One Seminar Course</td>
<td>3</td>
</tr>
<tr>
<td>HI 472 Seminar in Historical Research</td>
<td></td>
</tr>
</tbody>
</table>

No grade below a C is accepted for credit toward the History major.

Summary of Requirements: History with Preparation for Childhood Education

30 semester hours in History including one History course each in areas C and M of Component II of GEC (6); American History (6); European History (3); non-Western regional studies (3); Seminar (3); 9 semester hours in History electives, chosen under program advisement. History may also be selected as an area of emphasis by students pursuing a major in the social sciences. Consult Social Sciences section for the complete degree requirements.

History Minor

The minor in History offers a broad overview of the past through a focus on three distinct but related areas of study: United States, Europe, and the Non-Western World. In pursuing the minor, students will deepen their experience of the study and practice of the discipline through the critical engagement of primary and secondary source material while also broadening their experience of the study of humanity with an emphasis on the development of analytical, critical thinking, and writing skills. Because it provides students with a foundation in understanding the contemporary world through a knowledge of its historical roots while developing essential cognitive skills, the minor serves as a complement to a range of other academic disciplines and future professional careers.

To earn the minor in History, students must complete 18 credits in History.

Three Required Courses (9 credits):
Students must complete three foundation courses according to the following distribution:

1. Classical Course - HI 222C Classical History and Civilization
2. Medieval Course - Either HI 223M Medieval Europe or HI224 Renaissance-Reformation Europe
3. U.S. Course - HI 331 American Colonial Period or HI 332 American National Period

Three Elective Courses (9 credits):
Students must select three elective courses according to the following distribution:

1. One elective course from Group A: United States History
2. One elective course from Group C: Non-Western and Global History
3. One elective course from either Group A: United States History or Group B: European History

Sample of Group A courses: United States History
HI 114 Biography in American History
HI 292 History of Women in America
HI 333 Sectionalism, Civil War, and Reconstruction
HI 334 American Society 1877–1920: Progress and Reform
HI 335 American Consensus: 1932 to the Present
HI 339 Ethnicity in America
HI 409 Freedom & Liberty in America
HI 442 Survival of the Native Americans

Sample of Group B courses: European History
HI 225 Nineteenth-Century Europe
HI 226 Hitler’s Third Reich
HI 230 History of the Byzantine Empire
HI 233 History Through Film: Renaissance Humanism
HI 301 Women in the Middle Ages
HI 327 Age of Chivalry
HI 337 Twentieth-Century Europe

Sample of Group C courses: Non-Western and Global History
HI 349 Disease & History: Pathogens, Parasites, & Pandemics
HI 350 Food & Civilization
HI 451 Middle Eastern History
HI 452 East Asian History
HI 453 History of Developing Nations
HI 454 Latin American History
HI 462 History of Terrorism

No grade below a C is accepted for credit toward the History minor.
Humanities

The Humanities Major is designed to build on the General Education Curriculum (see GEC section), providing direction and focus for students interested in pursuing a broad-based study of the Humanities. A grade of C or higher is required for any course used to fulfill major requirements.

Like the GEC, the Humanities program grows out of some of the overarching traditional goals of a liberal education. The heart of the program is a Humanities Core, which is required of all Humanities students. The Humanities Core, drawing on courses from several different disciplines, is designed to strengthen (1) students’ knowledge of Western cultural history, (2) their awareness of ethical judgments and social values, (3) their appreciation of cultural differences, and (4) their taste in aesthetic experiences.

In addition to the Humanities Core, students also complete 18 semester hours in one of six areas of specialization — English, Philosophy, Religious Studies, History, Art, or Hispanic Language & Culture.

The capstone of the Humanities Major is the Writing and Research in Humanities course (HU 472). This course, taken in your senior year, builds on other courses in the Humanities Sequence. The course focuses on the development of a senior research project. Normally the project culminates in a formal essay presented to the Humanities faculty; imaginative nontraditional projects such as the preparation of a performance or an exhibit are also possible when, in the judgment of the faculty, they offer comparable challenges and benefits.

Summary of Requirements: Humanities

General Education Curriculum (39 semester hours):

Component I. General Skills: Communications & Analysis
Component II. Roots of Contemporary Life & Culture
Component III. Issues in Contemporary Life & Culture
See GEC section for details.

Humanities Core (24 semester hours):

1. HU 252 Topics in Humanities 3 sem. hrs.
2. HU 362 Readings in Humanities 3 sem. hrs.
3. HU 472 Writing & Research in Humanities 3 sem. hrs.
4. Cultural History
   Any C,M,P course in HU disciplines not used in the Specialization 3 sem. hrs.
5. Ethics and Social Values: Any V Course from PH, RS not used in the Specialization 3 sem. hrs.
6. Foreign Language/Culture (A language or culture course not used in the Specialization) 3 sem. hrs.
7. Aesthetics
   a. Literature course—any non-writing EN course, 200-level or above, not used in the Specialization 3 sem. hrs.
   b. Fine Arts course not used in the Specialization

Areas of Specialization

Specialization in Art
The specialization requires 18 semester hours in Art in addition to any Art courses taken in GEC and the Humanities Core. The 18 semester hours consist of the Art minor requirements. See Art minor.

Specialization in English
The specialization requires 18 semester hours in English in addition to any English courses taken in GEC and the Humanities Core. The 18 semester hours consist of the English minor. See English minor.

Specialization in Hispanic Language & Culture
The specialization requires 18 semester hours in Spanish, including at least 12 semester hours above the intermediate level (SP 221–222). The 18 semester hours consist of the Spanish minor requirements. See Spanish minor.

Specialization in History
In addition to the specialization described here, the College offers a separate major program in History. Consult History section for program details. The specialization requires 18 semester hours in History in addition to any History courses taken in GEC and the Humanities Core. The 18 semester hours consist of the History minor requirements. See History minor.

Specialization in Philosophy
The specialization requires 18 semester hours in Philosophy in addition to any Philosophy courses taken in GEC and the Humanities Core. The 18 semester hours consist of the Philosophy minor requirements. See Philosophy minor.

Specialization in Religious Studies
The specialization requires 18 semester hours in Religious Studies in addition to any courses taken in GEC and the Humanities Core. The 18 semester hours consist of the Religious Studies minor requirements. See Religious Studies minor.

Summary of Requirements: Humanities (B.A.) with Preparation for Childhood Education

Requirements are the same as those listed for the standard Humanities major.

Summary of Requirements: Humanities Concentration with a B.S. in Education

Requirements for the Humanities/Childhood Education majors include 30 credits beyond the GEC — and Humanities course requirements should not be doubled up with GEC courses. Requirements: Successful completion of the Humanities Sequence (9 credits).

12 credits in one area of Specialization in a Humanities discipline; 9 additional credits from a Humanities discipline, to be distributed equally in each of the following areas — Classical period, Medieval Period, and a Values course.
Liberal Arts Concentrations with the B.S in Education Program

Students seeking qualification as teachers in the field of Childhood Education or in Childhood Education/Students with Disabilities may pursue either a Bachelor of Arts or a Bachelor of Science in Education degree. The student pursuing the B.S. in Education, instead of majoring in a liberal arts discipline, majors in Teacher Education and takes an approved liberal arts Concentration in keeping with New York State standards. The B.S./Ed/Concentration path, with its substantial but concise liberal arts requirements, is an attractive option for many students, particularly those pursuing the dual certification program in Childhood Education/Students with Disabilities, or Childhood/Early Childhood.

Dominican College offers a choice of four New York State-authorized Liberal Arts Concentrations:

- American Studies (30 cr.)
- Humanities (30 cr.)
- Mathematics (31 cr. beyond MA 112)
- Natural Sciences (32 cr.)

Each Concentration requires 30 or more credits of study in the specified field, and in each case Teacher Education standards assure exposure to 75 or more credits of liberal arts study in the student’s total program.

Two of the Concentrations (Humanities and Mathematics) are related to other programs in their fields and are outlined elsewhere in this Catalog: see the Humanities and Mathematics sections. The American Studies and Natural Sciences options are outlined below.

American Studies
American Studies is an interdisciplinary liberal arts concentration offered in conjunction with programs leading to the Bachelor of Science in Education. It is designed to provide students with an historical and conceptual framework for understanding the American Experience and for analyzing contemporary social issues. Emphasis is placed on cultural, social, and political ideas that have shaped the American people.

Summary of Requirements: American Studies Concentration/Education Program

30 credits, distributed as follows:

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>American History</td>
<td>12</td>
</tr>
<tr>
<td>American Literature</td>
<td>3</td>
</tr>
<tr>
<td>History Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Designated American Studies Electives</td>
<td>12</td>
</tr>
</tbody>
</table>

Section I Core Requirements
- EN 223P or EN 224P: American Dream I
- HI 302 or HI 539P: Race and Ethnicity in America
- HI 335P or HI 440: American Consensus
- HI 472: Seminar in Historical Research

Section II Social-Ideological Studies (9 credits with at least one elective in History):
- EC 338V: Wealth and Poverty
- EN 336V: Battle Pieces: American Fiction
- HI 331: American Colonial Period
- HI 409: Freedom and Liberty in America
- HI 442V: Survival of the Native American
- PH 226: American Philosophy
- RS 226: Religion in America
- PO 333V: The Supreme Court and the Constitution
- SH 444V: Freedom of the Press

Section III Culture and Society Studies (9 credits with at least one elective in History):
- AR 227P: Twentieth-Century Art
- SO 223VG: Social Problems
- ED 223V: School and Society
- EN 325: American Jazz Age
- EN 444V: Multicultural Fiction
- FI 230: American Cinema
- HI 292: History of Women in America
- HI 446V: War and Society
- SH 340: History of the American Musical

Teacher certification is also available in connection with the B.A. program in History. See section on History for further information.

Natural Sciences
Course offerings in the natural sciences provide a lab-centered environment in which student awareness of current concepts and theories is deepened. By design, opportunities for open-ended experiments and inquiry are incorporated in order to stimulate critical thinking and an analytic approach to problem solving.

Summary of Requirements: Natural Sciences Concentration/Education Program

32 credit hours in the natural sciences, selected under advisement; 29-30 credits taken from the list of Required Courses plus one 3-4 credit elective taken from the list of Electives, as follows:

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 113S: Introductory Ecology</td>
<td>4</td>
</tr>
<tr>
<td>BI 221S: General Biology I</td>
<td>4</td>
</tr>
<tr>
<td>BI 222S: General Biology II</td>
<td>4</td>
</tr>
<tr>
<td>BI 112S: Introductory Physiology</td>
<td>3</td>
</tr>
<tr>
<td>or BI 223: Anatomy and Physiology I</td>
<td></td>
</tr>
<tr>
<td>CH 221: General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CH 222: General Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>ES 111S: Elements of Earth Science</td>
<td>3</td>
</tr>
<tr>
<td>PY 112S: Elements of Space Science</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Recommended Electives</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 224: Anatomy and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>BI 225: Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>BI 226: Genetics</td>
<td>4</td>
</tr>
<tr>
<td>BI 227: Botanical Science</td>
<td>4</td>
</tr>
<tr>
<td>BI 228: Biochemistry</td>
<td>3</td>
</tr>
<tr>
<td>PY 221: General Physics I</td>
<td>4</td>
</tr>
<tr>
<td>PY 222: General Physics II</td>
<td>4</td>
</tr>
</tbody>
</table>
Marketing

Marketing is at the core of any business endeavor. Through marketing, a company conveys the value of its product or service offerings to customers/clients. No business transaction takes place unless both buyer and seller can agree on the value of an offering – marketing is the product/service provider's side of that negotiation. Students of Marketing are offered a comprehensive review and study of marketing topics which will prepare them to pursue either careers in business or graduate studies.

Effective and creative marketing is a powerful tool that students learn can be used or misused. Dominican College’s approach promotes “Doing Marketing Right” – meaning successful marketing techniques employed in a way that is positive for both businesses and the communities they serve and in which they operate.

Programs in the Business Administration Division are accredited by the International Accreditation Council for Business Education (I.A.C.B.E.).
IACBE, 11374 Strang Line Road, Lenexa, KS 66215
www.iacbe.org

Summary of Requirements: Marketing
Students are responsible for developing their degree program plan together with the guidance and assistance of an academic advisor. All students entering the Business Management program must take the Writing and Mathematics placement examinations. All students must meet the College’s writing proficiency requirements.

Summary of Requirements: Marketing

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marketing courses (in addition to those in Business Core, one of which must be MK 441)</td>
<td>21</td>
</tr>
<tr>
<td>Business Core (MG 211, MK 114, IX 250, BU 213, AC 111, AC 112, FN 226, MG 310, MG 355, MG 474)</td>
<td>31</td>
</tr>
<tr>
<td>Liberal Arts (including EC 211, EC 212, MA 113, MA 114 or 116, MA 225, CS/BU 112)</td>
<td>60</td>
</tr>
<tr>
<td>Free Electives</td>
<td>3</td>
</tr>
<tr>
<td>Internship or Practicum</td>
<td>3</td>
</tr>
<tr>
<td>Freshman Seminar (Day students only)</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total Credits Required</strong></td>
<td><strong>120</strong></td>
</tr>
</tbody>
</table>

Note: A grade of C or higher must be attained in all Business Core and MK courses.

Sample Curriculum Pattern:
Marketing

**Freshman Year, Fall Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MK 114* Basic Marketing</td>
<td></td>
</tr>
<tr>
<td>EN 119 or 120 College Writing &amp; Research</td>
<td></td>
</tr>
<tr>
<td>MA 113 College Algebra</td>
<td></td>
</tr>
<tr>
<td>CS 111* Dynamics of Oral Communication</td>
<td></td>
</tr>
<tr>
<td>FS 111 Freshman Seminar</td>
<td></td>
</tr>
</tbody>
</table>

**Freshman Year, Spring Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MG 211* Introduction to Management</td>
<td></td>
</tr>
<tr>
<td>BU 213* Business Law I</td>
<td></td>
</tr>
<tr>
<td>EN 123 Writing About Literature</td>
<td></td>
</tr>
<tr>
<td>MA 225* Intro to Statistics</td>
<td></td>
</tr>
<tr>
<td>CS/BU 112* Effective Business Communication</td>
<td></td>
</tr>
</tbody>
</table>

**Sophomore Year, Fall Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS 102S* General Psychology II</td>
<td></td>
</tr>
<tr>
<td>EC 211* Macroeconomics</td>
<td></td>
</tr>
<tr>
<td>MA 116* Finite Mathematics (or MA 114 – Pre-Calculus)</td>
<td></td>
</tr>
<tr>
<td>C* Any &quot;Classical&quot; course</td>
<td></td>
</tr>
<tr>
<td>AC 111* Financial Accounting w/ Lab</td>
<td></td>
</tr>
</tbody>
</table>

**Sophomore Year, Spring Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC 112* Managerial Accounting</td>
<td></td>
</tr>
<tr>
<td>MG 310* Business, Society, Corporate Values</td>
<td></td>
</tr>
<tr>
<td>EC 212* Microeconomics</td>
<td></td>
</tr>
<tr>
<td>V* Any &quot;Values&quot; course</td>
<td></td>
</tr>
<tr>
<td>MK* Marketing Elective</td>
<td></td>
</tr>
</tbody>
</table>

**Junior Year, Fall Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FN 226* Principles of Finance</td>
<td></td>
</tr>
<tr>
<td>MK 441* Market Research</td>
<td></td>
</tr>
<tr>
<td>IX 250* Principles of Systems and Technology</td>
<td></td>
</tr>
<tr>
<td>MK* Marketing Elective</td>
<td></td>
</tr>
<tr>
<td>M* Any &quot;Medieval&quot; course</td>
<td></td>
</tr>
</tbody>
</table>

**Junior Year, Spring Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LA Elect.* Liberal Arts elective course</td>
<td></td>
</tr>
<tr>
<td>MK* Marketing Elective</td>
<td></td>
</tr>
<tr>
<td>P* Any &quot;Present&quot; course</td>
<td></td>
</tr>
<tr>
<td>V* or S* Any &quot;Values&quot; or &quot;Science&quot; course</td>
<td></td>
</tr>
<tr>
<td>MK 326* Global Marketing</td>
<td></td>
</tr>
</tbody>
</table>

**Senior Year, Fall Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MK* Marketing Elective</td>
<td></td>
</tr>
<tr>
<td>BU 393** Internship</td>
<td></td>
</tr>
<tr>
<td>V* or S* Any &quot;Values&quot; or &quot;Science&quot; course</td>
<td></td>
</tr>
<tr>
<td>C*/M*/P* Any C, M, or P course</td>
<td></td>
</tr>
<tr>
<td>MG 474 Business Policy and Managerial Decision Making</td>
<td></td>
</tr>
</tbody>
</table>

**Senior Year, Spring Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MK* Marketing Elective</td>
<td></td>
</tr>
<tr>
<td>MK* Marketing Elective</td>
<td></td>
</tr>
<tr>
<td>LA Elect.* Liberal Arts elective course</td>
<td></td>
</tr>
<tr>
<td>LA Elect* Liberal Arts elective course</td>
<td></td>
</tr>
<tr>
<td>Elective* Free elective</td>
<td></td>
</tr>
</tbody>
</table>

* Can be taken in the Fall or Spring semesters.
** Internship can be completed over the summer or other period.
Mathematics

The Mathematics program is designed to enable students to acquire an appreciation for mathematics by studying and working with some of the modern and ancient ideas in the field. Students preparing to teach mathematics will be competent in those areas specifically recommended by the Committee on the Undergraduate Program in Mathematics and the National Council of Teachers of Mathematics.

All freshmen entering the College are given a placement test in mathematics to determine an appropriate course assignment. Transfer students with no transferable college mathematics are also given the placement test if they have a mathematics requirement as part of their program (Business Administration, Teacher Education) or if they plan to enroll in a mathematics course. All Nursing and Social Work transfer students also take the mathematics placement examination.

Students will be expected to maintain a 2.5 average in Mathematics and in the overall cumulative index. Other grade expectations apply for students seeking teacher certification: see Catalog section for Teacher Education.

Summary of Requirements: Mathematics

36 semester hours in Mathematics: 33 hours in courses with numbers 221 through 335, including Calculus (through Differential Equations), Abstract and Linear Algebra, Geometry, Probability, and Statistics; and 3 hours in MA 465.

Related Field: 12 semester hours, selected under advisement, in either the Natural Sciences or Computer Information Systems.

<table>
<thead>
<tr>
<th>MA 111*</th>
<th>College Algebra (3)</th>
<th>X*</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA 114*</td>
<td>Precalculus (3)</td>
<td>X*</td>
</tr>
<tr>
<td>MA 116</td>
<td>Finite Mathematics (3)</td>
<td></td>
</tr>
<tr>
<td>MA 117</td>
<td>Discrete Mathematics (3)</td>
<td></td>
</tr>
<tr>
<td>MA 119</td>
<td>Mathematics for Liberal Arts (3)</td>
<td></td>
</tr>
<tr>
<td>MA 221</td>
<td>Calculus I (3)</td>
<td>X</td>
</tr>
<tr>
<td>MA 222</td>
<td>Calculus II (3)</td>
<td>X</td>
</tr>
<tr>
<td>MA 224</td>
<td>Probability (3)</td>
<td>X</td>
</tr>
<tr>
<td>MA 225**</td>
<td>Introduction to Statistics (3)</td>
<td>X</td>
</tr>
<tr>
<td>MA 226</td>
<td>Inferential Statistics (3)</td>
<td>X</td>
</tr>
<tr>
<td>MA 227C</td>
<td>Vision of Geometry (3)</td>
<td>X</td>
</tr>
<tr>
<td>MA 228C</td>
<td>Dawn of Mathematics (3)</td>
<td>X (or MA 229P)</td>
</tr>
<tr>
<td>MA 229P</td>
<td>Mathematical Universe (3)</td>
<td>X (or MA 228CG)</td>
</tr>
<tr>
<td>MA 331</td>
<td>Abstract Algebra (3)</td>
<td>X</td>
</tr>
<tr>
<td>MA 332</td>
<td>Linear Algebra (3)</td>
<td>X</td>
</tr>
<tr>
<td>MA 333</td>
<td>Calculus III (3)</td>
<td>X</td>
</tr>
<tr>
<td>MA 334</td>
<td>Advanced Calculus (3)</td>
<td>X</td>
</tr>
<tr>
<td>MA 335</td>
<td>Differential Equations (3)</td>
<td>X</td>
</tr>
<tr>
<td>MA 336</td>
<td>Numerical Analysis (3)</td>
<td></td>
</tr>
<tr>
<td>MA 455</td>
<td>Mathematics Practicum (1)</td>
<td>X</td>
</tr>
<tr>
<td>MA 465</td>
<td>Topics in Mathematics (3)</td>
<td>X</td>
</tr>
<tr>
<td>MA 466</td>
<td>Teaching Mathematics (Adolescence Education) (3)</td>
<td>X</td>
</tr>
</tbody>
</table>

Elective credits required (MA 116 or higher) Encouraged 6 Elective Credits 6 – 12 Elective Credits (dependent upon placement level)

Total Mathematics Credits

Elective credits required (MA 116 or higher) 36 40 31

12 cr. in Natural Sciences or Computer Sciences (by advisement) OR 18 cr. in Business Courses (see Summary below) See Teacher Education for additional requirements See Teacher Education for additional requirements

* Entrance to the Algebra/Calculus sequence is determined by the Math Placement Exam.

** An elective course may be substituted with advisor’s permission.
Summary of Requirements: Mathematics with a Related Field (Natural Sciences or Computer Sciences)

36 semester hours in Mathematics as specified in the accompanying table. In addition, 12 credit hours in Natural Sciences or Computer Sciences (chosen under advisement).

Summary of Requirements: Mathematics with a Business/Pre-Actuarial Specialization

36 semester hours in Mathematics as specified in the accompanying table. In addition, 18 credit hours in Business Division courses:

Required:
- AC 111 Principles of Financial Accounting
- AC 112 Principles of Managerial Accounting
- EC 211 Macroeconomics
- EC 212 Microeconomics

Elective Courses: 2 courses from the following
- FN 118 Personal Finance
- FN 226 Principles of Finance
- BU 213 Business Law 1
- BU 323 Business Law 2
- Any other courses with an EC prefix

Summary of Requirements: Mathematics with Preparation for Adolescence Education

40 semester hours in Mathematics as specified in the accompanying table. For additional Education requirements, see Teacher Education Program section.

Summary of Requirements: Mathematics with Preparation for Childhood Education

31 semester hours in Mathematics as specified in the accompanying table. For additional Education requirements, see Teacher Education Program section.

Summary of Requirements: Mathematics Minor

18 credits, distributed as follows:

Required:
- MA 221 Calculus I
- MA 222 Calculus II
- MA 225 or MA 226 (Intro Statistics or Inferential Statistics)
- MA 331 or MA 335 (Abstract Algebra or Differential Equations)

Elective Courses: Two courses from the following
- MA 224 Probability
- MA 226 Inferential Statistics
- MA 331 Abstract Algebra
- MA 332 Linear Algebra
- MA 333 Calculus III
- MA 334 Advanced Calculus
- MA 335 Differential Equations
- MA 336 Numerical Analysis
Medieval and Renaissance Studies Minor

The Medieval and Renaissance Studies minor offers students the opportunity to break down the barriers that separate the various disciplines. By looking at the development of culture, language, history, literature, philosophy, religion, and art, during the latter half of the first millennium AD and the first half of the second millennium, students will gain a strong foundation for any major they choose to pursue. By studying this period of human development, students will explore civilization from the fall of Rome to the beginnings of the modern world and learn how these periods resonate even today.

Medieval and Renaissance studies, though a seemingly narrow niche of study, can be useful to many majors. With the potential support this minor offers to studies of languages, the early developments in law and philosophy, the origins of business and economics, the early methods of science and medicine, not to mention the arts and philosophy, this minor could be of service to many of Dominican College’s majors.

The minor requires 18 credits: one from each of the History, English, and Philosophy/Religion lists; one from a series of Language or Fine Art classes; and two classes from a specific list of four classes: LA 111: Basic Latin; a choice of HI 223 M: Medieval Europe or HI 224 M: Renaissance and Reformation Europe; and EN/RS 339 M: Medieval Women Writers.

Summary of Requirements:

21 credits, distributed as follows:

Required:

- LA 111 Basic Latin
- HI 223M Medieval Europe or HI 224M Renaissance & Reformation in Europe
- EN/RS 339M Medieval Women Writers

Elective Courses: One course from each of the categories below

History (3 credits):

- HI 230M History of the Byzantine Empire
- HI 301 Women in the Middle Ages
- HI 327 Age of Chivalry
- HI 348 Great Books in History*

English (3 credits):

- EN 330 Chaucer
- EN 331 M The Age of Exploration
- EN 332 M Metaphorical Journeys
- EN 338 M Courtly Love
- EN/RS 339M Medieval Women Writers
- EN 340 Studies in Individual Authors*
- EN 341/SP 341 Literature in Translation*
- EN 342 Voices of Authority: Joan of Arc
- EN 445-446 Shakespeare
- EN 453 History of the English Language

Philosophy/Religion (3 credits)

- HU 362 Readings in the Humanities*
- PH 224 M God and the Medieval Mind
- RS 224 M Religion and the Human Experience

Languages/Fine Arts (3 credits)

- AR 225 M The Age of Humanism
- SP 401 Cervantes and the Quixote
- 111-level course in a European language (e.g., SP 111)

* Approval of the course in fulfillment of the minor’s requirement will depend on the semester’s topic
Nursing

The Division of Nursing at Dominican College offers four undergraduate program options leading to the Bachelor of Science in Nursing degree, a Family Nurse Practitioner program option leading to the Master of Science degree, and a Doctorate of Nursing Practice program option leading to the Doctor of Nursing Practice degree. For information about the Master of Science Practice program and the Doctorate of Nursing program see the section on Graduate Programs.

The nursing program is accredited by the Commission on Collegiate Nursing Education (CCNE) of the American Association of Colleges of Nursing (AACN) and the New York State Department of Education.

CCNE
655 K Street NW
Suite 750
Washington, DC, 20001
Phone: (202) 887-6791
Website: CCNEACCREDITATION.ORG

The nursing curriculum prepares nurse generalists at the baccalaureate level to promote health and provide nursing care to people of all ages and across all socioeconomic levels. Its nurse graduates participate collaboratively with health care agencies, communities, and political institutions to improve health care delivery in a rapidly changing society. It promotes life-long learning and provides the foundation for graduate education in nursing.

Bachelor of Science in Nursing Program Options
Four different program Options lead to the Bachelor of Science degree in nursing: the Traditional Option, the weekday Accelerated (ABSN) Option, the weekend accelerated Option (WABSN), and the RN--BSN Option.

Traditional Option
The Traditional Option provides a Bachelor of Science in Nursing degree for students with no prior background in nursing and licensed practical nurses.

ABSN Option
A weekday accelerated (ABSN) Option permits applicants holding a prior non-nursing baccalaureate degree to complete the nursing requirements in one calendar year.

WABSN Option
A weekend (WABSN) Option permits applicants holding a prior non-nursing baccalaureate degree to complete the nursing requirements in two calendar years.

RN-BSN Option
An Upper Division Option is available to RNs to complete the nursing and liberal arts requirements in an online format. Part-time students must have 57 liberal arts credits prior to entering the upper-division nursing courses.

Nursing Admission Information
Candidates for the nursing program must first be admitted to the College through the Office of Admissions. Admission to the College however, does not guarantee admission to the nursing program, which conducts its own review and selection process. Meeting minimum program requirements does not guarantee acceptance into the nursing program.

All Traditional Option applicants must have a minimum cumulative GPA of 2.7 and a minimum score of 70 on the Test of Essential Academic Skills (TEAS) to be eligible for admission to the sophomore-level nursing courses. The TEAS must be taken within two years prior to the date of the first nursing course. Upper Division program applicants must be graduates of a diploma or associate degree program in nursing, hold a current RN license, and have a minimum cumulative index of 2.7 for eligibility.

ABSN and WABSN applicants must hold a prior baccalaureate degree with a minimum undergraduate baccalaureate grade point average of 2.7. Acceptance is based on completion of the prerequisites prior to starting the program, the strength of the undergraduate GPA, and the space available. WABSN applicants must also achieve a minimum score of 70 on the Test of Essential Academic Skills (TEAS) to be eligible for admission to the program. The TEAS has to have been taken within two years from the date of the first nursing course.

A minimum grade of B– is required in all natural science and nursing courses. Any science course over ten years old must be repeated.

To standardize evidence of competence in written communication, a Writing Placement examination is required on entry to the College. Before entry into Upper Division courses, students in the Traditional Option must complete EN 119 or 120 and EN 123, and as needed, EN 115.

All Traditional students are required to take a Mathematics Placement examination and will be placed accordingly. Two mathematics courses are required: MA 113 (or higher) and MA 225. If the student places into MA 112, this course must be completed prior to entering the nursing program.

All non-graduated Traditional Option transfer students applying to nursing MUST take the Writing and Mathematics Placement exams. If the exams indicate the student has placed into EN 115 and/or MA 118, EN 115 MUST be completed before the student begins the nursing courses; MA 118 MUST be taken before or during the sophomore year of the nursing option.

All prerequisite courses must be completed prior to entry into any Option offered by the Nursing Division. Students may repeat each prerequisite or corequisite course one-time only.

Students must adhere to policies in the Nursing Student Handbook which can be downloaded from the Dominican College website: www.dc.edu.

A physical examination, including a two-step TST or chest x-ray, immunizations, and insurance coverage, along with Basic Life Support for Health Care Providers from the American Heart Association are prerequisites for entry to all nursing Options and must be current throughout the program. Students must complete a Background Check and drug testing annually or according to divisional requests. A Plagiarism Certificate testifying to each student's plagiarism competence is also required.

A driver's license and car insurance are mandatory. Students are responsible for their own transportation to and from clinical agencies.

A minimum cumulative grade point average of 2.7 must be maintained for progression in all nursing Options.
A maximum of one nursing course, including NR 101: Transition to Professional Nursing, may be repeated only once and only with permission of the Academic Standing Committee of the Division of Nursing. Students are admitted to one nursing Option only and follow the course sequence for that Option. Students may transfer from the ABSN/WABSN Options to the Traditional Option only after a full review of the student's record by the Nursing Academic Standing Committee; students may transfer only if they satisfy all criteria for admission to the Traditional Option and only on a space available basis. Traditional Option students may not transfer into the ABSN/WABSN program intending to reapply to nursing or only apply for readmission into the WABS program. The WABS Coordinator will advise students on readmission criteria and readmission decisions.

All students in the Traditional, weekday ABSN and Weekend ABSN Options participate in the ATI Comprehensive Assessment and Review Program (CARP), including the Comprehensive Predictor examination, as scheduled throughout their nursing Option. A non-refundable fee is charged to the student's account each semester/trimester to cover the cost of participation.

All pre-licensure candidates must successfully complete the Hurst NCLEX Review course dated May 1st or after their final semester/trimester; written proof of completing a review course must be provided to the Division of Nursing. The NCLEX examination must be taken within three months of completing the course or an NCLEX Review course must be repeated.

Advanced Standing: Registered Nurses (R.N.)
Advanced standing in nursing at the baccalaureate level will be awarded on the basis of prior coursework as validated by academic performance in the College’s Nursing Program.

Registered nurse applicants from accredited associate degree programs may be awarded credits for previous undergraduate nursing coursework.

Summary of Requirements: Nursing

Nursing students must complete a minimum of 131 semester hours for award of the baccalaureate degree. Traditional nursing students must complete an additional 3 credits in the pre-nursing course, NR101. The course of study must be completed within a six-year time frame, beginning with the year of entry into the first nursing course. A nursing faculty advisor is appointed for advisement.

Liberal Arts Requirements:
A minimum of 60 semester hours in liberal arts is required, which includes completion of the General Education Curriculum (GEC).

The following required courses are included in the General Education Curriculum:

Component I
Writing Sequence: EN 119 or 120 and EN 123
Speech: CS 111
Mathematics: MA 113 or above

Component II
Any 3 credit, C, M, or P Philosophy course
Component II or III must include one global focused course.

Component IIIa
Laboratory Sciences:
Anatomy and Physiology I & II
Chemistry, Biochemistry
Microbiology
Pathophysiology

In addition, MA 225 and 15 semester hours in the Social Sciences are required, including PS 101S, PS 102S, PS 213, PS 214, and SO 111.

Summary of Requirements: Nursing

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Courses</td>
<td>61</td>
</tr>
<tr>
<td>NR 101 Transition to Nursing</td>
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<tr>
<td>NR 223 Introduction to Professional Nursing I</td>
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<td>NR 224 Introduction to Professional Nursing II</td>
<td>5</td>
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<tr>
<td>NR 231 Professional Practice Concepts</td>
<td>2</td>
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<tr>
<td>NR 235 Principles of Health Assessment</td>
<td>3</td>
</tr>
<tr>
<td>NR 320 Psychiatric-Mental Health Nursing</td>
<td>5</td>
</tr>
<tr>
<td>NR 329 Pharmacologic Agents</td>
<td>3</td>
</tr>
<tr>
<td>NR 330 Parent-Child Nursing</td>
<td>2</td>
</tr>
<tr>
<td>NR 340 Adult Nursing I</td>
<td>5</td>
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<tr>
<td>NR 345 Family Health Nursing</td>
<td>5</td>
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<tr>
<td>NR 353 Nursing Research</td>
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<tr>
<td>NR 450 Adult Nursing II</td>
<td>5</td>
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<tr>
<td>NR 463 Community Health Nursing</td>
<td>5</td>
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<tr>
<td>NR 465 Nursing Leadership/Management</td>
<td>5</td>
</tr>
<tr>
<td>NR 467 Nursing Seminar</td>
<td>2</td>
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</tbody>
</table>

Recommended Elective:
CI 211 Intro to Computer-Based Systems
## Sample Curriculum Pattern: Nursing (Traditional Option)

<table>
<thead>
<tr>
<th>Semester</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>Semester I</strong></td>
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<tr>
<td>English 120</td>
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<tr>
<td>Mathematics 113</td>
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</tr>
<tr>
<td>Chemistry for Health Care Professionals</td>
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<tr>
<td>Anatomy &amp; Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>CS 111</td>
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**Semester II**

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<tbody>
<tr>
<td>English 123</td>
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<tr>
<td>General Psychology (PS 102)</td>
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<tr>
<td>Biochemistry</td>
</tr>
<tr>
<td>Anatomy &amp; Physiology II</td>
</tr>
<tr>
<td>NR 101 Transition to Nursing</td>
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**Semester III**

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<th>Credits</th>
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<tbody>
<tr>
<td>NR 223 Introduction to Professional Nursing I</td>
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<tr>
<td>NR 235 Principles of Health Assessment</td>
</tr>
<tr>
<td>Microbiology</td>
</tr>
<tr>
<td>Developmental Psychology I</td>
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<tr>
<td>GEC IIIb (Sociology)</td>
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**Semester IV**

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<th>Credits</th>
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<tr>
<td>NR 224 Introduction to Professional Nursing II</td>
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<td>NR 231 Professional Practice Concepts</td>
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<tr>
<td>Pathophysiology</td>
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<tr>
<td>Developmental Psychology II</td>
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<tr>
<td>GEC II (Philosophy)</td>
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**Semester V**

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<tbody>
<tr>
<td>NR 320 Psychiatric-Mental Health Nursing</td>
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<tr>
<td>NR 329 Pharmacologic Agents</td>
</tr>
<tr>
<td>NR 330 Parent-Child Nursing</td>
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<tr>
<td>GEC I (MA 225)</td>
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<tr>
<td>GEC II (Elective)</td>
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<td><strong>TOTAL</strong></td>
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**Semester VI**

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<tr>
<td>NR 340 Adult Nursing I</td>
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<td>NR 345 Family Health Nursing</td>
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<tr>
<td>NR 353 Nursing Research</td>
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<tr>
<td>GEC II (Elective) or GEC I (MA 226)</td>
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**Semester VII**

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<tr>
<td>NR 450 Adult Nursing II</td>
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<td>NR 463 Community Health Nursing</td>
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<tr>
<td>GEC IIb (Elective)</td>
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<tr>
<td>Free Elective or GEC II</td>
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<td><strong>TOTAL</strong></td>
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**Semester VIII**

<table>
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<tr>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>NR 465 Nursing Leadership/Mgmt</td>
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<tr>
<td>NR 467 Nursing Seminar</td>
</tr>
<tr>
<td>Free Elective (MA 226)</td>
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<tr>
<td>Free Elective or GEC II</td>
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<td><strong>TOTAL</strong></td>
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## RN TO B.S.N. Online Option

**YEAR I**

<table>
<thead>
<tr>
<th>Sessions I – II</th>
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</thead>
<tbody>
<tr>
<td>NR 235 Principles of Health Assessment</td>
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<table>
<thead>
<tr>
<th>Sessions III – IV</th>
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<tbody>
<tr>
<td>NR 231 Professional Practice Concepts (Session III)</td>
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<tr>
<td>NR 345 Family Health Nursing</td>
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<table>
<thead>
<tr>
<th>Sessions V – VI</th>
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<tbody>
<tr>
<td>NR 353 Nursing Research (Session V)</td>
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<tr>
<td>Electives (Session VI)</td>
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**YEAR 2**

<table>
<thead>
<tr>
<th>Sessions I – II</th>
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<tbody>
<tr>
<td>NR 463 Community Health Nursing</td>
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<table>
<thead>
<tr>
<th>Sessions III – IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>NR 465 Nursing Leadership/Management</td>
</tr>
<tr>
<td>NR 467 Nursing Seminar (Session IV)</td>
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</tbody>
</table>

## Accelerated B.S.N. Option (A.B.S.N.)

**Summer Trimester I**

| NR 223 Introduction to Professional Nursing I |
| NR 224 Introduction to Professional Nursing II |
| NR 231 Professional Practice Concepts |
| NR 330 Parent-Child Nursing |

**Fall Trimester II**

| NR 235 Principles of Health Assessment |
| NR 329 Pharmacologic Agents |
| NR 340 Adult Health Nursing I |
| NR 345 Family Health Nursing |
| NR 320 Psychiatric Mental Health Nursing |

**Trimester III**

| NR 353 (Winter) Nursing Research |
| NR 450 Adult Health Nursing II |
| NR 463 Community Health Nursing |
| NR 465 Nursing Leadership/Management |
| NR 467 Nursing Seminar |
### Accelerated B.S.N. (Weekend Option)

#### YEAR 1

**Summer Trimester I**
- NR 223 Introduction to Professional Nursing I
- NR 224 Introduction to Professional Nursing II
- NR 231 Professional Practice Concepts

**Fall Trimester II**
- NR 235 Principles of Health Assessment
- NR 329 Pharmacologic Agents
- NR 330 Parent-Child Nursing

**Spring Trimester III**
- NR 340 Adult Health Nursing I
- NR 345 Family Health Nursing (Part A)

#### YEAR 2

**Summer Trimester IV**
- NR 345 Family Health Nursing (Part B)
- NR 320 Psychiatric/Mental Health Nursing
- NR 450 Adult Health Nursing II (Part A)

**Fall Trimester V**
- NR 353 Nursing Research
- NR 450 Adult Health Nursing II (Part B)
- NR 463 Community Health Nursing

**Spring Trimester VI**
- NR 465 Nursing Leadership/Management
- NR 467 Nursing Seminar

*A minimum grade of B- is required in all nursing courses, and in the natural sciences courses.*

---

### Philosophy Minor

The minor in Philosophy acquaints students with humankind's most fundamental attempts at self-knowledge and provides a basis from which students can formulate their own views of themselves and the world. Philosophy is the oldest academic discipline, and philosophers strive to uncover wisdom in every dimension of human existence. Consequently, philosophy shares interests with, and complements, most other academic disciplines.

The study of philosophy encourages logical precision, a heightened awareness of assumptions used in any discussion, and an attitude of both open-mindedness and responsible criticism toward new and unusual ideas. That is, the study of philosophy helps students develop their capacities for creative, clear thinking and careful reasoning. The development of these skills, attitudes, and capacities makes the Philosophy minor an excellent preparation for graduate or professional study, conscientious citizenship, and a successful career.

The study of philosophy may also be pursued by selecting the Philosophy specialization of the Humanities major. Consult the Humanities section of this catalog for the complete degree requirements.

**Summary of Requirements: Philosophy Minor**

18 credits distributed as follows:

- PH 112 Logic
- One Philosophy Ethics course (PH 332V, 333V, or 334V)
- Four other Philosophy courses (excluding PH 113, Critical Thinking)

---

### Pre-Law Minor

Using an interdisciplinary approach, the Pre-Law Minor provides students with the skills and knowledge that will enhance their preparation for the Law School Admission Test (LSAT), first-year law studies, and future law-related careers. To enter into and succeed in the legal field, students must be able to

- analyze and use language precisely
- read and research effectively
- possess knowledge of legal principles and cases
- understand and practice professional ethics.

The minor is open to any student who has an interest in developing reading, writing, thinking, and researching skills while also learning about the law. Those who intend to apply to law school should note that this minor is not a requirement for, nor does it guarantee acceptance into, a law program. They also should consider supplementing this program of study with participation in moot court, intercollegiate debating, and/or a law-focused internship.

**Summary of Requirements: Pre-Law Minor**

18 credits distributed as follows:

---

*A nursing science course may be repeated only one time.*

*A minimum cumulative G.P.A. of 2.7 is required throughout the nursing sequence. Without this average, the student cannot progress in the nursing sequence.*

*Nursing courses must be taken in sequence according to the recommended curriculum pattern for each program option.*

*No more than one nursing course may be repeated.*

*A course may be repeated only once, and only with permission of the Nursing Division Academic Standing Committee.*

---

**Sigma Theta Tau**

*Zeta Omega Chapter*

**Nursing Honor Society**

The Zeta Omega Chapter of the International Honor Society of Nursing promotes the development, dissemination, and utilization of nursing knowledge.

Membership is sought by invitation only during the junior year of the program. Undergraduate student eligibility is based on a minimum G.P.A. of 3.0, faculty recommendations, and top one-third position in the nursing option.

---

**Phi Philosophy Minor**

The Philosophy Minor is designed to acquaint students with humankind’s most fundamental attempts at self-knowledge and provides a basis from which students can formulate their own views of themselves and the world. Philosophy is the oldest academic discipline, and philosophers strive to uncover wisdom in every dimension of human existence. Consequently, philosophy shares interests with, and complements, most other academic disciplines.

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**Summary of Requirements: Philosophy Minor**

18 credits distributed as follows:

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- One Philosophy Ethics course (PH 332V, 333V, or 334V)
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- analyze and use language precisely
- read and research effectively
- possess knowledge of legal principles and cases
- understand and practice professional ethics.

The minor is open to any student who has an interest in developing reading, writing, thinking, and researching skills while also learning about the law. Those who intend to apply to law school should note that this minor is not a requirement for, nor does it guarantee acceptance into, a law program. They also should consider supplementing this program of study with participation in moot court, intercollegiate debating, and/or a law-focused internship.

**Summary of Requirements: Pre-Law Minor**

18 credits distributed as follows:

---

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The study of philosophy may also be pursued by selecting the Philosophy specialization of the Humanities major. Consult the Humanities section of this catalog for the complete degree requirements.

**Summary of Requirements: Philosophy Minor**

18 credits distributed as follows:

- PH 112 Logic
- One Philosophy Ethics course (PH 332V, 333V, or 334V)
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**Pre-Law Minor**

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- read and research effectively
- possess knowledge of legal principles and cases
- understand and practice professional ethics.

The minor is open to any student who has an interest in developing reading, writing, thinking, and researching skills while also learning about the law. Those who intend to apply to law school should note that this minor is not a requirement for, nor does it guarantee acceptance into, a law program. They also should consider supplementing this program of study with participation in moot court, intercollegiate debating, and/or a law-focused internship.

**Summary of Requirements: Pre-Law Minor**

18 credits distributed as follows:
A. Critical Thinking (select one course)
   HI 101 Introduction to History and Methods
   PH 112 Logic
   PH 113 Critical Thinking

B. Research Methods (select one course)
   CJ 272 Introduction to Applied Statistics in CJ
   MA 225 Introduction to Statistics
   SS 221 Quantitative Methods and Research

C. Ethical Reasoning (select one course)
   CJ 400 Professional Ethics in Criminal Justice
   PH 332V Social Ethics
   PH 333V Bioethics
   PH 334V Business Ethics

D. Foundations in U.S. Legal Thought (select one course)
   BU 213 Business Law I
   CJ 227 Law and Society
   CJ 331 Constitution, Crime, and Civil Rights
   HI 335P The American Consensus
   HI 409 Freedom and Liberty in America
   PO 270 Civil Law
   PO 333V The Supreme Court and the Constitution

The Psychology program exists as an integral part of the liberal arts offerings to permit the student to study psychology as a social science. The program is designed to provide the student with insights about the individual and his or her world. It is primarily concerned with analysis of the relationships between scientific theory and basic research in discovering, understanding, and integrating the fundamental laws of behavior and the theories of personality dynamism. Major theories, methodological approaches, and applications of psychological knowledge are stressed in the areas of sensation and perception, learning and cognitive processes, development, motivation and emotion, personality, social psychology, intelligence, and abnormal psychology. The program offers:

1. a solid preparation to those students who intend to pursue graduate studies in the fields of psychology, social work, education, guidance and counseling;
2. basic skills and knowledge to those students who may find themselves at the completion of their bachelor's degree working in any of the various human services and human relations areas, such as mental health, education, personnel, government, and law.

In order to do this, the program provides a basic grounding in the general psychological principles; a solid core of methodological courses and research experience; basic courses in the areas of psychology related to interpersonal skills and relationships; courses which bridge the gap between theory and the applied settings in which the student may be required to apply such knowledge in the future; supervised internship and practicum experiences which provide a review of the field of psychology under supervision, an advanced learning experience, and an opportunity to learn to articulate one's knowledge.

Psi Chi International Honor Society in Psychology
Psi Chi was founded in 1929 to encourage excellence in scholarship and advance the science of psychology. Membership is open to undergraduate men and women who are making the study of psychology one of their major interests and who meet the qualifications.

E. Elective Courses (select two courses)
   BU 323 Business Law II
   CJ 150 Criminology
   CJ 244 Gender and Justice
   EN 452 Advanced Composition and Writing
   HI 348 Great Books in History
   HI 440 Advanced Topics in History
   PO 111P American National Government
   SO 223VG Social Problems
   SO 334V Deviance
   SS 491 Social Science Internship

A grade of ‘C’ or better is required for all minor courses. No courses in this minor may be used simultaneously in fulfillment of requirements for a major or another minor. However, up to two courses may be used in fulfillment of General Education Curriculum (GEC) requirements. In order to achieve the interdisciplinary focus of this minor, no more than two courses may be taken in the same discipline. Because this is a program of study administered by the Division of Social Sciences, at least three courses taken in fulfillment of the minor must be those in the Social Sciences, which includes courses with the CJ, HI, PO, and SS designation. Please note that CJ courses typically have prerequisites, which include CJ 113 and SO 111. Students must complete or place out of MA 113 College Algebra as a prerequisite for taking MA 225.

Psychology

The Psychology program requires a total of 45 credits in Psychology.

Summary of Requirements: Psychology

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Psychology Core:</strong></td>
<td>21</td>
</tr>
<tr>
<td>PS 101S General Psychology I</td>
<td></td>
</tr>
<tr>
<td>PS 102S General Psychology II</td>
<td></td>
</tr>
<tr>
<td>PS 331 Psychological Statistics 1</td>
<td></td>
</tr>
<tr>
<td>PS 343 History and Systems of Psychology</td>
<td></td>
</tr>
<tr>
<td>PS 441 Experimental Psychology</td>
<td></td>
</tr>
<tr>
<td>PS 472 Senior Seminar and Research</td>
<td></td>
</tr>
<tr>
<td>PS 480 Advanced Topics in Psychology</td>
<td></td>
</tr>
<tr>
<td><strong>Required Courses:</strong></td>
<td>18</td>
</tr>
<tr>
<td>Choose I:</td>
<td></td>
</tr>
<tr>
<td>PS 213 Developmental Psychology I</td>
<td></td>
</tr>
<tr>
<td>PS 214 Developmental Psychology II</td>
<td></td>
</tr>
<tr>
<td>PS 215 Adolescent Psychology</td>
<td></td>
</tr>
<tr>
<td>Choose I:</td>
<td></td>
</tr>
<tr>
<td>PS 224 Psychology of Personality</td>
<td></td>
</tr>
<tr>
<td>PS 226 Abnormal Psychology</td>
<td></td>
</tr>
<tr>
<td>Choose I:</td>
<td></td>
</tr>
<tr>
<td>PS 236 Social Psychology</td>
<td></td>
</tr>
<tr>
<td>PS 250 Cultural Psychology</td>
<td></td>
</tr>
<tr>
<td>Choose I:</td>
<td></td>
</tr>
<tr>
<td>PS 345 Learning Theory</td>
<td></td>
</tr>
<tr>
<td>PS 346 Cognitive Psychology</td>
<td></td>
</tr>
</tbody>
</table>

1. PS 331 Psychological Statistics includes a statistical component.
Choose 1:
PS 344 Biopsychology
PS 350 Motivation Psychology
PS 360 Sensation/Perception

Choose 1:
PS 255 Criminal Psychology
PS 240 Health Psychology
PS 280 Developmental Disabilities
PS 342 Counseling and Psychopathology

<table>
<thead>
<tr>
<th>Psychology Electives:</th>
<th>6</th>
</tr>
</thead>
</table>

1 PS 331, 441, and 472 have as a prerequisite SS 221, Quantitative Methods & Research. Those entering the program who have previously taken a statistics course may be required to pass a competency examination when there is doubt about the level of preparation for Experimental Psychology. If the previous course does not duplicate the content of PS 331, students will be required to take this course.

No grade lower than C will be accepted for credit in the major.
Credit for PS 101S and/or PS 214 may not be transferred from other institutions. Any exception to this policy must be given in writing by the Coordinator of the Psychology Program.

### Psychology Minor

Psychology may also be selected as an area of emphasis by students pursuing a major in the social sciences.

**Summary of Requirements: Psychology Minor**

- Total credits: 18
- Required (6 cr.)
  - PS 101S General Psychology I
  - PS 102S General Psychology II
- Choose one (3 cr.)
  - PS 213 Developmental Psychology I
  - PS 214 Developmental Psychology II
- Choose any two 200-level courses (6 cr.)
- Choose any one 300-level course (3 cr.)

### Religious Studies Minor

The Religious Studies minor affords students the opportunity to explore the beliefs, practices, rituals, and values of human societies. The study of the phenomenon of religion and theology contributes to a broad liberal arts education and includes interdisciplinary courses. A grade of C or higher is required in all course for the successful completion of the minor.

**Summary of Requirements: Religious Studies Minor**

18 Credits distributed as follows:

- Required Courses (9 Credits)
  - 3 credits in an RS "V" course
  - 6 credits in an RS "C", "M", or "P" course (3 credits, each from a different period)

- Electives: 9 Credits from any of the following courses.

- PS 228 Religion and Psychology: Psyche and Spirit
- RS 221C The Making of Myths and Cults
- RS 222C Old Testament: Story and Culture
- RS 224M Religion and Human Experience: Mystics, Mentors, & Warriors
- RS 226 Religion in America: Great Awakenings
- RS/EN 227 Religion & Lit of the Far East
- RS 331 Theology, Ethics, and Medicine
- RS 332V Social Ethics
- RS 337V World Religions
- RS/EN 339M Medieval Women Writers
- RS 443 Images of Christ and the Church
- EN 330 Chaucer
- EN 331M Metaphorical Journeys
- EN 338M Courtly Love
- EN 341 Literature in Translation: Dante
- EN 342 Voices of Authority: The Life and Times of Joan of Arc
- HI 223M Medieval Europe
- HI 224M Renaissance & Reformation Europe
- HI 327 Age of Chivalry
- PH 224M God and the Medieval Mind
- SO 225 Folklore and Mythology
Social Sciences

The social sciences are concerned with the total experiences of human beings: their society, their environment, their institutions, their accomplishments, and their inner needs.

Students who pursue the major in Social Sciences gain a broad-based education that includes experience from among at least three of the principal social science disciplines: Criminal Justice, Economics, History, Political Science, Psychology, and Sociology/Anthropology. At the same time, the major is designed to provide integrated experiences which, while capitalizing on the strengths of each of the individual disciplines involved, help students to perceive the concepts and methodologies which underlie and unite the fields.

Successful graduates of the major find it a useful foundation for law school, for post-graduate study in one of the social science disciplines, or for direct entry into a variety of professions such as government service, business, community-focused careers, or education. Internship opportunities are available to students while they are at the College and are recommended as valuable additional preparation for the beginning of a career path.

Summary of Requirements: Social Sciences

The major requires 39 semester hours in social sciences including 18 semester hours in one social sciences primary area of emphasis; nine hours in each of two other supporting social sciences areas; and the Social Sciences Seminar.

Areas of Emphasis:

1. **Criminal Justice:** Introduction to Criminal Justice, Police, Citizen and Community, Juvenile Justice and Constitution, Crime and Civil Rights and courses from the list of approved electives; 9 elective credits in each of two other supporting social sciences areas and the Social Sciences Seminar. Note: SO 111 Introduction to Sociology is a prerequisite for both the area of emphasis and the major and minor programs in Criminal Justice.

2. **Economics:** EC 211 and EC 212; 12 elective credits in economics; 9 elective credits in each of two other supporting social sciences areas, and Social Sciences Seminar.

3. **History:** One History course in each area of Component II (C, M, P) of GEC and 9 elective credits in History; 9 elective credits in each of two other supporting social sciences areas; and Social Sciences Seminar.

4. **Political Science:** American National Government, The Supreme Court and the Constitution, World Politics, and three other Political Science courses; 9 elective credits in each of two other supporting social sciences areas; and Social Sciences Seminar.

5. **Psychology:** General Psychology I and II, Quantitative Methods, 9 elective credits in Psychology; 9 elective credits in each of two other supporting social sciences areas; and Social Sciences Seminar.

6. **Sociology/Anthropology:** Introduction to Sociology, Quantitative Methods, 12 elective credits in sociology-anthropology; 9 credits in each of two other supporting social sciences areas; and Social Sciences Seminar.

COURSES TAKEN IN SUPPORTING AREAS ARE CHOSEN UNDER ADVISMENT AND ARE NOT NECESSARILY THOSE LISTED FOR THE AREA OF EMPHASIS.

No grade lower than C is accepted in the major. Other grade expectations apply for students seeking teacher certification: see Catalog section for Teacher Education.

Summary of Requirements: Social Sciences & Education

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Sciences with Preparation for Childhood</td>
<td></td>
</tr>
<tr>
<td>Education --</td>
<td></td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>90</td>
</tr>
<tr>
<td>Social Sciences:</td>
<td>36</td>
</tr>
<tr>
<td>History</td>
<td>15</td>
</tr>
<tr>
<td>Classical History</td>
<td>3</td>
</tr>
<tr>
<td>Medieval History</td>
<td>3</td>
</tr>
<tr>
<td>American History</td>
<td>6</td>
</tr>
<tr>
<td>European History</td>
<td>3</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>21</td>
</tr>
<tr>
<td>Social Science Seminar</td>
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</tr>
<tr>
<td>Economics</td>
<td>6</td>
</tr>
<tr>
<td>Political Science</td>
<td>6</td>
</tr>
<tr>
<td>Sociology/Anthropology</td>
<td>6</td>
</tr>
<tr>
<td>Social Sciences with Preparation for Adolescence</td>
<td></td>
</tr>
<tr>
<td>Education in Social Studies --</td>
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</tr>
<tr>
<td>History</td>
<td>24</td>
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<tr>
<td>American History</td>
<td>9</td>
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<tr>
<td>European History</td>
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<tr>
<td>Non-Western Regional Studies</td>
<td>3</td>
</tr>
<tr>
<td>History Electives</td>
<td>6</td>
</tr>
<tr>
<td>Social Science</td>
<td>24</td>
</tr>
<tr>
<td>Social Science Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Social Science Electives</td>
<td>21</td>
</tr>
</tbody>
</table>

Teacher certification is also available in connection with the B.A. program in History. See History section for further information.

Pi Gamma Mu Social Sciences Honor Society

**Purpose**

The purpose of Pi Gamma Mu is to encourage the study of the social sciences among graduate and undergraduate students and faculty members in colleges and universities throughout the world, and to recognize outstanding achievement through election to membership and the presentation of various awards for distinguished achievement.

**Eligibility**

Any person of good moral character who is, or was, an officer, member of the teaching staff, graduate student, senior or junior in a college or university where there is a chapter of the Society, may be elected to membership by a majority vote of the chapter under the supervision of chapter faculty members, or by a committee of chapter faculty members, provided that such person has had at least 20 semester hours of social science with an average grade therein of “B” or better, and has further been distinguished in the social sciences.
Major Activities
The Society holds national, regional, and inter-chapter meetings. Many chapters have extensive programs of lectures, panels, and discussion groups. The Society also operates a program of scholarships by which outstanding students can continue their study of the social sciences in approved graduate schools. Pi Gamma Mu is affiliated with the American Association for the Advancement of Science.

Sociology Minor
The Sociology minor offers students a basic exploration of human social institutions, relationships, and behaviors, including their origins and development over time. Through the coursework provided by this minor, students will develop a greater sophistication in understanding the human dimensions of any situation. As such, the minor offers an excellent complement in particular for major studies in the areas of social work, psychology, health care, and business.

Summary of Requirements: Sociology Minor
18 Credits distributed as follows:

Required Courses (9 Credits):

- SO 111 Introduction to Sociology (3 cr.)
- SO 223VG Social Problems or SO 320PG Global Interdependence (3 cr.)
- Any other Sociology V Course (3 cr.)

Elective Courses (9 Credits):

Any three Sociology courses that have not been taken in fulfillment of the Required Courses for the minor.

Social Sciences-to-Occupational Therapy Pre-Professional Tracks
Undergraduate students interested in ultimately pursuing a graduate degree in occupational therapy have two pathways within the Social Sciences with Psychology Emphasis degree.

Sample Undergraduate Curricular Pathways

Social Sciences with Psychology Emphasis (Accelerated Pathway)
The Accelerated Social Sciences-to-Occupational Therapy path is reserved for Dominican College undergraduate students who have begun study at the College no later than the first semester of the Sophomore year with fewer than 35 transfer credits. Additionally, students on the Accelerated Path must attain and maintain a minimum term and cumulative GPA of 3.0 every term without exception. If the GPA for any individual term falls below a 3.0, the student is no longer eligible to remain on the Accelerated Path and must complete the traditional 4-year curriculum, even if that term is the spring semester of the Junior year and said student has been accepted to the program for the following Fall.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman Year - Fall Semester</td>
<td></td>
</tr>
<tr>
<td>FS 111: Freshman Seminar</td>
<td>2</td>
</tr>
<tr>
<td>PS 101S: General Psychology I</td>
<td>3</td>
</tr>
<tr>
<td>EN 120: College Writing &amp; Research*</td>
<td>3</td>
</tr>
<tr>
<td>SO 111: Introduction to Sociology*</td>
<td>3</td>
</tr>
<tr>
<td>CS 111: Dynamics of Oral Communication*</td>
<td>3</td>
</tr>
<tr>
<td>MA 113: College Algebra</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>17</td>
</tr>
<tr>
<td>Spring Semester</td>
<td></td>
</tr>
<tr>
<td>PS 102S: General Psychology II*</td>
<td>3</td>
</tr>
<tr>
<td>EN 123: Writing about Literature*</td>
<td>3</td>
</tr>
<tr>
<td>Component II C Global course</td>
<td>3</td>
</tr>
<tr>
<td>MA 225: Intro to Statistics*</td>
<td>3</td>
</tr>
<tr>
<td>Component III S course</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>15</td>
</tr>
<tr>
<td>Sophomore Year - Fall Semester</td>
<td></td>
</tr>
<tr>
<td>BI 223: Anatomy &amp; Physiology I**</td>
<td>4</td>
</tr>
<tr>
<td>PS 210: Lifespan Human Development*</td>
<td>3</td>
</tr>
<tr>
<td>SS 221: Quantitative Methods*</td>
<td>3</td>
</tr>
<tr>
<td>Component II M course</td>
<td>3</td>
</tr>
<tr>
<td>Component III V course</td>
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</tr>
<tr>
<td></td>
<td>16</td>
</tr>
<tr>
<td>Spring Semester</td>
<td></td>
</tr>
<tr>
<td>BI 224: Anatomy &amp; Physiology II**</td>
<td>4</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>PS 226: Abnormal Psychology*</td>
<td>3</td>
</tr>
<tr>
<td>Component II P course</td>
<td>3</td>
</tr>
<tr>
<td>Component III S course</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>16</td>
</tr>
<tr>
<td>Junior Year - Fall Semester</td>
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</tr>
<tr>
<td>BI333: Neuroscience**</td>
<td>3</td>
</tr>
<tr>
<td>PY114: Selected Topics in Physics OR PY221: General Physics I (preferred)**</td>
<td>3/4</td>
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<tr>
<td>Supporting SS I or II</td>
<td>3</td>
</tr>
<tr>
<td>Component II C,M, or P</td>
<td>3</td>
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<tr>
<td>Component III V</td>
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<tr>
<td></td>
<td>15/16</td>
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</tbody>
</table>

Apply to OT Program via OTCAS by December 31**
Social Sciences with Psychology Emphasis (Traditional 4-Year Path)

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Cr.</th>
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<tbody>
<tr>
<td>FS 111: Freshman Seminar</td>
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<tr>
<td>PS 101S: General Psychology I</td>
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<tr>
<td>EN 120: College Writing &amp; Research*</td>
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<tr>
<td>SO 111: Introduction to Sociology*</td>
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<tr>
<td>CS 111: Dynamics of Oral Communication*</td>
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</table>

<table>
<thead>
<tr>
<th>Spring Semester</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PS 102S: General Psychology II*</td>
<td>3</td>
</tr>
<tr>
<td>EN 123: Writing about Literature*</td>
<td>3</td>
</tr>
<tr>
<td>Component II C Global course</td>
<td>3</td>
</tr>
<tr>
<td>MA 113: College Algebra*</td>
<td>3</td>
</tr>
<tr>
<td>Component III S course</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sophomore Year - Fall Semester</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA 225: Intro to Statistics*</td>
<td>3</td>
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<tr>
<td>PS 210: Lifespan Human Development*</td>
<td>3</td>
</tr>
<tr>
<td>Supporting SS I or II course</td>
<td>3</td>
</tr>
<tr>
<td>Component II M course</td>
<td>3</td>
</tr>
<tr>
<td>Component III S course</td>
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</tr>
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</table>

<table>
<thead>
<tr>
<th>Spring Semester</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SS 221: Quantitative Methods*</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>PS 226: Abnormal Psychology*</td>
<td>3</td>
</tr>
<tr>
<td>Component II P course</td>
<td>3</td>
</tr>
<tr>
<td>Component III S course</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Junior Year - Fall Semester</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 223: Anatomy &amp; Physiology I**</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
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<tr>
<td>Supporting SS I or II course</td>
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<tr>
<td>Component II C, M, or P course</td>
<td>3</td>
</tr>
<tr>
<td>Component III V course</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Semester</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 224: Anatomy &amp; Physiology II**</td>
<td>4</td>
</tr>
<tr>
<td>Component II C, M, or P “G” course</td>
<td>3</td>
</tr>
<tr>
<td>PY 114: Selected Topics in Physics or PY 221 General Physics I (Preferred)**</td>
<td>3/4</td>
</tr>
</tbody>
</table>

** Indicates mandatory prerequisite course for the Occupational Therapy Program in which a grade of C or higher must be earned. All potential candidates to the Graduate Occupational Therapy Program must have a minimum cumulative and prerequisite GPA of 3.0.

It is important to note that enrollment in the Bachelor of Arts in Social Sciences degree is not an automatic guarantee of acceptance to the Graduate Occupational Therapy Program. The application process is a competitive one. However, Dominican College graduates are given preferential consideration over other equally qualified outside candidates.

Social Work

Mission
The mission of the Dominican College Social Work Program, in service to and collaboration with its multiple communities, is to develop generalist social work professionals committed to excellence, leadership and service by:

- promoting social justice;
- engaging in ethical practice;
- engaging in research-informed practice and practice-informed research;
- advocating for social policies responsive to diverse human needs; and
- advancing knowledge through reflective understanding of self and compassionate involvement with others.

Goals
The Bachelor of Social Work Program is an upper-division undergraduate program which has as its primary goals:

- To prepare students to qualify as beginning-level, generalist social work professionals;
- To promote an environment which honors diversity and advances social justice;
- To provide the foundation for an appreciation of lifelong learning and advancement in graduate level social work education.

The Social Work Program is fully accredited at the undergraduate level by The Council on Social Work Education (C.S.W.E.), CSWE, 1701 Duke Street, Suite 200, Alexandria, VA 22314-3421

Program of Study
The curriculum design provides a foundation in the liberal arts, a core of knowledge from the social and behavioral sciences, combined with
the special body of knowledge that forms the base of professional generalist social work practice. The program is designed to meet the requirements of a Bachelor of Social Work degree and includes a minimum of 60 semester hours in liberal arts. The Social Work Program requires 36 semester hours in the Social Sciences. The student completes 18 semester hours in one area of emphasis in the social sciences (namely, Sociology, Political Science, History, Economics, Criminal Justice, Psychology), and nine semester hours in each of two supporting areas elected out of the remaining social sciences. The student graduates from the program with 126 credits.

A student may choose to complete the Bachelor of Social Work degree with a focus on criminal justice, child welfare, gender studies, ethnic studies, gerontology, as well as a number of liberal arts areas. Further information and program planning may be obtained from the Social Work faculty.

The following content areas in the humanities and social sciences are recommended as foundations for social work training.

- American History
- Introduction to Physiology (required)
- English (Writing Placement Examination required of all students)
- Foreign Language
- General Psychology II (prerequisite for SW 451)
- Introduction to Sociology (prerequisite for SW 451)
- Speech
- Political Science
- Statistics
- MA113 OR Introduction to Critical Thinking OR Logic is required (Math Placement Examination required for all students)

**Phi Alpha Honor Society**

Phi Alpha Honor Society provides a closer bond among students of social work and promotes humanitarian goals and ideals. Phi Alpha fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarship and achievement in social work.

Eligibility: To be eligible for membership a student must have completed a minimum of nine (9) credits in the Social Work core and have maintained an overall cum of 3.0 and earned a minimum cum of 3.25 in the Social Work core courses. Students can be invited in the spring semester of their junior or senior year.

Each Phi Alpha chapter is free to develop a program to meet local needs. The National Council is the policy-making body and meets each year at the time and place of the annual program meeting of the Council of Social Work Education (CSWE). Each chapter has one voting representative on the National Council.

**Admission to the Program**

The Social Work Program is an upper-division program available in the day session. Pre-admission counseling and advisement are provided. Admission to the program occurs in a series of planned stages as a necessary part of the advisement process. Freshmen interested in preparing for a career in social work consult with a social work faculty advisor. Students indicating an interest in declaring social work as a major program of study may begin to take social work electives in the sophomore year. In the junior year, students have a further opportunity to test their interest and capacity for continued study in social work through foundation courses and participation in an individualized field instruction course in a social service delivery system. In the fall of their junior year, all students must complete an Admission to Junior Field Work Application and meet with a Social Work advisor. Admission to the senior-level practice courses and field instruction is based on the student’s ability to maintain a 2.3 cumulative index, demonstration of professional standards, and the recommendation of the social work faculty advisor. No grade lower than "C" in the Social Work core or Social Sciences concentration is accepted. Social Work core courses may only be taken over once and must be taken on campus, even though it may mean postponing graduation to complete the requirement. If a student receives less than a "C" in three Social Work courses, they must step out of Program for one year.

**Transfer Students**

All students transferring to the College with an interest in social work must contact the College Admissions Office first and be accepted by the College.

A prompt appointment with the social work faculty for a personal interview provides an opportunity for clarification regarding courses to be taken and acceptance into the program.

Credits earned at the community college level are accepted toward the baccalaureate degree in accordance with the admissions policy of Dominican College. Academic credit for life experience and previous work experience will not be given, in whole or in part, in lieu of the field practicum or of courses in the professional foundation.

To standardize evidence of competence in written communication and math, the Writing and Math placement examinations are required. Students whose performance on a College–administered placement examination is below an acceptable standard are required to take and pass the English and Math courses specified (see English curriculum, "College English Requirements" and Mathematics curriculum). Administration dates for the placement examinations are posted, and it is the responsibility of the student to arrange for taking the examination before the second semester of the junior year.

**Summary of Requirements: Social Work**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Social Work Core</td>
<td>45</td>
</tr>
</tbody>
</table>

**DAY SESSIONS**

**Junior Year (Fall)**

SW 200 Introduction to Social Work (Students may choose to take SW 200 sophomore yr) 3
SW 451 Person in Environment I 3

**Spring**

SW 452 Person in Environment II 3
SW 454 Social Work Practice I 3
SW 455 Social Work Field Education and Seminar I 3
SW 462 Social Policy 3

**Senior Year (Fall)**

SW 461 Methods of Social Research I 3
SW 463 Social Work Practice II 3
SW 465a Senior Field Education and Seminar IIa 3
SW 465b Senior Field Education and Seminar IIb 3

**Spring**

SW 464 Social Work Practice III 3
SW 467 Methods of Social Research II 3
SW 466a Senior Field Education and Seminar IIIa 3
SW 466b Senior Field Education and Seminar IIIb 3

*One Social Work Elective required. Students may choose to take elective courses beginning in their sophomore year.*
Spanish

The basic and intermediate courses in Spanish develop the students' fluency in speaking, understanding, reading, and writing the language and introduce them to the culture, literature, and history of Spain and Latin America. For students who wish to perfect this knowledge or choose Spanish as a concentration, a minor in Spanish is available, as is a specialization in Hispanic Language and Culture within the Humanities Major.

Spanish Minor

The minor is Spanish requires 18 credit hours – 12 of which must be earned at Dominican College. A candidate must earn a grade of C or higher in each course in order for it to count toward the Minor. The very basic SP111 and SP112 will not count but SP115 (Spanish for Heritage Speakers) will, since this is an advanced grammar and writing course. A student may also begin from the Intermediate Level and proceed from there.

Teacher Education

Consistent with the mission of the College, the goal of the Teacher Education Division programs is to produce teachers who will:

- be flexible and caring
- be personally responsible
- have a multi-cultural perspective
- be independent, reflective life-long learners, who demonstrate continuous professional growth
- demonstrate attitudes that promote positive relationships and foster learning
- address the unique developmental and educational needs of each learner to assure success
- recognize their increasing responsibilities in the classroom and in the community.

Through the Education programs, Dominican College students are prepared to create a productive learning environment; to plan and execute instructional activities; to monitor and assess student learning; to address the special developmental and educational needs of students in lower and upper grades; to work effectively with all students, regardless of gender; to work with students from minority cultures and from homes where English is not spoken; to work with students with various disabilities and with those who have gifts and talents.

Masters Programs

For information about the Masters of Science in Education programs (Childhood Education, Teachers of Students with Disabilities, and Teachers of Students Who Are Blind or Visually Impaired), see section on Graduate Programs later in this Catalog.

Undergraduate students at the College who are interested in pursuing post-baccalaureate studies in one of these programs should consult their Faculty Advisor about the College’s SYROP (“Senior Year Overlap”) option, by which qualified seniors can finish their requirements for the baccalaureate degree while simultaneously beginning their progress toward the Master’s degree. Courses for which a Portfolio can be completed and credited towards graduate study include: SE 330, SE 336, SE 441 and SE 465. For further information and timely advisement regarding this Option, the student should express his/her interest at the time of admission to the undergraduate program.

Undergraduate Programs

Dominican College offers programs leading to eligibility for New York State Certification in the following areas:

- Childhood Education
- Dual Certification in Childhood/Early Childhood Education
- Childhood Education/Students with Disabilities
- Adolescence Education
  - Biology
  - English
  - Mathematics
  - Social Studies
- Dual Certification in Adolescence Education/SWD
  - Generalist (Grades 7-12)
- Dual Certification in Adolescence Education/SWD with
  - Biology, English, Mathematic or Social Studies (Grades 7-12)

Dominican College's programs in Teacher Education are accredited by the Council for the Accreditation of Educator Programs (CAEP), 1140 19th St NW, Suite 400, Washington, DC 20036. The undergraduate and graduate programs in Teacher Education at Dominican College are in transition from accreditation by CAEP to accreditation by the Association for Advancing Quality in Educator Preparation (AAQEP):

The Association for Advancing Quality in Educator Preparation
P.O. Box 7511
Fairfax Station, VA  22039-9998

Email: aaqep@aaqep.org.

Pursuant to the Regulations (§52.21) of the New York Commissioner of Education, the educator preparation programs offered by Dominican College are considered continuously accredited for purposes of meeting the New York State requirement that all such programs maintain continuous accreditation.
Students desiring to prepare for careers in Early Childhood/Childhood Education, Childhood Education or Childhood Education/Students with Disabilities may pursue either a Bachelor of Arts or a Bachelor of Science in Education degree.

The Bachelor of Arts degree is awarded to candidates who successfully complete a minimum of 120 semester hours in an approved program of study. A minimum of 90 semester hours in liberal arts, including a major, is required for the B.A. degree.

Majors may be selected from one of the following areas:

- English (30 cr. beyond EN 123 or EN 115)
- History (30)
- Humanities (33–36)
- Mathematics (31 beyond MA 112)
- Social Sciences (Concentration: History) (36)

The Bachelor of Science in Education degree is awarded upon the completion of a minimum of 120 semester hours in an approved program of study. A minimum of 75 semester hours in liberal arts is required, including a designated liberal arts concentration, which may be selected from the following areas:

- American Studies (30 cr.)
- Humanities (30)
- Mathematics (31 beyond MA 112)
- Natural Sciences (32)

Students desiring to prepare for careers in Adolescence Education, or Adolescence Education/SWD Generalist (Grades 7-12) must pursue a Bachelor of Arts degree in a liberal arts major. The majors available are as follows:

- Biology (31 credits)
- English (36 credits)
- Mathematics (37 credits)
- Social Sciences (Concentration: History) (48 credits)

### Childhood Certification Extension, Grades 7-9

Students in the Childhood Education program may pursue an extended certification to teach in the middle school (grades 7-9) as well as in grades 1-6, by meeting certain additional requirements in their subject area and in adolescent psychology, literacy, and methods courses. Certification may be obtained in English, Math, or Social Studies. In addition to their Childhood Education requirements, students who seek the upward extension must successfully complete PS 215 Adolescent Psychology AND one of the following:

- ED/EN 455 Teaching English (Middle School)
- ED/MA 456 Teaching Mathematics (Middle School)
- ED/SS 457 Teaching Social Studies (Middle School)

### Adolescence Certification Extension, Grades 5-6

Students in the Adolescence Education program may pursue an extended certification to teach in grades 5 and 6 as well as in grades 7-12 by meeting additional requirements in their developmental psychology, literacy, and methods courses. In addition to their Adolescence Education requirements, students who seek the downward extension must successfully complete an extended three-credit Childhood Education methodology class from the following:

- ED 463A Teaching Mathematics (Childhood Education)
- ED 463B Teaching Science (Childhood Education)
- ED 463C Teaching Social Studies (Childhood Education)

Early Childhood Certification Extension, Birth – Grade 2

Students in the Childhood Education program may also pursue an extended certification in Early Childhood Education. Those who wish to be eligible for this extension complete all of the requirements in Childhood Education and 9 additional credits of coursework dedicated to early childhood education (ED 333, 334, and 335).

For all the Education programs and extension levels: in addition to enrolling in the Teacher Education Division, students must also enroll in the division which offers the major or concentration. Students will be assigned advisors from both divisions.

### Certification Eligibility

The Division of Teacher Education reserves all rights and prerogatives with respect to accepting students into the Division, allowing students to continue coursework, and making recommendations for New York State teaching certification to the New York State Education Department.

Applications for New York State teaching certificates are required to pass the appropriate tests in the New York State Teacher Certification Examination program.

A minimum of three tests and a teaching performance video is required for all students completing all program requirements:

- Educating All Students Test (EAS)
- Educative Teacher Performance Assessment (edTPA)
- Content Specialty Test (CST)

Students seeking dual certification in the Students with Disabilities area must also take a second CST/SWD.

Candidates for dual certification as 7-12 SWD Generalists are required to successfully complete the Multisubject (7-12) CST as well.

(For the year of the most recently reported State results, Dominican students passed the edTPA at a rate of 88%)

### Admission to the Programs:

1. Office of Admissions determines eligibility to matriculate at Dominican College. Candidates for the Teacher Education Program must first be admitted to the College through the Office of Admissions.
2. Students desiring acceptance into a program leading to teacher certification make formal application to the Division of Teacher Education by the end of the freshman year. Transfer students must file an application in their first semester at the College. Acceptance will be contingent upon the applicant’s previous academic performance, as well as performance on the required screening tests in literacy skills (speaking, writing, reading) and an interview with the Director of Teacher Education. Where problems are detected, students will be advised to seek appropriate help, either at the College or outside, in order to enhance their pedagogical abilities and employment prospects. The interview will be conducted at a rate of 88%.)

- ED 463A Teaching Mathematics (Childhood Education)
- ED 463B Teaching Science (Childhood Education)
- ED 463C Teaching Social Studies (Childhood Education)
3. For entrance and continuance in the programs, students must follow the prescribed courses of the program, maintain a minimum 2.7 cumulative index, and have a minimum of a C in all Component I courses. All students must have a minimum C+ in program courses they wish to transfer into the College in order to have these courses accepted.

4. Once accepted into the Teacher Education program, students must earn grades of "C+" or higher in all subsequent prescribed courses, including courses in the major/concentration (whether or not this grade is required by the major/concentration program itself) and in the "Liberal Arts Requirements" specified below.

5. No more than one Education course may be repeated, and that course may be repeated only once.

6. All students, including transfer students, must meet the College's writing proficiency requirements: see English curriculum, "College English Requirements." Transfer students who enter with no transferable mathematics courses also need to take the math placement test. Students whose performance on these tests fails to meet College standards will be required to raise their competencies to a passing level before acceptance into the program. This effort may require appropriate laboratory and/or coursework as determined by the College.

7. Students who hold a baccalaureate degree and are seeking credits toward certification may be admitted at the discretion of the Director of Teacher Education and must meet the same program admissions criteria as those for matriculated students. Post-baccalaureate students must submit their credentials to the NY State Department of Education for evaluation before being allowed to begin courses for certification.

Up-to-date information about the labor market and job availability for teachers in the College's geographic area is available via internet at www.olasjobs.org.

General Program Requirements

- Completion of General Education Curriculum (see GEC section) and required minimum in liberal arts courses*, including the courses specified for each program leading to initial certification;
- Major or area of concentration;
- Professional sequence as described on the following pages;
- Electives.

* 90 semester hours in liberal arts are required for the Bachelor of Arts degree; 75 semester hours in liberal arts are required for the Bachelor of Science degree.

SEMIESTER HOURS IN EXCESS OF THE 120 MINIMUM ARE REQUIRED IN ORDER TO COMPLETE SOME PROGRAMS. TO MEET SUCH REQUIREMENTS, STUDENTS MAY NEED OR CHOOSE TO TAKE COURSEWORK IN SPECIAL SESSIONS.

Liberal Arts Requirements

Childhood Education and Childhood Education/Students with Disabilities

1. Three (3) credits in Developmental Psychology I: PS 213.
2. Six (6) credits in Mathematics: MA 228CG, Dawn of Mathematics, and one other course under advisement.
3. Six (6) credits in Natural Sciences: one course in the Biological Sciences and one course in the Physical Sciences.
4. Six (6) credits in English: EN 454, Literature for Children and Adolescents, plus at least three (3) credits by placement.
5. Social Sciences: Nine (9) credits: one course from American history (including New York history); one course from HI 451P, HI 452P, HI 453P, PO 330P, PO 337PG, SO 320P; and either SO 223V or 224V.
7. Three (3) credits in artistic expression and three (3) credits in history/appreciation of the arts (from GEC II offerings).
8. Three (3) credits in Communication Studies (CS 111).

Adolescence Education and Adolescence Education/SWD Generalist (7-12)

1. Six (6) credits in foreign language.
2. Six (6) credits in Natural Sciences: one course in the Biological Sciences and one course in the Physical Sciences.
3. Three (3) credits in artistic expression.
4. Six (6) credits in Math, (3) by placement and (3) by advisement.
5. Six (6) credits in English: EN 454 plus at least three (3) credits by placement.
6. Three (3) credits in Speech.
7. Three (3) credits in Developmental Psychology I: PS 213 and three (3) credits in Adolescent Psychology: PS 215.
8. Three (3) credits in Social Sciences—one course from HI 451P, HI 452P, HI 453P, PO 330P, PO 337PG or SO 320P.

Qualifications for Student Teaching

1. Candidates for student teaching must apply to the Coordinator of Field Placements one year in advance of the student teaching semester.
2. Eligibility will be contingent upon:
   a. Completion of all course requirements for certification.
   b. No grade lower than a "C+" in Education courses, in specified liberal arts courses, and in the major/concentration.
   c. Maintenance of a minimum cumulative index of 2.7.
   d. Satisfactory performance evaluations in pre-student-teaching field placements.
   e. Satisfactory skills acquisition in methods courses.
   g. Completion of fingerprinting process.
   h. The recommendation of the faculty in Teacher Education and in the relevant major or area of concentration.

3. Students will be required to spend sixteen (16) weeks full-time in supervised student teaching, including two eight (8) week experiences on different levels appropriate to the area(s) of certification. An orientation session and scheduled seminars are also required in conjunction with student teaching. Student teaching placements are assigned at the discretion of the Teacher Education Division.

Students with substantial prior teaching experience may be eligible to present that experience in lieu of part of the student teaching requirement by means of the College's Portfolio Preparation process. A maximum of five credits in student teaching may be earned in this way. For a student to be granted such credits, the Portfolio must be completed and approved at least by the end of the academic term before the application for student teaching is submitted.
## Summary of Requirements & Sample Course Sequencing: Professional Courses for Childhood Education

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sophomore Year</strong>-Fall Semester</td>
<td></td>
</tr>
<tr>
<td>ED 222 (PS 222) Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>ED 223V School and Society</td>
<td>3</td>
</tr>
<tr>
<td><strong>Sophomore Year</strong>-Spring Semester</td>
<td></td>
</tr>
<tr>
<td>SE 221 (PS 221) Psychology of Individuals with Exceptionalities</td>
<td>3</td>
</tr>
<tr>
<td><strong>Junior Year</strong>-Fall Semester</td>
<td></td>
</tr>
<tr>
<td>ED 328 Elements of Literacy</td>
<td>3</td>
</tr>
<tr>
<td>ED 225 Technology in the Classroom</td>
<td>3</td>
</tr>
<tr>
<td>ED 330 Introduction to Teaching Methods</td>
<td>3</td>
</tr>
<tr>
<td><strong>Junior Year</strong>-Spring Semester</td>
<td></td>
</tr>
<tr>
<td>ED 332 Strategies for Literacy Development</td>
<td>3</td>
</tr>
<tr>
<td>SE 222 Inclusive Settings: Principles and Practices</td>
<td>3</td>
</tr>
<tr>
<td><strong>Senior Year</strong>-Fall Semester</td>
<td></td>
</tr>
<tr>
<td>ED 463A Teaching Math (Childhood Education)</td>
<td>2</td>
</tr>
<tr>
<td>ED 463B Teaching Science (Childhood Education)</td>
<td>2</td>
</tr>
<tr>
<td>ED 463C Teaching Social Studies (Childhood Education)</td>
<td>2</td>
</tr>
<tr>
<td><strong>Senior Year</strong>-Spring Semester</td>
<td></td>
</tr>
<tr>
<td>ED 472 Student Teaching (Childhood)</td>
<td>10</td>
</tr>
<tr>
<td>ED 472A Student Teaching Seminar (Childhood)</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total Credits Required</strong></td>
<td>42</td>
</tr>
</tbody>
</table>

Note: Students are strongly advised that PS 213 Developmental Psychology should be taken in the freshman year, prior to beginning professional coursework.

## Summary of Requirements & Sample Course Sequencing: Professional Courses for Childhood Education/Early Education

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sophomore Year</strong>-Fall Semester</td>
<td></td>
</tr>
<tr>
<td>ED 222 (PS 222) Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>ED 223V School and Society</td>
<td>3</td>
</tr>
<tr>
<td><strong>Sophomore Year</strong>-Spring Semester</td>
<td></td>
</tr>
<tr>
<td>ED 333 Infant/Toddler Development and Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>SE 221 (PS 221) Psychology of Individuals with Exceptionalities</td>
<td>3</td>
</tr>
<tr>
<td><strong>Junior Year</strong>-Fall Semester</td>
<td></td>
</tr>
<tr>
<td>ED 225 Technology in the Classroom</td>
<td>3</td>
</tr>
<tr>
<td>ED 330 Introduction to Teaching Methods</td>
<td>3</td>
</tr>
<tr>
<td>ED 328 Elements of Literacy</td>
<td>3</td>
</tr>
<tr>
<td>ED 334 Early Childhood Curriculum I</td>
<td>3</td>
</tr>
<tr>
<td><strong>Junior Year</strong>-Spring Semester</td>
<td></td>
</tr>
<tr>
<td>ED 332 Strategies for Literacy Development</td>
<td>3</td>
</tr>
<tr>
<td>SE 222 Inclusive Settings: Principles and Practices</td>
<td>3</td>
</tr>
<tr>
<td><strong>Senior Year</strong>-Fall Semester</td>
<td></td>
</tr>
<tr>
<td>ED 463A Teaching Math (Childhood Education)</td>
<td>2</td>
</tr>
<tr>
<td>ED 463B Teaching Science (Childhood Education)</td>
<td>2</td>
</tr>
<tr>
<td>ED 463C Teaching Social Studies (Childhood Education)</td>
<td>2</td>
</tr>
<tr>
<td><strong>Senior Year</strong>-Spring Semester</td>
<td></td>
</tr>
<tr>
<td>ED 471/ED 472 Student Teaching (Childhood)</td>
<td>10</td>
</tr>
<tr>
<td>ED 472A Student Teaching Seminar (Childhood)</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total Credits Required</strong></td>
<td>51</td>
</tr>
</tbody>
</table>

Note: Students are strongly advised that PS 213 Developmental Psychology should be taken in the freshman year, prior to beginning professional coursework.
Summary of Requirements & Sample Course Sequencing: Dual Certification in Childhood Education/Students with Disabilities

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sophomore Year-Fall Semester</strong></td>
<td></td>
</tr>
<tr>
<td>ED 222 (PS 222) Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>ED 223V School and Society</td>
<td>3</td>
</tr>
<tr>
<td><strong>Sophomore Year-Spring Semester</strong></td>
<td></td>
</tr>
<tr>
<td>SE 221 (PS 221) Psychology of Individuals with Exceptionalities</td>
<td>3</td>
</tr>
<tr>
<td><strong>Junior Year-Fall Semester</strong></td>
<td></td>
</tr>
<tr>
<td>ED 225 Technology in the Classroom</td>
<td>3</td>
</tr>
<tr>
<td>ED 328 Elements of Literacy</td>
<td>3</td>
</tr>
<tr>
<td>ED 330 Introduction to Teaching Methods</td>
<td>3</td>
</tr>
<tr>
<td>SE 336 Introduction to Sign Language</td>
<td>3</td>
</tr>
<tr>
<td><strong>Junior Year-Spring Semester</strong></td>
<td></td>
</tr>
<tr>
<td>ED 332 Strategies for Literacy Development</td>
<td>3</td>
</tr>
<tr>
<td>SE 330 (PS 330) Psychology of Learners with Intellectual and Behavioral Challenges</td>
<td>3</td>
</tr>
<tr>
<td>SE 441 Psycho-Educational Diagnosis and Assessment</td>
<td>3</td>
</tr>
<tr>
<td><strong>Senior Year-Fall Semester</strong></td>
<td></td>
</tr>
<tr>
<td>ED 463A Teaching Math (Childhood Education)</td>
<td>2</td>
</tr>
<tr>
<td>ED 463B Teaching Science (Childhood Education)</td>
<td>2</td>
</tr>
<tr>
<td>ED 463C Teaching Social Studies (Childhood Education)</td>
<td>2</td>
</tr>
<tr>
<td>SE 465 Instructional Strategies &amp; Materials for the Exceptional Learner</td>
<td>3</td>
</tr>
<tr>
<td><strong>Senior Year-Spring Semester</strong></td>
<td></td>
</tr>
<tr>
<td>SE/ED 472 Student Teaching (Childhood/Students with Disabilities)</td>
<td>10</td>
</tr>
<tr>
<td>ED 472A Student Teaching Seminar (Childhood)</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total Credits Required</strong></td>
<td>51</td>
</tr>
</tbody>
</table>

Note: Students are strongly advised that PS 213 Developmental Psychology should be taken in the freshman year, prior to beginning professional coursework.

Summary of Requirements & Sample Course Sequencing: Professional Courses for Adolescence Education

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sophomore Year-Fall Semester</strong></td>
<td></td>
</tr>
<tr>
<td>ED 222 (PS 222) Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>ED 223V School and Society</td>
<td>3</td>
</tr>
<tr>
<td><strong>Sophomore Year-Spring Semester</strong></td>
<td></td>
</tr>
<tr>
<td>SE 221 (PS 221) Psychology of Individuals with Exceptionalities</td>
<td>3</td>
</tr>
<tr>
<td><strong>Junior Year-Fall Semester</strong></td>
<td></td>
</tr>
<tr>
<td>ED 225 Technology in the Classroom</td>
<td>3</td>
</tr>
<tr>
<td>ED 330 Introduction to Teaching Methods</td>
<td>3</td>
</tr>
<tr>
<td>ED 328 Elements of Literacy</td>
<td>3</td>
</tr>
<tr>
<td><strong>Junior Year-Spring Semester</strong></td>
<td></td>
</tr>
<tr>
<td>ED 332 Strategies for Literacy Development</td>
<td>3</td>
</tr>
<tr>
<td>SE 222 Inclusive Settings: Principles and Practices</td>
<td>3</td>
</tr>
<tr>
<td><strong>Senior Year-Fall Semester</strong></td>
<td></td>
</tr>
<tr>
<td>(Student enrolls in ONE of the following courses)</td>
<td></td>
</tr>
<tr>
<td>ED 465 (EN 465) Teaching English (Adolescence Education)</td>
<td>3</td>
</tr>
<tr>
<td>ED 466 (MA 466) Teaching Math (Adolescence Education)</td>
<td>3</td>
</tr>
<tr>
<td>ED 467 (SS 467) Teaching Social Studies (Adolescence Education)</td>
<td>3</td>
</tr>
<tr>
<td>ED 468 (BI 468) Teaching Biology (Adolescence Education)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Senior Year-Spring Semester</strong></td>
<td></td>
</tr>
<tr>
<td>ED 473 Student Teaching (Adolescence)</td>
<td>10</td>
</tr>
<tr>
<td>ED 472B Student Teaching Seminar (Adolescence)</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total Credits Required</strong></td>
<td>39</td>
</tr>
</tbody>
</table>

In addition to the above, students must meet major requirements in the specific subject for which they are seeking certification.

Note: Students are strongly advised that PS 213 Developmental Psychology should be taken in the freshman year, prior to beginning professional coursework.
Summary of Requirements & Sample Course Sequencing: Dual Certification in Adolescence Education/SWD Generalist (7-12)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sophomore Year-Fall Semester</strong></td>
<td></td>
</tr>
<tr>
<td>ED 222 (PS 222) Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>ED 223V School and Society</td>
<td>3</td>
</tr>
<tr>
<td><strong>Sophomore Year-Spring Semester</strong></td>
<td></td>
</tr>
<tr>
<td>SE 221 (PS 221) Psychology of Individuals with Exceptionalities</td>
<td>3</td>
</tr>
<tr>
<td><strong>Junior Year-Fall Semester</strong></td>
<td></td>
</tr>
<tr>
<td>ED 225 Technology in the Classroom</td>
<td>3</td>
</tr>
<tr>
<td>ED 330 Introduction to Teaching Methods</td>
<td>3</td>
</tr>
<tr>
<td>ED 328 Elements of Literacy</td>
<td>3</td>
</tr>
<tr>
<td>SE 336 Introduction to American Sign Language</td>
<td>3</td>
</tr>
<tr>
<td><strong>Junior Year-Spring Semester</strong></td>
<td></td>
</tr>
<tr>
<td>ED 332 Strategies for Literacy Development</td>
<td>3</td>
</tr>
<tr>
<td>SE 330 (PS 330) Psychology of Learners with Intellectual and Behavioral Challenges</td>
<td>3</td>
</tr>
<tr>
<td>SE 441 Psycho-Educational Diagnosis and Assessment</td>
<td>3</td>
</tr>
<tr>
<td><strong>Senior Year-Fall Semester</strong></td>
<td></td>
</tr>
</tbody>
</table>
| SE 465 Instructional Strategies & Materials for the Exceptional Learner  
(Student enrolls in ONE of the following courses) | |
| ED 465 (EN 465) Teaching English (Adolescence Education) | 3 |
| ED 466 (MA 466) Teaching Math (Adolescence Education) OR | 3 |
| ED 467 (SS 467) Teaching Social Studies (Adolescence Education) OR | 3 |
| ED 468 (BI 468) Teaching Biology (Adolescence Education) | 3 |
| **Senior Year-Spring Semester** | |
| SE 473/ED 473 Student Teaching (Adolescence/Students with Disabilities) | 10 |
| ED 472B Student Teaching Seminar (Adolescence) | 2 |
| **Total Credits Required** | 48 |

Note: Students are strongly advised that PS 213 Developmental Psychology and PS 215 Adolescent Psychology should be taken in the freshman year, prior to beginning professional coursework.

Theatre Minor

The Theatre minor provides students the opportunity to explore the art of theatre, both in practice and in theory. Students will learn the skills necessary for successful stage production, as well as become aware of the role theatre can play in a broad liberal arts education. A grade of C or higher is required in all courses for the successful completion of the minor.

Summary of Requirements: Theatre Minor

18 Credits distributed as follows:

Required Courses (6 Credits):
TH 333 Intro to Theatre & Drama (3 cr.)
TH 335 Children’s Theatre (3 cr.)

Electives: 12 Credits from any of the following courses:
TH 336 Drama in Performance
TH 337 Technical Theatre
TH 338 Creative Drama
TH 340 History of the American Musical
TH/FI 343 Playwriting/Screenwriting
TH 453 Theatre Management
EN 252C Classical Literature
EN 352 Studies in Tragedy
EN 353 Studies in Drama
EN 445/446 Shakespeare I/II
Undergraduate Course Offerings

Accounting Courses

AC 111 Principles of Financial Accounting (3)
Introduction to Generally Accepted Accounting Principles and practices involved in classifying, recording, reporting, and interpreting an organization’s financial transactions and value changes. The course develops the logic of the fundamental accounting equation, covers basic terms and concepts, and explores some of the ethical issues confronting the accounting profession. 
Prerequisite: MA 113.

AC 112 Principles of Managerial Accounting (3)
Introduction to the use of accounting information in decision-making by the management of an organization. Topics include financial statement analysis, cost elements and their behavior, cost/volume/profit relationships, full-costing versus variable-costing, responsibility accounting, and capital budgeting. 
Prerequisite: AC 111.

AC 241-242 Intermediate Accounting (3, 3)
Intensive examination of fundamental accounting theory, assumptions, and principles, with application of these concepts to the recording and reporting of financial transactions. These courses emphasize a conceptual rather than mechanical approach to accounting. 
Prerequisite: AC 112.

AC 254 Cost Accounting (3)
Covers principles and techniques of accounting for direct material, direct labor, and overhead costs of an enterprise. Job, order, and standard costing systems are introduced. Topics include variance analysis, Activity Based Costing, and the implications of full and variable costing systems on financial statements. 
Prerequisite: AC 112.

AC 333 Principles of Taxation (3)
Exposes the student to fundamental tax principles for business and investment planning. Concentrates on the tax environment, tax planning, measurement of taxable income, taxation of business and individual income, and the tax compliance process. 
Prerequisite: AC 112.

AC 361 Advanced Accounting (3)
Concentrates on a conceptual approach to some of the more significant areas of specialization in financial accounting. Topics include partnerships, business combinations, consolidations, foreign exchange accounting, government and not-for-profit accounting. 
Prerequisites: AC 241 and 242.

AC 448 Auditing and Assurance Services (3)
Examination of generally accepted standards involved in audits, attestations, and assurance services. Standards include procedures, practices, and ethical rules for different levels of assurance. Topics covered include reports, evidence, sampling, planning, and landmark legal cases. 
Prerequisites: AC 241 and 242.

Allied Health Courses

AH 221 Personal and Community Health (3)
Scientific bases of healthful living. An investigation of prevalent individual and community health problems. Attitudes, health practices, and standards of care as they relate to common issues in the health environment, such as stress, smoking, infectious diseases, and chronic disabling conditions. Study of current scientific, social, economic, and technological developments related to health promotion.

AH 335 Principles of Nutrition (3)
Elements of nutrition in relation to human energy requirements from rest to peak performance. The major nutrients, nutritional values of common foods, scientific bases of dietary planning for desired effects, and nutritional assessments relative to caloric intake and energy expenditure. 
Prerequisites: BI 223-224; CH 221.

AH 336 Pharmacology (3)
Instruction in the types and classification of drugs, including their modes of action – in the cell, the system, and the organism – and their contraindications. Particular attention to the role, function, and effects of commonly used pharmacological agents in the medical treatment of common (athletic and non-athletic) injuries and illnesses of active individuals. 
Prerequisites: BI 223-224; CH 221.

AH 350 Principles of Health Assessment in Athletic Training (4)
Instruction in various methods related to health assessment. Particular attention is given to the development of skills in auscultation, percussion, and physical examination procedures. Other topics include signs and symptoms of various systemic illnesses/conditions (diabetes, asthma, etc.), cardiovascular conditions, and the evaluation of other systems of the body susceptible to injury/illness which may be encountered during an evaluation of athletic and non-athletic individuals. 
Prerequisites: BI 223-BI 224, AT 223.

Art Courses

AR 112 Essentials of Art (3)
Study of the basic concepts of visual art; appreciation of form and its elements through experimental work in various media and analysis of works of selected masters.

AR 220 Pastels (3)
An introduction to pastel materials and techniques. Students will use basic art skills using vibrant colored chalks that are easy to blend and layer on paper. The subject matter will be landscapes and still lives.

AR 222 History and Appreciation of Art I (3)
The modes and manners of art expression from the prehistoric period to the art of Renaissance; consideration of the various factors that influenced the art of these periods; the part which art played in the development of these periods as exhibited in the museums of the metropolitan area.

AR 223 History and Appreciation of Art II (3)
The development of art expression from the Renaissance to the present day; consideration of the various intervening periods as they influence contemporary art; the effect of historical events and scientific progress on the art of the period. Opportunities to view the works of these periods in current exhibitions. 
AR 222 is not a prerequisite.

AR 224C Classical Art and Human Dignity (3)
Greek art of the Classical period as a shaping force in western civilization, both in the arts and in basic attitudes toward life; the role of
Roman art and society in the evolution of Greek principles, and the legacy of those principles in 20th-century art and society.

**AR 225M  The Age of Humanism (3)**
The humanist movement and the Renaissance, against a background of earlier periods in art. Particular attention to the beginnings of the Renaissance in 14th century Italy; the embodying of the humanist spirit in architecture, sculpture, and painting; and the influence of the Italian Renaissance on northern Europe and on art and thought in the modern era.

**AR 226P  The Foundations of Modernism (3)**
The intellectual movement of the 17th century, known as the Age of Reason, and its influence on developments in art and society up to the present; includes extensively illustrated discussion of neoclassicism, romanticism, realism, and modernism. Emphasis on trends in art as they reflect and define broader social and cultural trends.

**AR 227P  20th-Century Art: A Kaleidoscope of Styles (3)**
An introduction to the major European and American artists of the past century, their stylistic contributions and major works of art. The course will focus on the individual expression of each artist and how this expression reflected the rapid development of the 20th century. Representative artists include Van Gogh, Picasso, Cezanne, Matisse, Dali, and O'Keefe.

**AR 228  Art Around the World (3)**
This course studies the art and culture of the East and of Africa, and the native arts of the Pacific Islands and the Americas, in an attempt to understand the artistic traditions of these communities and the occasion, purpose, and ideas that influenced the artist. The course will focus on architecture, sculpture, and painting, along with ceramic, textiles, and metalwork.

**AR 229  Anonymous Was a Woman (3)**
This course locates and examines the underestimated or ignored accomplishments of women artists. Women's positions as subjects/objects will also figure prominently in the discourse. At the same time, the class explores the meaning and nature of art through the discussion of the inexorable triumvirate of class, gender, and race.

**AR 232  Art of Spain (3)**
This course takes the student on a visual journey of Spain’s artistic heritage left by its numerous invaders such as the Romans and the Moors. It provides a psychological journey into its mystical soul, as portrayed through the art of El Greco, Velazquez, Goya and Picasso. The unique modernist architecture of Antonio Gaudi will be examined as a syncretic expression of everything that is Spanish. (See SP 232)

**AR 235  Mosaics (3)**
Students will learn the basics of mosaic history, design, layout, and tile-setting techniques. The course discusses the evolution of mosaic art from Greco-Roman times to the present and will examine the various tools, adhesives, and grout used in this style. Students will create their own small-scale projects. No previous experience is necessary.

**AR 250  Digital Imaging Techniques**
See CI 250.

**AR 255  Advanced Digital Imaging Techniques**
See CI 255.

**AR 330  Life Drawing (3)**
This is a studio-based course that introduces students to drawing the elements of the human figure and develop observational drawing skills by investigating proportion, form and gesture. Coursework will include direct observation and subsequent drawings from the model with emphasis on achieving correct form and proportions. Other figurative subjects (models, mannequins, etc.) will also be used as references for drawing.

**AR 331  The Language of Drawing (3)**
A fundamental course in freehand drawing that introduces students to the basic vocabulary of the language of drawing, which includes arranging a composition, form, volume, light and dark, line and mark making, and space. Various media will be used.

**AR 332  Sculpture I (3)**
An introduction to various materials, techniques, and conceptual methods in the 3-dimensional form. Includes carving, using found objects (assemblage), clay, mobiles (kinetic), wire (linear), and the creation of pieces that involve collaboration among several students.

**AR 333  Advanced Sculpture (3)**
Continuation of AR 332 with an expansion of ideas and the further development of sculpture skills. Prerequisite: AR 332 or permission of the instructor.

**AR 334  Oil Painting (3)**
Exploration of varied painting techniques; emphasis on individual creativity; application of color and composition to a variety of themes.

**AR 335  Advanced Oil Painting (3)**
Continuation of AR 224 with an expansion of ideas and the further development of painting skills. Prerequisite: AR 334 or permission of the instructor.

**AR 336  Watercolors (3)**
Concentrates on the essential techniques of transparent watercolor within a framework of basic picture making; consideration of fundamental problems of composition; introduction to basic approaches to drawing; instruction in presentation.

**AR 337  Advanced Watercolors (3)**
Continuation of Art 336 with an expansion of ideas and the further development of skills. Prerequisite: AR 336 or permission of the instructor.

**AR 339  Introduction to Printmaking (3)**
An introduction to printmaking, closely related to drawing & painting but unique because it allows the artist to create multiple originals from an inked surface. Hand pulled prints will be produced by using techniques such as linoleum relief, woodcut, & colored monotype media. Students engage in sequential learning experiences that encompass some art history, art criticism, aesthetics and production leading to the creation of an individual book.

**AR 345  Beginning Ceramics and Pottery (3)**
Through demonstration and instruction, students learn to throw on the pottery wheel to create beautiful pots and ceramic pieces. Students will be introduced to decorating techniques using slips, wax resist, and glazes. The class will examine historical and contemporary pottery for inspiration. Class will run through (and be held at) the Rockland Center for the Arts.

**AR 365  Figure Study in Clay (3)**
This course will cover basic clay techniques incorporating both functional and sculptural approaches to 3-D figures. Four key methods will be covered including coil, slabs, sculptural building solid and hollowing and the potter’s wheel. This class is designed to try a bit
Injuries, I, with emphasis on typical athletic related injuries of the lower extremities and spine. Requires a minimum of 200 hours of clinical experience. Prerequisite: AT 339.

AT 344  AT Techniques V (2)
Lecture and laboratory course which covers the assessment of typical head, face, thorax and abdominal injuries in athletic training. Specific instruction in history, observation, palpation, range of motion assessment, stability and special testing, neurovascular assessment and gait analysis. Also, proficiency in goniometric measurement, manual muscle testing, and reflex testing will be gained. Prerequisite: AT 339.

AT 445  Contemporary Dimensions of Athletic Training (3)
Current topics in the profession of athletic training. Topics will include, but not be limited to, appropriate N.C.A.A. rules and regulations relevant to athletic training, Title IX, high school and college wrestling weight protocols, non-traditional job settings, drug testing.

Athletic Training Courses

AT 118  Introduction to Athletic Training (3)
An overview of Athletic Training as an Allied Health profession: history and purposes, current theory and practice, knowledge bases and professional standards, evolving roles. Additional topics include Pre-participation Physical Examination, injury prevention, the role and responsibility of the Athletic Trainer, communication, identifying and appreciating the sports medicine team, and medical terminology. O.S.H.A. regulations will be introduced. Lecture and Laboratory course which emphasizes clinical proficiency in basic emergency care and C.P.R./A.E.D. The student will achieve certification in C.P.R./A.E.D. Required for students seeking admission to Athletic Training Education Program as major course of study. Reviewed and completed Technical Standards Form required to enroll in the course.

AT 223  Care and Prevention of Athletic Injuries (3)
The scientific and clinical fundamentals of Athletic Training. Specific topics will include legal concerns in allied health professions, physical conditioning programs, impact of the environment on injury, protective sports equipment fitting, ergonomics, tissue response to insult, and emergency care in athletic training. Prerequisites: AT 118, BI 223-224; and permission of the Program Director.

AT 224  AT Techniques I (2)
Emphasize clinical proficiencies in lower extremity taping and wrapping skills and basic emergency care with a review of C.P.R. and First Aid protocols with Oxygen Administration. Requires a minimum of 150 hours of clinical experience in an Athletic Training Facility. Prerequisite: AT 118.

AT 225  Principles of Strength and Conditioning (1)
Laboratory course to develop a basic understanding of the prevention of athletic injuries through proper implementation/adaptations of strength and conditioning principles. Principles of strength and endurance training, program design and modification, and safety will be considered. Co-requisites: AT 223 and AT 224.

AT 227  Pathology and Management of Athletic Injuries I (3)
Builds on Basic Athletic Training (AT 223); instruction in pathophysicsiology of injury, mechanisms of injury, common signs and symptoms of specific injuries, and initial treatment of typical athletic related injuries of the lower extremities and lower spine. Prerequisite: AT 223.

AT 229  AT Techniques II (2)
Laboratory course which emphasizes clinical proficiency in advanced emergency care, upper extremity taping and wrapping skills, and sport-specific bracing, padding, and splinting. O.S.H.A. regulations will be reviewed. Requires a minimum of 150 hours of clinical experience in an Athletic Training Facility. Prerequisite: AT 224.

AT 328  Pathology and Management of Athletic Injuries II (3)
A continuation of AT 227, Pathology and Management of Athletic Injuries, I, with emphasis on typical athletic related injuries of the upper extremities, head, neck, and trunk. Prerequisite: AT 227.

AT 332  Assessment of Athletic Injuries I (4)
Lecture and laboratory course which covers the assessment of typical lower extremity injuries in athletic training. Specific instruction in history, observation, palpation, range of motion assessment, stability and special testing, neurovascular assessment and gait analysis. Also, proficiency in goniometric measurement, manual muscle testing, and reflex testing will be gained. Prerequisite: AT 228.

AT 333  Therapeutic Modalities (3)
Review of contemporary modalities used in managing athletic injuries. Thermal, electrical, and mechanical agents: their physiological effects, therapeutic indications and contraindications, and clinical applications. Prerequisites: AT 228, BI 332, BI 333, PY 111.

AT 334  AT Techniques III (2)
Laboratory course to refine and further the application of therapeutic modalities in the treatment of the physically active. Requires a minimum of 200 hrs. of clinical experience. Prerequisite: AT 229.

AT 337  Assessment of Athletic Injuries II (4)
Lecture and laboratory course which covers the assessment of typical upper extremity and vertebral injuries in athletic training. Specific instruction in history, observation, palpation, range of motion assessment, stability and special testing, neurovascular assessment, and postural analysis. Additionally, proficiency in goniometric measurement, manual muscle testing, and reflex testing will be gained. Prerequisite: AT 332.

AT 338  Therapeutic Exercise (3)
Principles and rationale of therapeutic exercise in athletic training. Topics will include, but not be limited to, improvements in neuromuscular functions, increases in mobility of joints within normal range, and improved body mechanics and fitness, with particular attention to exercise rehabilitation programs for athletic injuries. Prerequisite: AT 333.

AT 339  AT Techniques IV (2)
Laboratory course to refine and further the implementation of therapeutic exercise in the treatment of the physically active. O.S.H.A. regulations will be reviewed. Requires a minimum of 200 hours of clinical experience. Prerequisite: AT 334.

AT 443  Organization and Administration of Athletic Training (3)
Theoretical and practical information related to the organization and administration of a contemporary athletic training facility. Topics will include the sports medicine team, managerial styles, HIPPA, equipment management, budget allocation, facility design and layout, medical records and confidentiality, insurance issues, and other topics specific to athletic training administration. Prerequisites: AT 337 and AT 338.

AT 444  AT Techniques V (2)
Lecture and laboratory course which covers the assessment of typical head, face, thorax and abdominal injuries in athletic training. Specific instruction in history, observation, palpation, range of motion assessment, stability and special testing, neurovascular assessment and postural analysis. Resume writing and mock interviews will be conducted. Requires a minimum of 200 hours of clinical experience. Prerequisite: AT 339.
and nutritional supplementation, updated O.S.H.A. policies, and other contemporary topics. Prerequisite: AT 443.

AT 448 Seminar in Athletic Training (3)
Seminar for senior athletic training majors. Students will be exposed to advanced academic material in preparation for further education in athletic training, exercise science, and athletic administration. Special topics will be determined yearly. To complete the course, students are required to prepare and deliver a presentation utilizing instructional technology to all students in the major. Prerequisite: AT 443.

AT 450 AT Techniques VI (2)
Lecture and laboratory course designed to reinforce didactic coursework and clinical experiences to prepare seniors for successful entrance into the profession as entry-level certified athletic trainers. Students will complete a comprehensive examination and perform case study presentations. Requires a minimum of 40 hours of clinical experience. Prerequisite: AT 444.

Biology Courses

BI 100B Fundamentals of Biology (3)
Fundamentals of Biology is a basic course in Biology. Content will emphasize both group and hands-on activities that will include scientific thinking, basic chemistry, cells, metabolism, and energy. Mendelian inheritance, evolution and natural selection, plants, ecology, and conservation.

BI 111S Introductory Biology (3)
This course provides an introduction to basic Biology concepts for non-majors. The course includes the Scientific Method, basic biochemistry concepts, the cell, genetics, evolution, ecology and the organizational systems. Discussions and readings about current research in Biology are also presented.

BI 112S Introductory Physiology (3)
Anatomy and physiology of the human body with emphasis on the basic systems. Laboratory work emphasizes the relationship between the microscopic and the gross anatomical levels.

BI 113S Introductory Ecology (4)
An introduction to the dynamics of how organisms and their environment interact, including discussion of human influences. Topics include energy transfer, populations and communities, biomes, organism interactions such as competition and predation, succession, and recycling of nutrients. Three-hour lecture, three-hour lab/field work. A minimum grade of C is required for BI majors.

BI 114 Introductory Nutrition (3)
An in-depth study of the nutrients found in foods and their roles in the maintenance of good health; digestion, absorption, metabolism; dietary deficiency diseases; eating disorders; alcohol; sports nutrition; supplements; food safety.

BI 116 Elements of Forensic Science (4)
An introductory level course focusing on the application of biological and clinical principles to crime scene analysis. Students will learn how to analyze and document a crime scene and collect evidence. Laboratory activities will be focused on the analysis of evidence collected from the crime scene and will include hair and fibers, fingerprints, blood stains, glass, and DNA. Basic principles of toxology will also be discussed. Three-hour lecture, three-hour lab. A minimum grade of C is required for BI majors. (See CJ 116)

BI 125 Germs and You (1)
Bacteria, fungi, and viruses play an important role in the world around us. They live harmlessly in and on us, play a role in food production and spoilage, and are indicators of a healthy natural environment. This lab experience is designed to teach the fundamentals of isolation and cultivation of these microbes from natural sources, while analyzing the principles of microbial diversity, cell structure, and growth and development. No prior lab experience is required.

BI 221S General Biology I (4)
An introductory survey course taught from an evolutionary perspective. Topics include the structure and function of the cell as it relates to life processes; the biochemical relationships within organisms and how they relate to metabolic processes; comparative studies in structure and life processes in animals as an adaptation to their environment; genetics. Three-hour lecture, three-hour lab. A minimum grade of C is required for BI majors and for those taking this as a science prerequisite. Co-requisites: EN 119/120 and MA 113.

BI 222S General Biology II (4)
Concentrates on plant structure and function; ecology; evolution; and human development, structure and function. Like BI 221S, the course is taught from an evolutionary perspective. Three-hour lecture, three-hour lab. A minimum grade of C is required for BI majors and for those taking this as a science prerequisite. Prerequisite: BI 221S.

BI 223 Anatomy and Physiology I (4)
Human body structure and the basic mechanisms underlying the regulation of the healthy human body. Focus on the structure and function of the skeletal, muscular, and nervous systems, with discussions of cells and tissues. Laboratory experiences use models, prepared slides, and selected vertebrates to illustrate the basic concepts studied during lecture. Three-hour lecture, three-hour lab. A minimum grade of C is required for BI majors and for those taking this as a science prerequisite (B- for Nursing and pre-OT majors). Co-requisites: EN 119/120 and MA 113.

BI 224 Anatomy and Physiology II (4)
A continuation of BI 223. Focus on the structure and function of the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems. Laboratory experiences use prepared slides for microscopy, models, and animal dissections to illustrate basic concepts studied during lecture. Three-hour lecture, three-hour lab. A minimum grade of C is required for BI majors and for those taking this as a science prerequisite (B- for Nursing and pre-OT majors). Prerequisite: BI 223.

BI 225 Introductory Microbiology (4)
An introductory survey course emphasizing microbial structure, chemistry and genetic variation, growth and control of microorganisms, antibiotic control and resistance, classification, host-microbe interactions, and microorganisms and the diseases they cause. Three-hour lecture, three-hour lab. A minimum grade of C is required for BI majors and for those taking this as a science prerequisite (B- for Nursing). Prerequisites: BI 223; CH 220. Co-requisite: BI 224.

BI 226 Genetics (4)
Essential facts of the three main branches of genetics: Mendelian (classical) genetics, molecular genetics, and population genetics. Emphasis is on human genetics and medical applications, with consideration of social, cultural, and ethical applications of genetics. Three-hour lecture, three-hour lab. A minimum grade of C is required for BI majors. Prerequisites: BI 221S-222S.
BI 227  Botanical Science  (4)
Exploration of the worlds of plants: their structure, physiology, life history, ecology, economic importance, and medicinal uses. Includes selected laboratory exercises and field work. Three-hour lecture, three-hour lab. A minimum grade of C is required for BI majors. Prerequisites: BI 221S-222S.

BI 228  Introductory Biochemistry  (3)
An introductory survey course with emphasis on basic biochemical processes. Includes the molecular structure and importance of organic functional groups, the molecular structure and function of carbohydrates, proteins, lipids, and nucleic acids. A minimum grade of C is required for BI majors and for those taking this as a science prerequisite (B- for Nursing). Prerequisites: CH220 or CH221.

BI 229  Molecular Microbiology  (4)
A course in Microbiology that will emphasize its molecular aspects. Topics will include respiration, cellular structure, cellular signaling, protein synthesis, prokaryotic genetics, and related molecular processes. Three-hour lecture, three-hour lab. A minimum grade of C is required for BI majors. Prerequisites: BI 221S-222S; CH 221-222.

BI 326  Pathophysiology for the Health Professions  (3)
This course focuses on the relationship between normal body functioning and the physiological changes that occur as a result of diseases. Mechanisms of diseases across the life span will be explored. Topics include alterations in cell physiology, inflammation, hypersensitivity, cancer, acid-base regulation and a system-by-system approach of major disease states. A minimum grade of C is required for BI majors and for those taking this as a science prerequisite (B- for Nursing majors). Prerequisites: BI 223-224, BI 225.

BI 327  Introduction to Forensic Science  (4)
An advanced Biology course designed to introduce students to the basic principles of forensic science. Lecture topics include processing a crime scene, DNA fingerprinting, and processing and assessment of physical evidence (hair, fibers, glass, drugs, fingerprints, firearms, blood) through microscopy and chemical analysis. The course includes both lecture and laboratory activities. Three-hour lecture, three-hour lab. A minimum grade of C is required for BI majors. Prerequisites: BI 221S; CH 221 or instructor's permission.

BI 328  Studies in Biochemistry I  (4)
Intended primarily for Biology majors, this course emphasizes the cellular structure of biomolecules; proteins, carbohydrates, lipids, and nucleotides; enzyme properties and mechanisms; metabolic pathways; and the flow of biological information. Three-hour lecture, three-hour lab. A minimum grade of C is required for BI majors. Prerequisite: CH 331. Co-requisite: CH 332. (See CH 328)

BI 329  Field Ecology  (4)
An advanced Ecology course with emphasis on field studies that will include water quality, benthos of a given watershed area, stream flow, oxygen levels, microbial studies, and identification of plants, trees, animals, birds, and insects. Studies will also include the effects of disturbed habitats on wetland degradation and fragmented landscape. Two-hour lecture, four-hour lab. A minimum grade of C is required for BI majors. Prerequisites: BI 113S; BI 221S-222S; CH 221-222.

BI 330  Molecular Biology  (4)
Understanding of the molecular biology of cells at the biochemical level will be achieved through lecture and lab. Topics to be discussed will be DNA structure, genome organization, replication, transcription and translation, tools for analyzing gene expression, molecular cloning, genetically modified organisms and bioethics of genetic manipulation. Three-hour lecture, three-hour lab. A minimum grade of C is required for BI majors. Prerequisites: BI 221S-222S, BI 223, BI 226.

BI 332  Kinesiology  (3)
An in-depth study of the human body as a machine for the performance of work. Encompasses biomechanics, musculoskeletal anatomy, and neuromuscular physiology. Laboratory exercises will help the student gain insight into the nature and complexity of human motion. A minimum grade of C is required for BI majors. Prerequisites: BI 223-224.

BI 333  Neuroscience  (3)
Basic neuroanatomy and neurophysiology terminology. Functional properties of the nervous system with emphasis on sensory, motor, and integrated processes; mechanisms of diseases affecting the nervous system; neurophysiological principles of feedback on motor learning. A minimum grade of C is required for BI majors (B- for pre-OT majors). Prerequisites: BI 223-224.

BI 334  Histology  (4)
Detailed examination of the microscopic structure of animal (mainly human) tissues and organs, and study of the important functions of various specific tissues. Laboratory work focuses on examination, through standard compound microscopy, of prepared slides of various animal tissues; representations of selected electron micrographs will also be analyzed. Three-hour lecture, three-hour lab. A minimum grade of C is required for BI majors. Prerequisites: BI 221S-222S or BI 223-224.

BI 335  Vertebrate Biology  (4)
A study of the comparative anatomy and embryology of vertebrates, and the mechanisms behind the changes in their form and function over time. Formerly titled Developmental Biology. Three-hour lecture, three-hour lab. A minimum grade of C is required for BI majors. Prerequisites: BI 221S-222S or BI 223-224.

BI 336  Animal Behavior  (3)
A study of the history, mechanisms, evolution, genetics and ecology of animal behavior. Includes communication, migration, foraging, habitat selection, mating systems, predator-prey and social behaviors. A minimum grade of C is required for BI majors. Prerequisites: BI 221S-222S or BI 223-224.

BI 337  Evolution  (3)
A study of the mechanisms behind changes in the morphology and behavior of organisms throughout time. Topics include general molecular developments as well as genetic and ecological principles behind these changes. A minimum grade of C is required for BI majors. Prerequisites: BI 221S-222S or BI 113S recommended.

BI 338  Physiology of Exercise  (3)
Examines response of various body regulation systems to exercise. Measurement of various factors affecting the response of the body to exercise. Response of body tissues to aging, trauma, inflammation, and the wound healing process. A minimum grade of C is required for BI majors. Prerequisites: BI 223-224.

BI 339  Cell Biology  (4)
Exploration of the internal structure, compartmentalization, and mechanics of the eukaryotic cell. Study includes the dynamics of the plasma membrane, compartmentalization of the cell, the cytoskeleton, protein targeting, vesicular trafficking, and regulation of cellular processes through intracellular signaling pathways. Both the regulation and the mechanics of normal cell division are considered in addition to the role of abnormal cell division in cancer. Three-hour lecture, three hour lab. A minimum grade of C is required for BI majors. Prerequisites: BI 221S-222S, BI 223, BI 226.
BI 340 Aquatic Biology (4)
This course will focus on understanding lake and freshwater ecosystems, particularly those in the Hudson Valley. Topics will include origin and distribution of lakes and rivers, water chemistry, nutrient cycling, energetics of these ecosystems, and macroorganisms of freshwater systems. Environmental threats to these ecosystems will also be discussed. Three-hour lecture, three-hour lab. A minimum grade of C is required for BI majors. Prequisites: BI 221S, BI 223, BI 226; CH 221-222.

BI 341 Environmental Toxicology (4)
This course provides an introduction to selected biological topics of environmental toxicology, with a major emphasis on the applied nature of this discipline. Case studies will be utilized in lecture in order to demonstrate applications of environmental toxicological research. Laboratory exercises will center on the development of critical thinking skills through the rigid use of the scientific method in devising and executing experiments. Topics include source and route of pollutants, damage process and action of pollutants, defense reactions to these compounds, and interactions with atmospheric, terrestrial, and aquatic environments. Three-hour lecture, three-hour lab. A minimum grade of C is required for BI majors. Prequisites: BI 221S-222S; CH 221-222. Co-requisites: CH 331-332.

BI 400 Faculty Research Experience (1-3)
The students will have an opportunity to work with faculty on ongoing research projects that will lead to possible publication opportunities. The student will contract with the professor for the number of hours of research in which they will participate and the credit will be based on the number of hours the student and professor agree to in the contract. The students can participate directly in the Professor’s research or may opt, with the permission of the professor, to pursue their own original research. A minimum grade of C is required for BI majors.

Note: Students can earn 1-3 credits depending on the hours agreed to in the contract. Students are allowed a maximum of 8 credits for this course. Prerequisites: BI 221S-222S, CH 221-222 plus permission of instructor.

BI 438 Proposal Writing (1)
In this course students will work directly with their faculty Mentors to complete their literature research and to develop their experimental design for their Senior Research project (capstone course) that will culminate in a proposal for their project. A minimum grade of C is required for BI majors. Prerequisites: BI 221S-222S, CH 221-222, BI 226 and BI 229.

BI 441 Research Seminar (3)
This course provides an opportunity, under faculty mentorship, for students to design and perform original biological research, and to report their research in poster and power point presentations at a public Senior Research Symposium. A minimum grade of C is required for BI majors. Prerequisite: BI 438.

BI 458 Teaching Science (Middle Childhood) (3)
See ED 458

BI 468 Teaching Biology (Adolescence Education) (3)
See ED 468

BI 532 Biomechanics/Kinesiology (3)
See Physical Therapy section.

BI 533 Neuroscience (3)
See Physical Therapy section.

BI 538 Physiology of Exercise (3)
See Physical Therapy section.

BI 542 Gross Anatomy I (3)
See Physical Therapy section.

Business Administration Courses
BU 110 Introduction to Business (3)
This course provides students an overview of the business world: accounting, customer services, economics, finance, international trade, information technology, management, marketing, and career opportunities.

BU 111 Exploring Organizational Issues through Film (3)
This course will introduce and allow for written responses and discussion about topics relating to the origins and development of societies, utilizing video presentations ranging from documentaries to fiction. Geography as a primary determinant of societal development, the effects of the Industrial Revolution, and issues in modern societal and firm organization will be discussed as they relate to students entering upon academic study and then the workplace.

BU 112 Effective Business Communications: Writing and Speaking (3)
See CS 112. Prerequisite: CS 111 or CS 221. Co-requisite: EN 119 or 120.

BU 125 International Business (3)
An introductory course focusing on the role of multinational companies. Emphasis on the skills needed to deal with problems stemming from material and product transport, human resources, technology, finance, and cross-cultural differences.

BU 213 Business Law I (3)
The basic concepts of the American legal system and the Constitution are examined. Particular attention is paid to the law of contract, protection of private property, and the role of the judiciary in the functioning of American business enterprise. The functions of the courts and administrative agencies are reviewed, along with civil and criminal liabilities of corporations and managers.

BU 323 Business Law II (3)
Designed to provide students with an understanding of the legal consequences of business activities. Emphasis is placed on transactions governed by the Uniform Commercial Code. Topics include negotiable instruments, contracts, creditor and borrower relationships, sales, insolvency, and bankruptcy. Prerequisite: BU 213.

BU 343 International Law (3)
In this course, international aspects of criminal law, environmental law, human rights issues, international legal systems, and international dispute resolution will be explored, in addition to other topics pertaining to law in a global marketplace.

BU 345X Corporate and White Collar Crimes (3)
In this course, famous white collar crimes and acquittals will be explored. Business entity structure and selection, capital formation for business entities, and the laws and the agencies that regulate these businesses are presented within the context of major corporate crimes and fraud. This is a multi-disciplinary course covering business development, finance, marketing, ethics and law within the context of famous case studies.
BU 387, 388, 389 Business Practicum I, II, and III (1) (1) (1)
Similar to a Micro Internship, the Business Administration Division offers 1 credit per 35 hours of tutoring or teaching of business topics under the supervision of business faculty. Up to 3 credits can be earned in Business Practicums, and these may substitute for the division's internship requirement. Approval of the student's academic advisor and the Director of the Business Administration Division is required.

BU 393-394 Internship I and II (3) (3)
Students in the Business Administration Division must complete at least 3 credits in internships or practicums to graduate and may earn up to 6 credits. Internships are intended to provide students with experience related to their major. Internships allow students to apply what they learn in class to real world situations. Positions can be found in both corporate and non-profit institutions, and can be for pay (generally the case for corporate internships) or on a volunteer basis (sometimes the case with non-profits). A minimum of 100 hours of work experience is required to complete each course. The additional hours for BU 394 can be for the same institution as BU 393 or for a completely different one. Approval of the student's academic advisor and the Director of the Business Administration Division is required.

Note: Interested students should contact the Director of the Business Administration Division or the Director of Career Development.

BU 395, 396, 397 Micro Internship I, II, and III (1) (1) (1)
Recognizing that some work experiences may entail less than the 100 hours required work for a regular internship, Micro Internships allow students to complete 35 hours in project-based or other relevant work experience to earn credit in smaller increments. Other than the required hours, the Micro Internship has the same requirements as the regular internship. Up to 3 credits can be earned through Micro Internships. Approval of the student's academic advisor and the Director of the Business Administration Division is required.

Note: Interested students should contact the Director of the Business Administration Division or the Director of Career Development.

Note: All internships and practicums require approval of the student's academic advisor. Additionally, practicums require the approval of the Director of the Business Administration Division. For more information on these programs, speak to your academic advisor, the Director of the Business Administration Division or the Career Development Center.

Chemistry Courses

CH 111S Introduction to Chemistry (3)
This course is designed to provide students with a solid understanding of the fundamental principles of chemistry through an integration of lecture and laboratory activities. Topics include measurement in chemistry, atomic structure, periodic table, ionic/covalent compounds, nomenclature, balancing chemical equations, calculations using chemical equations, and acid/base chemistry.

CH 220 Chemistry for the Health Professions (4)
This course is recommended for pre-nursing students and is designed to prepare students for a career in nursing or related health professions. Fundamental topics of chemistry with an emphasis on their medical applications are described. Topics include measurement; atomic structure, nuclear chemistry, and the periodic table; compounds and molecular structure; states of matter; solutions, colloids, and membranes; acids, bases, pH and buffers. Three-hour lecture, three-hour lab. A minimum grade of B- is required for NR majors. Co-requisite: MA 112 or higher.

CH 221 General Chemistry I (4)
An introduction to modern chemistry with a quantitative treatment of topics including measurement, electronic structure of the atom, molecular structure, chemical reactions and stoichiometry, properties of aqueous solutions, thermochemistry, and the gas laws. Three-hour lecture, three-hour lab. A minimum grade of C is required for BI majors and CH minors (B- for AT, NR majors). Co-requisite: MA 114 or higher.

CH 222 General Chemistry II (4)
A continuation of CH 221. Topics include more advanced properties of solutions, reaction kinetics, equilibrium, acid-base equilibria, thermodynamics, and electrochemistry. A strong math background is recommended. Three-hour lecture, three-hour lab. A minimum grade of C is required for BI majors and CH minors. Prerequisite: CH 221.

CH 328 Studies in Biochemistry I (4)
A minimum grade of C is required for CH minors. (See BI 328.)

CH 329 Studies in Biochemistry II (3)
This is a continuation of CH/BI 328. Metabolism of carbohydrates and synthesis and metabolism of lipids, essential amino acids and nucleotides. A minimum grade of C is required for BI majors and CH minors. Prerequisite: BI/CH 328.

CH 330 Analytical Chemistry (4)
This course will introduce students to the basic concepts of analytical chemistry and instrumentation as applied to real world problems. This course will cover the important steps of the analytical process: problem definition, analytical method, sample preparation, validation of analytical method, data collection and interpretation. Three-hour lecture, three-hour lab. A minimum grade of C is required for BI majors and CH minors. Prerequisites: CH 221-222.

CH 331-332 Organic Chemistry I, II (4, 4)
This two-semester sequence is a systematic study of the fundamental principles of organic chemistry. Topics include the representative carbon compounds, functional groups, nomenclature, and stereochemistry: reaction mechanisms and synthesis of organic molecules; infrared and NMR spectroscopy; and the structures of the major biomolecules. Three-hour lecture, three-hour lab. A minimum grade of C is required for BI majors and CH minors. Prerequisites: CH 221-222.

Communication Studies Courses

CS 111 Dynamics of Oral Communication (3)
A study of the fundamental concepts of speech communication. Students are provided with opportunities to practice/apply skills in public speaking and interpersonal areas with individual counsel and critique. For students with special needs, course requirements include attendance at speech clinic sessions. Fulfills College Speech requirement.

CS 112 Effective Business Communications: Writing and Speaking (3)
Study of effective concepts in oral, written, and non-verbal communications as they relate to managerial responsibilities. Small group discussion and individual projects relate these principles to the attainment of proficiency in managerial communications. Prerequisites: EN 119 or 120 and CS 111. (See BU 112)
CS 200 Business in Action: Communication, Marketing, Management (3)
This course is designed to expose students to the practices and responsibilities of each medium. Emphasis will be placed on the historical function of the various media. A brief examination of the practices and responsibilities of each medium is also covered.

CS 221 Persuasion and Argumentation (3)
This course offers an introductory look at the structure and dynamics of mass media (books, magazines, newspapers, radio, movies, record-ings, television and the Internet) and its impact on society, with an emphasis on the historical function of the various media. A brief examination of the practices and responsibilities of each medium is also covered.

CS 222 Interpersonal Communication (3)
A focus on the role of speech communication in personal growth and in interpersonal interactions, both dyadic and small group. Models, roles, verbal and nonverbal message systems are studied, and students are given workshops to analyze and apply communication skills.

CS 223 Introduction to Mass Communication (3)
This course offers an introductory look at the structure and dynamics of mass media (books, magazines, newspapers, radio, movies, record-ings, television and the Internet) and its impact on society, with an emphasis on the historical function of the various media. A brief examination of the practices and responsibilities of each medium is also covered.

CS 225 Introduction to New Media (3)
Examines the role of new media in society. Students will look at the ways in which new media differs from traditional forms of media, and how the interactive qualities of new media (for example, social networking sites such as Facebook, Twitter, Instagram, etc.) have impacted business, personal and family life. Students will choose a news beat, then create and maintain a web site, along with social media accounts, reporting on the beat using new media.

CS 227 Documentary Film (3)
This course introduces students to nonfiction film production. Students will examine theory, history, and the practices of documentary filmmaking through screenings, readings, and lectures. Students will also produce an original documentary film. Course topics include a camera perspective study, a shot analysis, studies in shot types and camera motion, audio, and lighting. The course also includes instruction using non-linear editing programs.

CS 231 Writing for the Media (3)
This course introduces students to the practices and techniques for creating digital media. Students will create digital media for print, mobile apps, and the Internet following design theories. Advertising concepts with photography will be introduced using Adobe Photoshop, digital drawing and illustration advertising concepts will be introduced using Adobe Illustrator, and magazine design concepts will be introduced using Adobe InDesign. (See MK 229)

CS 232 Computer Mediated Communication (3)
This course is the study of the terms, theories and issues associated with the use of the Internet in personal, social and business communication. Students will examine the ways in which computer-mediated communication (CMC) is used in contemporary society to build interpersonal relationships, develop group communication, and support public communication, both locally and globally. Students will develop skills necessary to facilitate effective online communication, evaluate challenges and analyze social issues related to CMC.

CS 233 Visual Communication (3)
This course is an exploration into the ways in which visual images inform, educate and persuade. In attempting to understand why some visual images are remembered and some are not, students will critically evaluate visual communication in newspapers, magazines, television, film and new media.

CS 266 Global Communication (3)
This course explores ways in which culture shapes language, thought, and nonverbal communication in the home, school, and workplace. Applications to interpersonal communication across cultures will be explored.

CS 300P Messages of War: Propaganda in 20th Century Conflict (3)
This course examines the role of popular media in the production and circulation of knowledge about modern war. Since the early 1900’s, propaganda has been an essential element in influencing and manipulating public opinion. Drawing on the news and entertainment media, this course explores how public opinion of 20th century wars was shaped; how the media was a propaganda tool for mythmaking and martyrdom; and the role of media in creating national myths and recollections of war. (See PO 300P)

CS 310 Social Media Marketing (3)
This course introduces students to communication theory and its application to social relationships and the mass media. Course materials and discussions cover a wide range of contemporary theories and research about effective communication in contexts such as interpersonal, small groups, mass media and organizations. This course emphasizes the understanding of theoretical principles and their application to real world problems.

CS 325 Introduction to Communication Theory (3)
This course introduces students to communication theory and its application to social relationships and the mass media. Course materials and discussions cover a wide range of contemporary theories and research about effective communication in contexts such as interpersonal, small groups, mass media and organizations. This course emphasizes the understanding of theoretical principles and their application to real world problems.

CS 373 Leadership, Power and Influence (3)
This course is designed to help students understand the dynamics of leadership, power, influence, and political forces within an organization. The purpose is to maximize job performance and enhance the process of career development. (See MG 373)
CS 440  Critical Analysis of the Media (3)
This upper-level course is designed to enlighten students on where information comes from and how ideas and messages are manufactured through the media. Students will gain a greater understanding of the importance of becoming wise media consumers in an ever-expanding information culture. This course will ask students to critically examine and analyze a variety of media (TV, film, Internet and newssprint) through in-class screenings, interactive demonstrations, group research projects and other experiences.

CS 441  Introduction to Journalism I (3)
Basics of journalism, with emphasis on writing of news and feature articles. Includes overview of the news reporting field, with a close attention to principles of news structure and style. Students apply classroom learning in a range of practical assignments, such as conducting interviews and covering meetings, and producing radio news broadcasts.

CS 442  Introduction to Journalism II (3)
Basics of journalism concentrating on editing practices, issue planning, news and feature article development, graphics, layout, and rewriting. Students continue with practical assignments for byline publication or electronic broadcasting.

CS 443  Public Relations (3)
A study of the principles and practice of public relations in today’s society. Includes historical perspective as well as examination of current techniques and media strategies in both for-profit and not-for-profit organizations. (See MK 443)

CS 444V  Freedom of the Press (3)
Course addresses the reporting of current events both in print and in the digital media and its impact on the decision-making of citizens, with particular attention to First-Amendment issues. Topics include journalistic ethics and excesses, censorship and prior restraint, constitutional protections and constraints, privacy, obscenity, and libel.

CS 445  Crime, Justice, and the Media (3)
The purpose of this course is to examine how the media portray violence and crime, influence crime policy, and impact public perceptions of crime and victimization. The course evaluates: the ways that media construct crime and criminals; the portrayal of crime and violence in television dramas and film; and media representations as cause, consequence, and cure for crime. (See CJ 445)

CS 446  Gender Communication (3)
This course examines the multiple ways humans communicate within and across gender lines. Its purpose is to help students understand the ways in which communication is guided by, and at the same time creates, gender roles. The course also looks at critical issues in communication for each gender—verbal, non-verbal, behavioral—in order to understand some of the similarities and differences and their effects on perception and sex-role stereotypes.

CS 447  Communication within the Criminal Justice System (3)
This course is designed to examine the nature and importance of communication skills within the criminal justice system. The course provides both a theoretical and practical study of the role of communication as it relates to law enforcement, interpersonal communication among criminal justice professionals, the court system, lawyers and clients, and the community. Students will develop an understanding of the impact of report writing on the investigation and prosecution of crime, as well refine communication skills needed within criminal justice contexts.

CS 448  Broadcast Journalism for TV (3)
This course focuses on the skills necessary to create content and produce a weekly television newscast. Students will identify stories, conduct research, practice effective interviewing techniques, and produce, report, and write copy for television news. Broadcasting will occur in a studio and in the field. Students rotate through different jobs, such as producer, director, audio engineer, camera operator, teleprompter, editor, field reporter and anchor.

CS 449  Broadcast Journalism for TV II (3)
A continuation of Broadcast Journalism for TV, this course provides students with the opportunity to focus semester-long on one newsroom position such as producer, director, audio engineer, camera operator, teleprompter, editor, field reporter and news anchor. Participants also analyze and critique selected works produced by news organizations. Outside interviews, research and reporting time is required. Prerequisites: CS 448 and approval of the instructor.

CS 450  Organizational Communication (3)
Examines the structure, function, and communication flow of an organization. Includes discussion of theory and practice in the use of communication techniques necessary for effective leadership within and between organizations. An analysis of emerging issues and trends in business today will be incorporated.

CS 451  Communication Change in Organizations (3)
The course will focus on the process of change and how that process affects organizations and those who lead them. The course will explore resistance to change, change models, leadership challenges in facilitating change, the role of both the leader and the follower in the change process, and how to identify future trends.

CS 455, 456  Journalism Practicum (1) (1)
Basic course to provide working experience on a college newspaper or radio station. Students will write articles or create newscasts. Fundamentals of journalism—news and feature story formats, leads, interviewing and news ethics, editing and layout practices, advertising and distribution—are reviewed as they relate to issues under preparation.

CS 471 Communication Research Techniques (1)
This course will focus on the process of developing an academic research project. Students will be introduced to qualitative and quantitative methods of research. They will also work on a literature review and research proposal, as they prepare for their senior project. Prerequisite: CS 221, Co-requisite: CS 325

CS 472 Communication Research Seminar (3)
Aimed at online students in our CASE program, this course is the culmination of the Bachelor of Arts program in Communication Studies. Students will be expected to demonstrate significant competence in the field of communication studies by preparing, presenting and submitting a research project on a topic of their own which has been approved by the Communication Studies Faculty.

CS 473  Senior Research in Communication Studies (2)
This course serves as a capstone for the B.A. in Communication Studies for Day/Evening students. Students are expected to conduct, and complete, an appropriate senior-level research project in the field of communications based on the track they chose within the program.

CS 491 Internship in Communication Studies (1,2,3)
Communication Studies majors are encouraged to complete a semester-long internship which is designed to enhance understanding of Communication Studies through practical experience. Students will usually participate in an internship during their junior or senior years. (Credit given on a Pass/Fail basis.)

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Computer Information Systems Courses

One-Credit Courses:

**IX 120 MS Word (1)**
This course covers the basics through some advanced features of MS Word. It covers the topics needed to create professional documents including headings, formatting, tables, headers, footers, cover pages, table of contents, compound documents, graphics, and more.

**IX 130 MS PowerPoint (1)**
This course covers the basics and some of the more advanced features of MS PowerPoint, an industry standard for presentation software. Topics include navigation, entering and formatting text, adding graphics and photos, adding audio and narration, creating slide transitions and animations, using master slides, and presenting shows.

**IX 140 Introduction to the Internet (1)**
This course covers the origins of the Internet, how the technology has grown, how the Internet is managed, Domain Name Service, Internet applications, web 1.0 and 2.0 applications, e-commerce, how video and music services work. Students will create their own websites.

**IX 150 Office Tech (1)**
There are many technologies used in business to improve office productivity. Topics vary by semester. For instance, the course could focus on Visio, which permits users to develop organizational and flow charts to help manage office workflow.

**IX 160 Project Management Tech (1)**
This course covers the basics through some advanced features of Project Management including creating goals, tasks, assigning people and equipment to tasks, and creating schedules, dependencies and reports.

**IX 170 Publishing Tech (1)**
Using Microsoft Publisher or other technology, students will learn how to create, personalize, and share a wide range of professional-quality publications; swap pictures with a simple drag and drop; add pictures directly from online albums; and use special effects to make publications stand out.

**IX 180 Communications Tech (1)**
This course will focus on MS Teams, Zoom and/or other communications and conferencing software that improve businesses' ability to communicate among employees and with customers.

**IX 190 MS Excel (1)**
This course covers the basics through some advanced features of MS Excel, including navigation, formatting, formulas, tabs, importing and exporting data, charting and many other professional functions.

Three-Credit Courses:

**IX 200 Computer-Based Systems (3)**
An overview of computers and technology applications. Includes overview of PC technology, Internet technology, operating systems, applications, I/O, USB, video systems and computer viruses.

**IX 220 Cyber Security (3)**
This course presents an overview of various aspects of business security. Topics range from computer networks, networks security, network account security, building security, copy write security, fire and physical security. Prerequisite: IX 200.

**IX 222 Computer Forensics (3)**
This course will study classifications of crimes and levels of law enforcement. Then we will consider what types of investigations are based on computer forensics. We will study various physical devices and virtual devices that can be recovered from. We will look at ways people try to hide data and their identities.

**IX 223 Science of Robotics (3)**
This course will study what a robot and how they have been added to our lives. Next we will study types of robots and the advantages of using them. For on campus courses, we will use robot kits to build and program basic robots. For online courses, we will do research on the new developments in robotics and where the newest technology is driving the industry.

**IX 224V Artificial Intelligence (3)**
This course is the study of intelligence in both man and machines. This course will examine economic, social, and philosophical factors as they relate to the development and use of artificial intelligence in our society. Also to be considered are certain in-depth applications of artificial intelligence in such areas as medicine, management, and general production, with an emphasis on the ramifications that these applications will have upon the worker.

**IX 226 Digital Design (3)**
Topics include digital design, digital imaging technology, image capture, digital cameras, scanning and digital workflow. Typical software used is Adobe Photoshop.

**IX 230 PC Applications for Managers (3)**
This course gives intermediate coverage of Office applications and how they work together. Students will review features of word processing, spreadsheets and presentation applications. We will look at and compare the Microsoft and Google office suites since they are the top two office applications in use today. Prerequisites: IX 200.

**IX 240 Programming I (3)**
This course covers basic to mid-level programming topics. It provides the students with a good understanding of how software is designed, developed and tested. Topics include the software development environment, functions, variables, IF statements, forms, input/output, loops, structures and class objects. Prerequisite: IX 200.

**IX 250 Principles of Systems and Technology (3)**
This course provides an overview of various types of business enterprises and how business data flows through a company. Students evaluate management reports produced at multiple levels of an organization. This course will show how various departments can share data to create efficient business work flows. Students will study different types of Enterprise Management Systems (ERPs). (See MG 250)

**IX 264 Help Desk Management (3)**
Every business will have some type of help desk for its employees and its customers. This course will review all aspects of operating an effective Computer Help Desk. Elements of planning, budgeting, staffing, implementing, tracking, upgrading, marketing, automating, measuring performance, and improving the facilities where computer usage is critical for job productivity are included. Prerequisite: IX 200. (See MG 264)

**IX 300 Technology Hardware (3)**
A CompTIA A+ Certification will greatly improve employment opportunities. All CIS majors are encouraged to complete the A+ certification before graduation. This course will help the student prepare for and pass the certification test. This course will cover desktop and laptop computers, Motherboards, processors, memory, power supplies, hard drives, I/O devices, networks, mobile devices, Cloud computing, Windows Operating system, troubleshooting, security...
IX 310  Network Technology (3)
This course will review the topics for the CompTIA Network + certification and will help the student prepare for and pass the certification test. This course will cover an Introduction to Networking, Network Infrastructure, Network Addressing, Network Protocols and Routing, Cabling, Wireless Networks, Virtualization and Cloud Computing, Security and Design, Network Performance and Recovery and Wide Area Networks. Prerequisite: IX 200.

IX 320  Business Data Communications (3)
This course bridges the gap between the business goals of the organization and the technology requirements needed to meet these goals. Topics include TCP/IP-client/server, Intranet and Cloud Computing-LAN/WAN technologies-computer and network security techniques-Windows Server Technology. Prerequisite: IX 200.

IX 330  Windows Server Management (3)
This course is based on the Microsoft server certification test. Students will learn server hardware, installation of the operating systems, configuration, DHCP, DNS, Active Directory, user accounts, computer accounts, security policies. Prerequisite: IX 300. (See MG 360)

IX 340  Intermediate Programming (3)
This course extends what was covered in IX 240. The students will learn more programming methods such as multiple page applications, classes, inheritance, object oriented designs, and basic connections to an Access database. Prerequisite: IX 240.

IX 350  Mobile App Development (3)
This course covers the fundamentals of mobile application design. It covers an investigation of iOS and Android mobile operating systems. We will investigate how applications are created in this environment. Finally, students will create their own mobile applications. Prerequisite: IX 240.

IX 360  Programming for the Internet (3)
This course covers the technology of the Internet, local networks, web servers, firewalls, three tier websites, server farms, web browsers, certificates, Internet security, viruses, and hacking. The class will cover programming of websites and publishing them on a classroom server. Prerequisite: IX 200.

IX 370  Advanced Programming (3)
In this course, we will study three tier applications. We will build a three-tier application that will include a webpage user interface, a second tier for data processing and the third tier to connect to a database. Prerequisite: IX 340.

IX 380  Database Organization and Systems (3)
This course will provide an overview of databases from PC-based to corporate-level databases. It will connect types of organizations to matching database designs and requirements. Next it will use Microsoft Access to take a request for a database application to a database design including the tables, queries, and forms reports and some automation coding with MS Visual Basic. Prerequisite: IX 200. (See MG 456).

IX 400  Game Programming (3)
This course will review the video game market, the major developers and the main platforms (game engines). We will consider basic game design and development platforms. Finally, students will write code to create a basic game. Prerequisite: IX 340.

IX 410  Transact SQL Programming (3)
An introduction to programming using the "Transact SQL" programming language. We will use Transact SQL to create SQL functions, creating tables, data management, selecting data, viewing data, analyzing data and stored procedures. Prerequisite: IX 380.

IX 454  Quantitative Analysis for Business Decisions (3)
See MG 454

IX 490  Applied Software Development (3)
This course will result in a capstone applied systems development project for both on-campus and online students. On-campus students will use projects teamwork. Classroom presentations will be made at the end of the semester. Online students will create a project that they can complete in an 8-week session. Database projects are recommended. Prerequisites: IX 240 and IX 380.

Criminal Justice Courses

CJ 113  Introduction to Criminal Justice (3)
This introductory course provides students with a basic understanding of the criminal justice fields. Students will be exposed to the three key components of the criminal justice system: cops, courts and corrections, and will examine the role of law and the role of society and culture in the history of crime and the structure of American law enforcement. Students will also study the operation of the court system and institutional and community corrections. Issues prevalent in today's criminal justice system -- such as cybercrime and terrorism, the Rockefeller drug laws, discriminatory practices in the criminal justice system, the rise of super-maximum security prisons and the adjudication and sentencing of juveniles as adults -- will also be examined. Note: CJ 113 and SO 111 are prerequisites for all courses with a CJ designation.

CJ 116  Elements of Forensic Science (4)
See BI 116.

CJ 150  Criminology (3)
This course explores the scientific study of crime and criminals. Topics covered include: defining and measuring crime, contemporary crime patterns and correlates, types of crime, and theories of criminal behavior, as well as a variety of perspectives to examine various myths and misconceptions about crime and criminals. Students will be trained to draw on a wide range of disciplines--biology, law, philosophy, psychology, sociology--and topics such as the death penalty, drug laws, "tough on crime" policies, youth violence, and white collar crime. Prerequisites: CJ 113 and SO 111.

CJ 210  Corrections (3)
This course serves as a broad introduction to the scholarly study of the American correctional system with particular focus on the use of imprisonment as a means of controlling criminal behavior. It provides students with an overview of the history and philosophical trends in adult corrections, focusing on changes in American prisons from the 1960s to the present, including the rejection of institutional authority by inmates, the growth of correctional staff professionalization and unionization, and the effects of still new sentencing guidelines on institutional overcrowding and early release policies. Trends in incarceration rates (including an analysis of race/ethnicity, sex and offense type) and philosophical and practical approaches toward the purpose of corrections are also examined. Prerequisites: CJ 113 and SO 111.
CJ 215  Principles of Criminal Investigation (3)
This course provides the student with a working knowledge of criminal investigation principles, techniques, law, and procedure. The investigation process is studied from salient theoretical concepts to the application of the basic elements for prosecution of criminal cases. Included is a study of procedures for identifying and collecting incriminating evidence for burglary, assault, sex crimes, homicide and murder, organized crime, and terrorism with special consideration given to suspect and victim interviewing techniques, as well as Constitutional and legal limitations and concerns. Prerequisites: CJ 113 and SO 111.

CJ 223  Forensic Psychology (3)
Prerequisites: CJ 113 and SO 111.
See PS 223.

CJ 224  Multicultural Law Enforcement
This course will provide the student with the opportunity to examine the pervasive influences of culture, race, and ethnicity in law enforcement and in multicultural communities. It will focus on the cross-cultural contact that police officers and civilian employees have with citizens, victims, suspects, and co-workers from diverse backgrounds. Special topics will include discussions of hate crimes, urban dynamics, community-based policing, and racial profiling. Also discussed is cross-cultural communication, implementing cultural awareness training, multicultural representation in law enforcement, and criminal justice interaction with various racial and ethnic groups. Prerequisites: CJ 113 and SO 111.

CJ 225  Criminal Psychology (3)
Prerequisites: CJ 113 and SO 111.
See PS 225.

CJ 226  The Police, the Citizen, and the Community (3)
This course covers the historical development of modern law enforcement, from Sir Robert Peel’s time to the present; the traditions of police forces and the demographics of law enforcement officials; and the techniques employed by police officers, with an emphasis on the increasingly important modern tools of policing: computers, statistical analysis, and forensics. The course also explores important current issues in law enforcement such as the return of community policing, the role of the media, and racial profiling. Prerequisites: CJ 113 and SO 111.

CJ/PS 227  Law and Society (3)
While the focus of this course is on the origin and development of criminal law through history, significant attention is also given to contemporary issues and controversies. Specific emphasis is placed on the elements required by law for an act to constitute a crime, the significance of the mental state of the defendant, the burden of proof in trials, and the goals of the prescribed punishments available to courts. In addition, this course looks at issues such as the rule of law and its crucial role in democracy; and the relationship between law, especially constitutional law, and individual rights. Prerequisites: CJ 113 and SO 111.

CJ 230  Juvenile Justice (3)
This course is designed to give students an insight into the Juvenile Justice Process by providing a comprehensive overview of how it operates in the United States. Upon completion of the course students will be able to discuss the history of the juvenile justice process in America; identify its key personnel, elements and procedures; identify the differences and similarities between the juvenile and adult justice system; identify and discuss the key legal decisions regarding juveniles; identify delinquency prevention programs and identify and explain the basic theories of juvenile delinquency.

CJ 235  Terrorism and Homeland Security (3)
This course provides a comprehensive introduction to the complex issues surrounding terrorism and homeland security. It examines the motivations, organizations, and tactics of various terrorist organizations as well as the effects of technology, media, and religion on terrorism. Specific focus will be placed on the impact of terrorism on intelligence agencies, law enforcement and other security forces. Additionally, the need to balance the safety and security of citizens with the threats to civil liberties posed by increases in the exercise and scope of governmental authority will be examined. The Patriot Act, the "War on Terrorism," the threats from weapons of mass destruction, and ideas that might lessen our vulnerability in the future will be explored. Prerequisites: CJ 113 and SO 111.

CJ 244  Gender and Justice (3)
This course studies and evaluates the treatment of women and men in the criminal justice system. Additionally, it examines the diversity of crime and victimization experiences among men and women, the conditions under which crimes are committed and enforced, the relationship of gendered experiences to issues of social inequality, and the alternatives that can be made available using a social justice framework. This course also provides a comprehensive overview of the experiences of women and men working in the three primary areas of the criminal justice system (cops, courts, and corrections). Prerequisites: CJ 113 and SO 111. (See SO/SW 244)

CJ 245  FBI: Past and Present (3)
This course examines the Federal Bureau of Investigation’s mission in the world today. Students learn about the FBI’s efforts to address the threat of terrorism both nationally and globally, as well as its efforts to continue to be on the forefront of combating crime that falls within its jurisdiction. This course also explores how the FBI was first created as a minor division of the Department of Justice in 1908 but grew steadily over the next 100 years to become a premier law enforcement agency. Students gain insight into how the FBI expanded its responsibility and jurisdiction over the years as Congress enacted laws that increasingly regulated political, economic and personal activities. Prerequisites: CJ 113 and SO 111.

CJ 250  Courts and the Judicial Process (3)
An introduction to the role and function of the American court system, examining the history of the judicial system and exploring current issues facing it. Students will be able to identify New York and New Jersey State Courts and Federal Courts; the duties and responsibilities of the County Judge, the District Court Judge, the U.S. Attorney, the County Attorney, the Clerk Magistrate, and the Federal Court and Appellate Court Judges; identify the steps of a case through the system and describe the parts of a trial; and define and ascertain the purpose of pretrial procedures and jury and bench trials. Additionally, students review court decisions and conduct observations in our local system. Prerequisites: CJ 113 and SO 111.

CJ 260  Victimology (3)
Criminal Justice professionals, regardless of their specific role, will always come in contact with victims of crime. This course provides an introductory examination of criminal victimization in the United States via an overview of current theory, research, and trends within the context of specific victimization types. In addition, this course examines specific crime types, the role of victims in the criminal process, problems of adjustment to victimization, the complexities of victim-offender relationships, violence and victimization, issues of
CJ 272 Introduction to Applied Statistics in Criminal Justice (3)
This course provides an introduction to statistical concepts and methods used by social scientists to analyze quantitative data. Basic statistical concepts and methods are presented in a manner that emphasizes the understanding of theory and data analysis. This course strongly centers on how statistics is commonly used in the real world. Students learn how to use SPSS to carry out statistical computations utilizing real world data. They also learn how to build databases, code data, interpret SPSS statistical outputs and write summaries describing the findings. Prerequisites: CJ 113 and SO 111.

CJ 301 Domestic Violence and the Law (3)
This course examines the criminal problem of domestic violence throughout history as well as present day cultural and legal tolerance for the perpetrator’s behavior. Topics pertaining to the commission, restraint and legal treatment of domestic violence are explored. Upon completion, students will understand the shifting attitudes and norms relating to domestic violence, the social institutions and movements which have developed to address it, the effects on the victim and their families (including “battered woman syndrome”), and the current efforts to address domestic violence in the criminal justice and family court systems. Prerequisites: CJ 113 and SO 111.

CJ 320 Probation and Parole (3)
This course examines probation, parole, and other alternatives to incarceration in theory and practice. Topics include the history of corrections in America and its relationship to the current prison overcrowding crisis, as well as various contemporary programs such as: probation (traditional and intensive); parole; and early release programs, including halfway houses, community service, and electronic monitoring. In addition, offender needs and risks, inmate re-entry issues and solutions, and theories of crime and rehabilitation are explored. Prerequisites: CJ 113 and SO 111.

CJ 325 Criminal Justice in Film (3)
Crime films reflect society's impressions about the nature and extent of crime and victimization and the strengths, weaknesses, and overall functionality of the Criminal Justice System. This course utilizes film as a medium to communicate ideas concerning crime, victimization, and the Criminal Justice System by examining how victims, perpetrators, and witnesses are depicted in movies. In addition, this course examines how film represents, distorts, and/or filters crime and justice issues and the agents and agencies of the Criminal Justice System. Prerequisites: CJ 113 and SO 111.

CJ 329 Mental Health Law (3)
This course discusses current law as it applies to those with mental illness. It examines a variety of topics related to mentally disabled persons as participants in or subjects of legal proceedings: among other topics, legal issues related to competency, involuntary confinement, and relationships between individual rights and competing societal rights are explored. The course culminates in a review of new trends in mental health law such as drug courts and mental health courts. Prerequisites: CJ 113 and SO 111.

CJ 331 The Constitution, Crime, and Civil Rights (3)
This course provides a comprehensive examination of those provisions of the American Constitution having the greatest impact on criminal justice. Issues surrounding the rules of search and seizure, the protections against self-incrimination, and the right to counsel, among others, are discussed in light of landmark cases. In this context, the course also explores the relationship between larger societal changes and the evolution of the Supreme Court’s understanding of the Constitution, together with the debates that continue over interpretations of the Bill of Rights. Prerequisites: CJ 113 and SO 111.

CJ 372 Research Methods in Criminal Justice (3)
This course is an introduction to basic research methods in the field of criminal justice. Students will be exposed to a variety of topics including, but not limited to, the principles of research design, methods of data collection, survey development, and techniques of data analysis. The course will also focus on understanding, evaluating, and interpreting both qualitative and quantitative data. The main goal of the course is to help students understand the fundamentals of criminal justice research and to provide students with the appropriate scientific tools that will help them in their careers as practitioners, researchers, or academics. Prerequisites: CJ 113 and SO 111.

CJ 400 Professional Ethics in Criminal Justice (3)
This course is an exploration of professionalism and decision-making in criminal justice through the lens of ethics, professional codes of conduct, and leadership in organizations. Through the use of case studies, students develop an awareness and understanding of ethical dilemmas faced in the police service, the judiciary, and the correctional system and the checks and balances established to preserve the integrity of the criminal justice system. With this foundation, the students will examine their own decision making process and apply this to current problems and issues facing criminal justice professionals. Prerequisites: CJ 113, CJ 226, CJ 227, CJ 230 and SO 111.

CJ 445 Crime, Justice, and the Media (3)
See CS 445

CJ 450 Advanced Topics in Criminal Justice (3)
This course will undertake a semester-long study of a single, Instructor-selected topic or closely related set of topics in criminal justice. Topics may vary from year to year. Research and discussions build on knowledge gained from prior study and may focus on such themes as, for example, multidisciplinary alternatives to incarceration, race and class in the criminal justice system, and ethical dimensions of legal processes. The course spans relevant social science, legal, and critical literature. Students will complete a research project on an aspect of the topic being addressed in the course. Prerequisite: Permission of course instructor and program coordinator.

CJ 471 Criminal Justice Internship (3)
Criminal Justice majors are required to complete a semester-long internship which is designed to enhance their understanding of the criminal justice field through practice-oriented experience. Students will generally undertake an internship in their junior or senior year. Prerequisite: Permission of course instructor and program coordinator.

CJ 472 Capstone Seminar (3)
This course is the culmination of the Bachelor of Arts program in Criminal Justice. Students will be expected to demonstrate significant competence in the field of criminal justice by preparing, presenting and submitting a research project on a self-selected, instructor-approved topic central to the field. Prerequisites: CJ 113, CJ 226, CJ 227, CJ 230, CJ 372 and SO 111.

Chinese Courses

CH 101 Introduction to Chinese Language (3)
This course is designed to enable students with no prior background in Chinese to attain novice-mid level proficiency in the target language of Mandarin Chinese. Students will gain a solid foundation in the pronunciation of the spoken language as well as in the character reading and writing. By the end of this course, students will be able to engage in basic communication regarding the topics of greetings, family, dates and time, and hobbies. Students will also be able to recognize and write from memory close to 200 characters, simplified version.

Dance Courses

DA 221  Modern Dance Technique (3)
An introduction to modern dance as an art form through study of its history, major practitioners, and varied styles; studio experience and practice of dance techniques and combinations of movement.

DA 222  Modern Dance Improvisation & Composition (3)
Introduction to the art of choreography, or the creating of dances. Study of choreographic principles through lecture, demonstration, film, and discussion; studio experience in movement combination, improvisation, and composition. No prerequisite, but Modern Dance (see above) recommended for beginners.

DA 224 Dance Movements of Unique Cultures (3)
This course exposes the students to the varied forms of African, Urban, Latin, and Caribbean dance. The students will have the opportunity to not only perform, but learn and execute the different styles of interpretative dance through movement. Each week or over a two week period, one aspect of the varied style will be taught and rehearsed in order to perform a culminating dance performance for the college community. Experience with dance technique is recommended, but not required.

DA 225  Jazz/Tap I (3)
This course introduces the students to the world of Jazz and Tap. The dancers will have the opportunity to learn and perform simple jazz and tap movements through performance means. One-half of the semester will be devoted to Jazz, and the remaining of the semester will be devoted to Tap. The students will have the opportunity to not only perform, but learn and execute the different styles of interpretive dance through movement. A culminating dance performance will result as a performance based assessment. Experience with Jazz & Tap is recommended, but not required. Jazz and Tap shoes are required.

DA 226  Ballet I (3)
This course introduces the students to the world of Ballet. The dancers will have the opportunity to learn and perform simple ballet movements through performance means. The students will have the opportunity to not only perform, but learn and execute the different styles of ballet. Classical and Modern Ballet will be introduced and executed. A traditional style of ballet will be taught as well as a type of ballet from the twenty-first century. A culminating dance performance will result as a performance based assessment.

Experience with ballet is recommended, but not required. Ballet shoes with proper attire required.

DA 229  Creative Movement for the Elementary Child (3)
Methods of teaching creative movement to elementary school children and of using it in connection with the teaching of standard subjects. Discussion of what creative movement is, how it has been integrated into school curricula, how it is employed to promote personal and educational development in the child, and how it can be effectively integrated into classroom plans.

DA 250  Dance Films: Social & Historical Perspectives (3)
An overview of dance films from the 1930’s to the present. Films to be studied may include Swing Time, Singin’ in the Rain, West Side Story, Saturday Night Fever, and Dirty Dancing. Discussion of the stars’ contributions to dance history, the historical and social impact of the films, the techniques of dance and cinematography used, and the social issues explored in the films will follow each screening. (See FI 250)

Earth Sciences Courses

ES 111S Elements of Earth Science (3)
Considers the earth, its materials, processes, history, and environment in space on an introductory and lab-oriented level.

ES 112S Climate Science and Action (3)
A study of the scientific evidence of climate change with examination of causes and potential responses. A discussion of global societal impacts of climate change will lead to the implementation of student-led projects to educate society, and work to mitigate the effects and/or slow the pace of climate change.

Economics Courses

EC 211 Macroeconomics (3)
An introduction to the structure and methods of the American economic system; basic concepts of national income, employment, economic growth and fluctuations, money and banking, and distribution of wealth and income; examines current economic problems. Prerequisite: AC 111.

EC 212 Microeconomics (3)
An introduction to the foundations of economic analysis, including the following topics: factors of production, profit, supply and demand, opportunity cost, costs and allocation of resources, pricing, market structure, business monopoly and competition, role of government. Prerequisite: EC 211.

EC 321 Intermediate Macroeconomics (3)
This course will cover current ideas in Economics, including fluctuations, unemployment, government intervention, interest rates, and new classical as well as Keynesian and classical theories. The intent will be to present the range of current ideas on stabilizing the economy. Prerequisite: EC 211.

EC 322 Intermediate Microeconomics (3)
An analysis of how prices are determined and resources distributed by the market. The course will look at, among other things, government intervention and corporate monopoly power and the proper allocation of resources in consumer society. Prerequisite: EC 212.

EC 331 Money and Banking (3)
This course explores the nature of money and the institutions that create, control, and use it. The policies and practices of the Federal Reserve and other central banks are discussed in terms of monetary
theory and their impact on society. Prerequisite: EC 212.

**EC 338V  Wealth and Poverty: Contemporary Economic Issues (3)**
A review and evaluation of the bases for wealth creation in society, along with the problems of poverty. The course will provide an historical overview of the sources of societal wealth and the presence of poverty. It will consider some of the value systems underlying different views as to how economic society should be organized. Each student will prepare and present to the class a paper on a currently relevant societal issue relating to wealth creation or poverty reduction.

**EC 340VG  Global Economic Issues (3)**
An investigation into the causes of and possible solutions to current economic problems. The issues to be discussed in a given semester will be based on their currency, their import, and the degree to which they are economic in nature. Topics may include the effects of globalization on different societies; the alleviation of famine and disease; technology transfer, economic integration, and economic growth; income distribution and redistribution; unemployment, immigration, and population growth; illegal drugs, terrorism, and civil unrest.

**EC 435  World Economics (3)**
This course will describe how international economics and finance differ from traditional macroeconomics, microeconomics, and finance. It will highlight the benefits of specialization and trade (both absolute and comparative advantage), the operations of the foreign exchange markets, open and closed economies, alternative economic systems and transitional economies. Current trends and events in international economics and finance will be explored by students utilizing Power Point presentations.

**EC 442  Urban Economics (3)**
An analysis of the economics of urban and suburban social structures and how they change over time. Questions of state and local taxation and spending, interaction with the federal government, economic growth, and the impact of regional development will be considered. Prerequisite: EC 212.

**EC 443  Public Finance (3)**
Financing and budgeting activities in the public sector are examined. Topics include types and principles of taxation, cost-benefit analysis, government institutions, fund accounting, and budget processes. Current issues, such as Social Security and Medicare, the effects of demographic shifts, health care financing, and the impact of tax and spending patterns on overall economic activity are discussed. Prerequisite: EC 212.

**EC 445  American Economic Development (3)**
An overview of the development of the American economy in the twentieth century, including both economic and political considerations. Prerequisite: EC 212.

**English Courses**

**EN 108  Fundamentals of Reading and Writing (4)**
This course is designed to prepare students for the reading, writing and critical thinking assignments they will encounter throughout their academic careers. The lab component allows structured time for practicing the writing techniques learned in class. Additionally, writing tutors will work individually and in small groups with students. **In order to proceed in the Writing Sequence, students must earn a C- or higher.** Students who earn a B or higher proceed directly into EN 120. Students who earn grades between a C- and B- must take EN 119. A student is subject to dismissal from the College if he or she fails to achieve the required minimum grade in EN 108 within two attempts.

**EN 119  College Writing with Support Lab (4)**
This writing lab course is designed to assist with students’ baccalaureate-level reading and writing. Focus is on the essay form --formulating theses; adopting appropriate rhetorical patterns; structuring a series of related, supporting paragraphs; integrating secondary sources to enhance the writer's authority. The lab will allow structured time for practicing the reading and writing techniques examined in the lecture section of the course. **In order to proceed in the Writing Sequence, students must successfully pass EN 119.** A student is subject to dismissal from the College if he or she fails three times to achieve the required minimum grade in EN 119.

**EN 120  College Composition: Writing and Research (3)**
This course concentrates on principles of clear, correct, and effective writing. A strong emphasis is on composing and organizing essays that support and develop ideas. Main topics include: formulating theses; adopting appropriate rhetorical patterns; interpreting and integrating secondary source materials. Assignments also develop critical thinking skills applied in reading and writing assignments. A short researched essay completes the course. **Students must earn a C- or higher to progress to EN 123.** A student is subject to dismissal from the College if he or she fails three times to achieve the required minimum grade in EN 120. **Students may not use the CLEP exam in lieu of EN 120.**

**EN 123  Writing About Literature (3)**
This writing course reinforces critical thinking skills, essay development strategies, and develops research skills. Each section of the course highlights a particular theme, with readings in fiction, poetry, and drama. The readings and essays are designed to amplify the development of students’ skills in the following: relating meaning to structure, formulating interpretations based on specific elements in the text, and appreciating diverse opinions shown by peers. A special emphasis is on locating, reading, and using secondary sources. A research paper based upon a course text, integrating multiple sources, completes the course. **All students must earn a C- or higher.** A student is subject to dismissal from the College if he or she fails three times to achieve the required minimum grade in EN 123. **A.P. exams, dual enrollment high school courses, and CLEP exams cannot be used in fulfillment of the EN 123 requirement.**

**EN 114  Writing the Research Paper (1)**
This course focuses primarily on the strategies and skills needed to write the college research paper. Topics include evaluating sources, incorporating sources, summarizing, paraphrasing and formatting in MLA and APA.

**EN 115  Enhanced Writing (3)**
A course designed to enhance the student’s mastery of skills appropriate for all written communications, with attention to specific strategies appropriate for various disciplines and professions. **Reserved for students who have completed EN 123 (or the equivalent for transfer students).** A student is subject to dismissal from the College if he or she fails
three times to achieve the required minimum grade in EN 115.

EN 116 Editing and Revising Bootcamp (1)  
This course focuses on three areas: 1) revising essay content, 2) editing for improved clarity, 3) proofreading to identify and correct errors. Review of basic essay structure, grammar and punctuation, and spelling are also covered.

EN 118 Strategies for Vocabulary Development (1)  
This course will focus on strategies for developing a better vocabulary and employing new vocabulary effectively. Emphasis will be placed on structural analysis and context clues.

EN 201/202/203: Single Author or Topic (1)  
Each of these 1-credit courses focuses on a single author’s life and particular works that represent the contribution of writers to their own eras. Courses may also explore how their works of literature illuminate universal explorations of the ways individuals and/or communities critique and adapt to their worlds through fiction, poetry drama, or non-fiction. Co-requisite: EN 123.

EN 220 Literary Studies (3)  
As the foundation to the discipline, this course builds upon student’s ability to read and discuss literary texts from ancient to contemporary and to express their interpretations orally and in writing. In addition to literary history, students will be introduced to close readings of texts and to other techniques of literary criticism. Papers incorporating textual reference and critical scholarly sources is the other key component of the class. Prerequisite: EN 123, with a minimum grade of C.

EN 221CG The Making of Myths and Cults (3)  
Co-requisite EN 123. See RS 221CG.

EN 223P The American Dream I: 1620–1865 (3)  
Beginning with Native American stories and poems and the writings of the European colonists, the course traces the various cultural threads that, along with their accompanying political and religious ideologies, led to the establishment of American literature and consciousness. The course also explores the inevitable social conflicts that followed. Readings cover American romanticism, slave narratives, poetry from Bradstreet to Whitman. Co-requisite: EN 123.

EN 224P The American Dream II: 1865–Present (3)  
Emphasis is on a range of writers from different racial/ethnic/social backgrounds. Attention will be paid to the social issues that inform the ideas of these writers, including the impact of technology, urbanization, war, and gender-role changes. The course readings cover modern and post-modern eras across genres; works vary by semester offered. Co-requisite: EN 123.

EN 225C Classical Literature: Balancing Duty and Desire (3)  
Our course theme, balancing duty and desire, is timeless and applies to people across cultures. Our overriding focal points will be on the delineation of communal and individual experiences (duty/desire) and the representation (mimesis) of the ways of life that affirm the dignity of the human spirit. By surveying various genres that developed in the ancient world, we will trace the varied life lessons that preoccupied the organizers of civilizations: attaining and bestowing honor, recognition of deities, handling extreme emotions and ambitions, and the meaning of life and death within each culture. Co-requisite: EN 123.

EN 226V Masks and Morals: Values in World Literature (3)  
A study of the role of morals, identity, and deception in European literature from the 18th century to the present. The course examines the way that individuals define and represent themselves in relation to their society and what happens when an individual's sense of what is right conflicts with the beliefs of others or the policies of the state. As students read works of literature in which individuals confront ethical dilemmas, they will consider what similar dilemmas we face in our contemporary world. Readings include works by Voltaire, Flaubert, Dostoevsky, and Ibsen. Co-requisite: EN 123.

EN 227 Folklore in American Culture  
A multi-disciplinary and multicultural investigation of expression through a close look at how people live today and how people’s morality is defined and reflected in common everyday stories and practices. This course investigates the value system inherent within a specific folk group and examines how that group arrives at establishing morality through the use of lore. Topics will include (but are not limited to) urban legends, occupational folklore, performance, and food ways. Prerequisite: EN 123 or instructor’s permission.

EN 228 Irish Literature (3)  
A survey of Irish literature and its historical context. Emphasis on the intersection of literature, culture, and religion. Examination of Ireland's political evolution, its nationalism, and the movement toward independence as these inform the writings of the society. Prerequisite: EN 123.

EN 230 Crime in Fiction (3)  
The subject of crime has existed in literature and folklore since ancient times, both as an element of plot and as a part of a thematic or moral agenda. This course will center upon selected readings from different eras and upon different aspects of crime and the criminal imagination, including 18th-century Gothic romances, 19th-century literature focusing on psychological motivations (e.g., the works of Poe and Dostoevsky), and 20th-century fictionalized accounts of real crimes. Prerequisite: EN 123.

EN 231 British Literature I: Beowulf-Enlightenment (3)  
This class covers the literature of several periods that span over a thousand years and countless language shifts and changes. Starting with Beowulf and other Anglo Saxon writers, we will continue through Chaucer and the Pearl-poet’s era, into Shakespeare and Milton’s works, and end with writers of the Enlightenment, like Swift and Pope. These periods are often grouped together because they express the origins of English language and culture. Though we will read most things in translation, there will be time spent on the changing language and styles in order to enrich our understanding of these treasures of literature. Prerequisite: EN 123.

EN 232 British Literature II 1798-Present (3)  
This course is framed by several factors: multiple wars, international movements in social thought and the arts, and the rise of technology. Starting with Romantic poetry’s idealistic belief in the individual in connection to nature, we move to a Victorian pessimism about society and inequality that emerged through novels, poetry, non-fiction, and drama. The course then examines Modernism’s horror over WWI and postmodern works that emphasize individuals struggling in isolation. Prerequisite: EN 123.

EN 260 Survey of African-American Literature (3)  
This course traces the evolution of African-American literature from slave times to the present. Beginning with African folktales and poems as background, the readings turn to the poetry of Wheatley and others; slave narratives; developments in poetry and fiction during the early Jim Crow era, and the parallel developments of blues and jazz; the Harlem renaissance; the Civil Rights era; and contemporary voices in all genres. Prerequisite: EN 123.

EN 325 American Jazz Age: Generations Lost & Found (3)  
After WWI, American literature and culture enjoyed its first
intercultural era, as jazz became an international phenomenon and writers from Harlem and Greenwich Village mingled and shared influence. Our readings include Harlem Renaissance writers, like Hughes, McKay, Laren and Hurston, who celebrated their African heritage. Modern poets like Millay and Cummins, and fiction from Fitzgerald and Hemmingway represent the "Lost Generation." They chronicled disillusionment and excesses of the youth culture and modernism. Prerequisite: EN 123.

EN 327 Science Fiction, Fantasy & Horror (3)
This course will explore the speculative fiction genres of literature—science fiction, fantasy, and horror—using stories and novels from the inception of the various fields to the present. We will focus on the various tropes, such as magic; good vs evil; space and time travel; the supernatural; and many others. This course will satisfy the genre requirement in the English major. Prerequisite: EN 123.

EN 330 Chaucer (3)
A study of The Canterbury Tales in Middle English in the context of medieval culture, but also in relation to the modern reader. Emphasis is placed on Chaucer's language, poetic technique, use of various genres, and his contribution to western thought and literature. Prerequisite: EN 123.

EN 331M Metaphorical Journeys: Literature of the Middle Ages (3)
An introduction to the epic, focusing on that genre's primary motif: a journey away from home, a descent into a literal or figurative underworld, and a return home or establishment of a new homeland. Texts range from classical to modern works. Special emphasis is placed upon medieval literature in translation. Co-requisite: EN 123.

EN 332M The Age of Exploration (3)
The spirit of exploration in Renaissance England as reflected in literature, with reference to 21st-century experience; accounts of Renaissance voyages to the New World in the context of other types of exploration—images of utopias, of superhuman heroism, of new power acquired through magic and science, etc. Readings range from Ovid to 20th-century science fiction, with emphasis on works by More, Shakespeare, Marlowe, Bacon. Co-requisite: EN 123.

EN 333P Literature in the Age of Enlightenment (3)
This course examines the literature of the Enlightenment and its effect on the shaping of the modern mind. Students will study the emergence of modern ideas of humanism, tolerance, empiricism, and the social contract, particularly as expressed in British literature of the "long" 18th century. Representative works of Restoration drama, Neoclassical poetry, and early innovations in the novel will be covered. Co-requisite: EN 123.

EN 334 The Age of Revolution (3)

EN 335 Modern British Literature: Repression & Rebellion (3)
A study of major British writers of the 20th century who reflect upon the confrontation between the waning Empire’s legacy of conformity and restraint and the modern spirit of rebellion. Literature includes poetry, drama, works of fiction by major writers of the era. Co-requisite: EN 123.

EN 336V Battle Pieces: Conflict and Commitment in Modern American Literature (3)
Perspectives on war in modern American literature. We study the moral, psychological, and ideological implications of war and war-like confrontations in modern American society. Readings include primary materials (letters, diaries, essays) poetry, novels, from WWI forward. Representations of Americans attitudes towards war and the U.S. as a global leader emerge through film, song, and dramatic works. Co-requisite: EN 123.

EN 337P Literary Realism: The Trend Toward Social Inquiry (3)
A study of selected writers of 19th-century Western Europe, exploring the influence of social issues and cultural implications on literary context and form, with emphasis on the effort toward objective representation and the preoccupation with social problems.

EN 338M Courty Love: Ladies, Gentlemen, Men and Women (3)
An introduction to courtly love that traces its development into the modern concept of romantic love. The course highlights work from a variety of literatures and historical periods, focusing on the relationship between courtly love and social institutions and exploring the connections between courtesy and the images of women and their position in society. Co-requisite: EN 123.

EN 339M Medieval Women Writers: Domestic and Peaceful Contributions (3)
Women have played an important role in medieval intellectual life that until recently was largely overlooked. Although the canon has been slow to recognize the contributions of women writers, their voices have captivated the scholarly and non-scholarly world. This class seeks to examine the sacred and secular voices of medieval women and how they helped shape their world, and how their reemergence can be used to help shape ours. Co-requisite: EN 123. (See RS 339M)

EN 340 Studies in Individual Authors (3)
The purpose of this course is to delve deeply into several works by individual authors, rather than trace a theme or literary history. The usual concerns of social context and various critical approaches will enrich the close readings of the texts. The authors studied will vary by semester, and will represent a variety of literary periods, genders, nationalities, and genres.

EN 341 Literature in Translation (3)
Great literary works from all over the world should be appreciated without the impediment of a language barrier. As most great works are accessible in translation, we provide our students with a variety of authors from areas such as Europe and Latin America. Each semester the focus might shift from one major writer to a survey of a particular period, according to need. Prerequisite: EN 123.

EN 342 Voices of Authority: The Life and Times of Joan of Arc (3)
The life and significance of Joan of Arc, with reference to important medieval and current-day issues involving beliefs about individual rights and responsibilities, religious authority and mysticism, relationships of church and state, and power across social class lines. Particular emphasis on the role of gender in medieval times. Prerequisite: EN 123.

EN 350 Studies in the Novel (3)
The novel is a literary form that is constantly making and remaking itself. This course surveys the novel’s historical development and examines critical approaches to the form. Readings will span different historical periods and cultures, and will focus on certain elements of
the novel's development, such as its formal innovations or its thematic concerns. Prerequisite: EN 123.

EN 352 Studies in Tragedy (3)
We now use the word “tragedy” rather carelessly: anything bad that happens is tragic. In ancient times, tragedies were performed at festivals, evoking the sense that humans suffer in particular ways, emphasizing how often our own humanity – our own flawed existence – brings us to suffering. The protagonist experiences a particular tragic scene together understood their own flaws and experience through catharsis, and points to the importance of human behavior and experience. Playwrights, cultures, and eras will vary by semester, and can include tragedies, comedies, and/or more stylized forms. Emphasis on performance as well as literary aspects will be central. Focus. Prerequisite: EN 123.

EN 353 Studies in Drama (3)
Drama as a form has dominated high and popular culture across millennia, for religious purposes as well as a means to express archetypal human behavior and experience. Playwrights, cultures, and eras will vary by semester, and can include tragedies, comedies, and/or more stylized forms. Emphasis on performance as well as literary aspects will be central. Focus. Prerequisite: EN 123.

EN 355 Philosophy in Literature (3)
See PH 355.

EN 359 Literature and Film (3)
See FI 359.

EN 442VG Women Come of Age (3)
Texts focus on issues of women around the world and how many patriarchal societies place limitations on them. We also trace the struggle for gender equality shown in the literature. Our readings sample a variety of women writers in the Americas, Europe, Africa and Asia, ca. 1840 to the present. Works center around unifying aspects of coming of age at various stages of life. Class sessions emphasize discussion of texts through close reading of individual passages to highlight important points. Supplemental materials and writing assignments will place those texts within their literary and cultural contexts. Prerequisite: EN 123.

EN 443 Culture and Conscience: Literature of the United Kingdom (3)
A study of key works of fiction from the United Kingdom. Selected works will highlight the relationship between social environments and individual conscience. Students will explore the ways in which literature, self, and culture intertwine through analyzing representative works of the U.K. Prerequisite: EN 123.

EN 444V The Search for Identity: Multicultural American Fiction (3)
The struggles and self-reflection involved in forging individual, community, and national identity are studied through a variety of texts. Looking at these issues from a multi-cultural perspective, the course combines background readings from the social sciences, popular culture, and the arts. Assigned writers work across genres and represent different eras; their works reflect the experiences of various immigrant groups, gender identities, and races. Works vary by semester. Prerequisite: EN 123.

EN 445–446 Shakespeare I, II (3) (3)
Study of selected major works, with reference to the poet's life, times, and stagecraft; includes viewing and discussion of performances of plays when available. Readings in the two courses differ, but both include representative history plays, tragedies, and comedies. Each course may be taken independently of the other. Prerequisite: EN 123.

EN 450 Studies in Poetry (3)
A survey of various forms of poetry, poetic elements, figurative language, and critical approaches. Readings will span various eras and cultures. The course examines the nature of interpretation and criteria for valid readings of texts. Explicating will be done both orally and in writing. Selected poets will be studied in depth. Prerequisite: EN 123.

EN 452 Advanced Composition and Grammar (3)
A detailed review and practical analysis of traditional and modern English grammar and syntax. Concepts will be applied to various short readings and student essays. Recommended for students who plan to teach, write professionally, or enter the publishing and public relations fields. Prerequisite: EN 123.

EN 453 History of the English Language (3)
The development of the English language from Anglo-Saxon to modern English. Modifications in grammar, spelling, and vocabulary illustrated by readings in the literature of each period: Biblical passages, selections from Chaucer, Renaissance, 18th-century, and modern authors. Prerequisite: EN 123.

EN 454 Literature for Children (3)
Students will study the development of children's literature from its beginning to the present. Works of various genres—the oral tradition, fantasy, realistic and historical fiction, poetry, and picture books—will be examined; authors and illustrators will be included, as well as academic articles which stress the importance of literature in the development of readers. Prerequisite: EN 123.

EN 456 Writing Practicum (3)
Use of writing skills in a practical setting as opportunities arise. Includes preparation and supervision by the instructor, and culminates in a written report submitted by the student at the end of the term. Prerequisite: must have completed 12 credits past EN 123 (200 level or above). English & English/Education majors only, by advisement.

EN 457 Young Adult Literature (3)
A survey of literary texts appropriate for youth in English language arts at the secondary level (grades 6–12). Designed for both education majors and the enthusiast, the course will focus on interpreting young adult literature through various theoretical and cultural lenses and also on methods for choosing and teaching young adult literature in the classroom. Attention will be given to literature that reflects the interests and needs of young people growing up in diverse communities. Prerequisite: EN 123.

EN 458 Creative Writing (3)
Designed as an introduction to the art of creative writing. Students will explore the basics of writing their own short fiction, poetry, and memoirs through brief, frequent exercises. Special attention given to composing, sharing, and critiquing original works. Student work may be contributed to the College literary journal. Class is open to freshmen.

EN 460 Creative Writing and Performance (3)
Course focuses on the development of advanced creative works of poetry, fiction, and/or drama with a direction towards live performance. Writers will also prepare and rehearse select piece for a college-wide showcase. Prerequisite: EN 458 or equivalent, or instructor's permission.

EN 461 Publishing Creative Writing (3)
Designed to enhance and expand the skills introduced in EN 458, this course focuses on the development of more sustained and mature creative works of poetry, fiction, and/or drama. Writers also prepare
and send original manuscripts for publication in professional literary journals. Prerequisite: EN 458 or instructor’s permission.

EN 472 Seminar (3)
An in-depth capstone study, in a seminar setting, of selected major themes and topical issues as they are developed in a select group of authors. Topics vary from year to year. Includes independent research projects that the student presents to the group for an open discussion and evaluation, and then at a College-wide mini-conference. Prerequisites: Student must have completed 21 credits in EN 200-level courses or above. Limited to seniors, unless approved by instructor.

EN 491 Internship in English (3)
Students majoring in English can enhance their writing and cultural competencies in businesses and non-profit organizations: in areas like the arts, journalism, local government publications, on-campus literary magazine, and libraries. Course can be taken for a grade of C or higher or on a Pass/Fail basis. Note: Interested students should contact the Coordinator of the English Program or the Director of Career Development.

EN 492 Teaching Practicum in English (3)
This course is designed for seniors who have demonstrated outstanding ability in English, as indicated by a GPA of 3.2 or higher. Students will work as teaching assistants for English faculty in EN 123 courses. Students will meet with faculty independently and will attend each session of the class in which they assist. Students will participate in preparation, presentation, discussion, and evaluation of course material. Faculty invitation and permission required. Limited to one assistant per EN 123 course. Prerequisite: Senior standing and instructor's permission.

Film Studies Courses

FI 101 Film Studies Interdisciplinary Survey (1)
This course is designed to showcase and discuss films significant to cinematic history and existing interdisciplinary courses across campus offerings. Classes will feature two films per period.

FI 155 Introduction to Film Studies (3)
As a mode of communication and entertainment, film has an undeniable impact on our culture. In order to appreciate film, one must become an active viewer. This introductory course will provide the foundation for that perspective. Concepts such as editing, montage, lighting, direction, acting, production, and scoring will be introduced and discussed so that viewers can learn and appreciate the craft of film-making as both an art form and an influential mode of communication.

FI 222 American Cinema (3)
In 1988, the U.S. Library of Congress established the National Film Registry to preserve American films deemed “culturally, historically or aesthetically important.” This course presents the viewing and discussion of 12 films from the NFR’s cumulative list covering a 75 year time span and illustrating the major Hollywood genres. Comedy, drama, horror, mystery, musical, western and science fiction films will all be presented, as well as films representing the work of some of Hollywood’s most important directors.

FI 225 World Cinema (3)
The course begins with aesthetics of visual storytelling through silent films. Students then view/research iconic films from countries in Europe, Asia, Africa, Latin America, Australia, and North America. Finally, we speculate about how and why films can promote compassion and understanding across cultures.

FI 250 Dance Films: Social & Historical Perspectives (3)
See DA 250

FI 336X Special Cinema Studies (3)
Study of characteristic themes and styles of selected film makers, past and present, with attention both to film techniques and to thematic interpretation. Includes pertinent background readings, discussion, and screenings of representative films.

FI 343 Playwriting/Screenwriting (3)
See TH 343

FI 359 Literature and Film (3)
An introduction to the art of film through comparison with literature. Novels, short stories, and plays are examined in conjunction with film versions of the same works, with particular attention to the differences between them and the reasons for those differences. Includes viewing and discussion of selected feature films, and an introduction to film terminology. (See EN 359)

Finance Courses

FN 118 Personal Finance (3)
This course is geared to provide business majors and non-majors alike with the concepts and techniques needed to plan for an individual's financial wellness. Topics covered include financial planning, investment strategies, credit, taxes, stocks, bonds, insurance, estate planning, and real estate.

FN 226 Principles of Finance (3)
This course is designed as an introduction to finance. Topics include: basic financial analysis; efficient management of the firm's assets; sources of short and long-term financing; introduction to financial theory, including valuation, capital structure, and the timing of financial decisions. Prerequisite: AC 111.

FN 340 Corporation Finance (3)
The financial policies necessary to achieve the goals of the firm are examined. Topics include the capital asset pricing model, weighted average cost of capital, and capital structure. Prerequisite: FN 226.

FN 344 Investment Analysis (3)
The functions of security markets and the basic decisions determining the timing and extent of investments are examined. Particular emphasis is placed on evaluating securities, with a view to maximizing returns and minimizing losses. Prerequisites: AC 112, EC 211, FN 226.

FN 435 International Finance (3)
Financial elements of multinational enterprises and world trade: foreign exchange, balance of payments, international banking, monetary systems, accounting, tax concerns, futures and options markets, the sourcing of debt and equity, portfolio diversification, direct foreign investment, and financing import/export trade. Prerequisites: FN 226, EC 212.

French Courses

FR 111-112 Conversational French I, II (3) (3)
Introduction to the language with emphasis on speaking; attention also to be given to aural comprehension, reading and writing skills using topics related to the student's experience. Prerequisite: For FR 112: FR 111 or equivalent preparation. In order to proceed to the next course in this sequence, a minimum grade of C- is required.
FR 115-116  Reading French (3) (3)
Intensive introductory language study to enable students to work readily on practical texts; may be used as preparation for required graduate school language examinations. Prerequisite for FR 116: FR 115 or equivalent preparation.

FR 221-222  Conversational French III, IV (3) (3)
A review of the language with emphasis on developing fluency in oral and written communication. Reading, conversation and composition on topics in French culture. Prerequisite for FR 222: FR 221 or equivalent preparation. In order to proceed to the next course in this sequence, a minimum grade of C- is required.

Health Sciences Courses

HL 201  Introduction to Health Care & Health Professions (3)
The purpose of this course is to introduce students to core concepts within the field of healthcare. Examples of Topics emphasized include but are not limited to: Roles and responsibilities of various healthcare professionals; current issues in today’s healthcare professions; use of problem-solving and decision-making skills used to analyze and address a variety of problems facing allied health professionals; and, effective listening and oral communication skills required to interact professionally within multiple healthcare settings. Prerequisites: CS 111 and EN123, plus declaration of Health Sciences major.

HL 210  Lifespan Human Development (3)
See PS 210.

HL 225  Advanced Writing/Composition in the Health Sciences (3)
The purpose of this course is to advance students’ knowledge and skills in written communication for the wide variety of audiences typically encountered in the health professions, preparing them to succeed in graduate-level professional coursework. Students will increase the amount, variety, and complexity of vocabulary, grammar, syntax, punctuation usage, and accuracy needed for professional written communication; develop skills of writing in a thorough but concise manner; critique various sources of professional writing for its quality and appropriateness to the target audience; and, create a scholarly written project based on scientific writing principles. Prerequisite: EN 123.

HL 301  Medical Terminology (3)
The purpose of this course is to provide students with the medical vocabulary needed to communicate effectively with healthcare professionals. Students will Become familiar with the basic medical vocabulary utilized across the healthcare professions; develop an understanding of the appropriate usage of medical terminology and the origins of such language; identify appropriate language for communications in a range of clinical and administrative medical settings; demonstrate appropriate usage in both written and spoken forms of communication. Co-requisite HL 201 or BI 223.

HL 311  Promotion of Health and Disease Prevention (3)
The purpose of this course is to improve students’ understanding of the wellness perspective and approach to health management. Students will articulate the definition and dimensions of wellness and disease prevention; compare and contrast alternatives to traditional medical practices and identify key differences between proactive and passive approaches to health and well-being; identify historical shifts within the field of alternative medicine and articulate the ways in which alternative concepts have been incorporated into mainstream health practices; and, identify self-care strategies students can apply to maintain their personal well-being. Prerequisite: BI223 and BI224.

HL 321  Crafting Health: Craft and Creative Media (3)
The purpose of this course is for students to explore the application of traditional crafts and contemporary craft practices for healthcare and personal wellbeing. Students will acquire rudimentary competence with a wide variety of creative media; articulate how the repetitive or structured processes of craft activities make them ideal for community-based and personal health projects; blend creative expression with functional outcomes; apply creative media concepts to a range of case studies and hands-on activities; and, create and present a creative piece of their own design. Prerequisite: HL 201.

HL 401  Professionalism within the Health Sciences (3)
The purpose of this course is to prepare students for professional interactions with a full range of clients and healthcare practitioners in a variety of healthcare settings. Students will explore and model professional communication and behavior based in a wide range oral, written, non-verbal, and electronic forms of communication. Cultural competence in communication is an essential outcome. Prerequisites: all 200-level HL courses.

HL 411  Health Information Management (3)
The purpose of this course is to introduce students to the coding process as well as the function and best practices of health information management within the American healthcare delivery system. Students will list and describe key information systems, including hardware and software, used to manage health information; identify and describe the function of primary regulatory and accrediting bodies; describe and differentiate the role and responsibilities of a range of health information professionals; identify and describe the basic policies, procedures, and guidelines pertaining to billing and reimbursements; and, describe the major legal and ethical issues related to healthcare information management. Prerequisite: HL 301.

HL 421  Health Sciences Seminar and Research (3)
The purpose of this course is as a final semester course, serving as the capstone for the major. Under the supervision of a faculty member, students will demonstrate solid analytic, basic research, and clear communication skills; integrate into a single project what they have learned during their undergraduate education; prepare a major theoretical or empirical research report on a topic of their choice in their area of emphasis in the Health Sciences; and, present the report in paper and scientific poster format at the end of the semester. Prerequisites: all 300-level courses.

HL 471  Internship in the Health Sciences (3)
Health Sciences majors are encouraged to complete a semester-long internship which is designed to enhance their understanding of the health sciences field or to obtain required clinical observation hours required by professional programs. Students will generally undertake an internship in their junior or senior year. Prerequisite: Permission of the program coordinator.

History Courses

American History
European History
Area Studies
Advanced, Applied, and Special Topics

HI 101  Introduction to History and Methods (3)
Providing a foundation for concepts and skills to students interested in learning about college-level History, this course aims to answer
three fundamental questions: what is history, why study history, and how do historians write about the past? Students will explore theories of History, survey different forms of Historical writing, develop critical reading skills, analyze primary and secondary sources, practice research and writing techniques, and survey the professional opportunities open to those who have an understanding of History. The course is open to anyone interested in History, not just History majors.

**American History Courses**

**HI 109 Introduction to American History, 1900-Present (3)**
A broad overview of the major historical events of 20th-century American History, examining such topics as the Progressive Era, the New Deal and the welfare state, World War I, World War II, the Cold War, the Korean and Vietnam Wars, political and social change since 1945, and the development of contemporary popular culture.

**HI 110 Issues in American History, 1900-Present (3)**
An introductory study of major historical issues such as American involvement in two world wars, the development and effects of the Cold War, and the causes and consequences of American entry into the Korean and Vietnam wars. Other areas examined are the evolution of Federal social welfare policies, the rise of the Civil Rights movement, and the continuing quest for social justice spawned by the movement, and the splintering of political and social consensus since 1960.

**HI 114 Biography in American History (3)**
This course explores the past by studying the aspirations and struggles of a broad mix of people and relating their lives to the social and cultural diversity of the American experience. Biography will also be used to enhance the understanding of major historical themes.

**HI 227 The American Revolution (3)**
The social, intellectual, and cultural forces that shaped American society from the colonial period to the formation of the new nation. Topics will include the causes of the Revolution, the debate over independence, the war itself, the Confederation, and the Constitution.

This course analyzes changing social mores and values between 1960 and 1974. Particular attention is given to the New Frontier, the Civil Rights Movement, the Great Society and the War on Poverty, the Women's Movement, and the rise of a youth and counterculture. Additional emphasis is placed on American military intervention in the Vietnam War and the resulting backlash, the Nixon presidency, Watergate, and the unraveling of political and social consensus.

**HI 229 History of the American West (3)**
Examines the exploration, conquest, and settlement of the American West between 1800 and the present. Special attention is given to ethnic diversity, cooperation, and conflict, and the role that the West plays as part of a national myth.

**HI 283 Conflict and Crisis in Modern American History (3)**
Coupled with HI 114 and designed for lower classmen students, this course is multi-purposed. One, it intends to assist students in the development of basic academic skills in reading, writing, and thinking critically. Two, by taking both a chronological and a relational approach to significant issues and events in American history from 1900 to the present, it aims to provide students with a general understanding of modern American history (narrative and analysis will be used in tandem to engage students in course material). And three, it seeks to enhance student retention by encouraging individual academic success.

**HI 292 History of Women in America (3)**
This course explores the many roles and contributions of women in American history beginning with the Gilded Age and ending in the post-feminist contemporary period. Among the topics that will be discussed, students will examine women’s critical contributions to such important historical movements as Suffrage, Temperance, Settlement House, Progressivism, and the Feminist Movement itself. The course will conclude with an examination on how individualism, material culture, and self-interest have transformed feminism between 1980 and the present and with reflection about other changes in the place that women now occupy in American society.

**HI 302 Race and Ethnicity in America (3)**
This course explores how the United States has become the most ethnically diverse nation in the world through a process that has forced the country continually to accommodate various ethnic groups who have often been viewed as unassimilable and thereby to broaden the meaning of the American identity. Beginning with Supreme Court decision in the Plessy v. Ferguson case of 1896, students will explore how a racially divided society has transformed itself while also continuing to experience lingering economic and social problems for African Americans and for other ethnic groups arriving in later periods of immigration.

**HI 331 American Colonial Period (3)**
A study of the political, economic, social, religious, and cultural institutions of the English colonies from settlement to independence.

**HI 332 American National Period (3)**
Examines the ideological, political, and social currents which shaped the American nation between 1776 and 1824. Includes the causes and consequences of the American Revolution, the founding of the nation, and the "Era of Good Feeling."

**HI 333P Sectionalism, Civil War, and Reconstruction (3)**
A study of the political, economic, and social forces which contributed to American sectionalism and the Civil War; examines Reconstruction and its consequences.

**HI 334P American Society 1877–1920: Progress & Reform (3)**
A study of the impact of post-Civil War industrialization on American society, including New York State, and the role of the reformer in American life. Examination of the motives, needs, methods, accomplishments and expectations of the protagonists of the Gilded Age and Progressive Era from the perspectives of sociology, economics, and psychology as well as that of history. Comparisons and contrasts will be drawn with contemporary reform movements.

**HI 335P The American Consensus: 1932 to the Present (3)**
Is consensus a reality or a desirable goal in a pluralistic society? The course examines issues of majority and minority rule in contemporary American society including New York State. Majority demands in the areas of moral, social, and political ideas and behaviors versus the rights of individuals will be considered.

**HI 336 America: Transformation and Reaction, 1920–1945 (3)**
This course explores the sweeping cultural, political, and social changes that occurred in American society from the 1920s through the Great Depression of the 1930s, concluding with the World War II period.

**HI 338 History of New York State (3)**
A survey of the history of the region now known as New York State from its earliest habitation by native Americans through its Dutch and English colonial heritage to its development as a distinctive state in a new nation, a commercial link between the East and the Western Frontier, and a world cosmopolitan center. Attention is given to
New York’s recent experience; to important personalities and issues which have shaped its commercial, artistic, and political image; and to encounters among Native Americans, European, and West African cultures in the context of New York history.

HI 339P Ethnicity in America (3)
Considers the ethnic minorities (African-Americans, Hispanic-Americans, Asian-Americans, and Native Americans) as well as white ethnic groups in relation to their history, values, and characteristics; problems of assimilation and racism; and the effects of ethnic identification on politics, society, and the schools in America and New York State.

HI 340 From Berlin to Baghdad: America, 1980 to the Present (3)
Covering the period between the Reagan and Obama presidencies, this course examines the rise of cultural and political conservatism, the waning of liberalism and the welfare state, technological change, immigration, the globalization of the American economy and social policy, war in the Middle East, terrorism, and economic crises.

HI 409 Freedom and Liberty in America, 1607 to Present (3)
An exploration of the conflicting meanings, development, and transformation of freedom and liberty and the ideologies and political and social structures created in support of them. Attention is given to the frequent clashes—individual and collective—provoked by the pursuit of freedom and liberty.

HI 441 The African-American Experience (3)
The African-American Experience explores the history of America’s oldest minority, excepting the Indians. It includes a study of their "roots," their struggle for existence during slavery, and their continued striving for full and equal representation in America, including New York State, through to the present. Special attention is given to the role of the African-American in the economic, political, scientific, and military growth and development of the United States. Additional attention focuses on the contributions of African Americans to the arts and to literature.

HI 442V The Survival of the Native American (3)
Study introduces students to the cultural diversity of the North American Indians. Indian-White relations will be examined with emphasis on cultural conflict, adaptation, and change. Historical, sociological, psychological, and economic factors will be used to investigate contemporary Indian problems.

HI 443 American Diplomatic History: Democracy and Diplomacy (3)
In examining the historical debate surrounding American foreign policy issues since 1890, this course provides students with various frames of reference for evaluating American diplomacy, past and present. The impact of the policy-making process, group interests, and values on decision-making will be explored. (See PO 443V.)

HI 444P American Social Thought: Continuity and Change (3)
Examines ideologies that have shaped the moral systems, attitudes, and values of the typical American and shows how these views have influenced popular reaction to social concerns and issues. Ideas that have persisted and factors that have brought about changes will also be analyzed.

HI 445 American Economic Development (3)
See EC 445.

HI 446V War and Society (3)
This course explores the questions of what is war, what are its causes, why do societies make the decision to go to war, and what impact in turn does war have upon the individual and upon society itself. Beginning with an exploration of the origins of war in the prehistoric era, the course ponders these developments using selected topics in European and American history and incorporating an interdisciplinary approach that considers the social, psychological, technological, political, ideological, and ethical dimensions of war.

European History Courses

HI 222C Classical History and Civilization (3)
This course integrates history, literature, philosophy, religion, and the arts to explore the ancient foundations of the Western tradition. The cultural and political development of the peoples and states of the ancient Near East, Greece, and the Roman world, as well as their respective influence in shaping Western institutions, ideas, and values, are the central themes under examination.

HI 223M Medieval Europe (3)
Examines the history of Europe from the fall of the Western Roman Empire to the beginning of the Renaissance through an analysis of the Byzantine Empire and its Western European political and cultural rivals. The lingering influence of the Roman tradition, the rise of Christendom, Church schism, social transformation through feudalism, and the shift of political, economic, and cultural perceptions of Europe from East to West are explored.

HI 224M Renaissance and Reformation Europe (3)
This course explores the history of Europe from the close of the Middle Ages to the Early Modern Period. The revival of the classical intellectual and artistic tradition and the emergence of humanism are analyzed as the critical transformative developments in the rise of modern Western Europe. The Protestant movements and the Counter-Reformation are examined in the context of the revolution in religious ideas and the rise of new state systems.

HI 225 Nineteenth-Century European History (3)
A comprehensive study of European history beginning with the legacy of the French Revolution and ending with the rise of intense nationalism. Some of the topics discussed are the Napoleonic wars and their impact on European society, the transforming effects of the Industrial Revolution, thought and culture, revolutions and counter-revolutions, progress and breakdown, and the rise of nationalism and imperialism.

HI 226 Hitler's Third Reich (3)
Advanced study of Nazi Germany and Europe during the period of the Second World War. The historical and ideological origins of German fascism, the rise of the National Socialist Party, the collapse of the Weimar Republic, as well as the Nazi regime, institutions, and state policies are examined. Germany’s diplomacy, war effort, occupation policies, and defeat are analyzed within the context of Nazi ideological goals and the international conflict in Europe.

HI 230M History of the Byzantine Empire (3)
This course examines the history of the Eastern Roman Empire from its emergence in the third century to its collapse with the fall of Constantinople in 1453. The central theme is the contribution of the Classical Greco-Roman tradition and Christian thought to the development of medieval Christendom and its lasting influences on the contemporary world. Topics include the formulation of Christian orthodoxy, iconoclasm, relations with Western Europe, the Great Schism, the conversion of the Slavic populations of Eastern Europe, the emergence of imperial Russia, and Byzantium’s centuries-long internal and external struggles for survival.

HI 233M History Through Film: Renaissance Humanism (3)
This course examines the history of Renaissance humanism and explores its connections to the modern world. Through primary and
secondary sources and the dynamic medium of film, students will study the emergence and flowering of Renaissance humanism, particularly in Florence, and examine its influence on modernism. As an age defined by revolutionary developments in art, education, religion, politics, and economics, this vibrant period in history will be studied using an interdisciplinary approach with a particular emphasis on art, literature, and religion. The course will also consider the unique contributions as well as limitations film provides in understanding history.

HI 301 Women in the Middle Ages (3)
This course explores the unique roles and contributions made by women during the Middle Ages, an age that profoundly altered western civilization. Although operating in a society bounded in many ways by traditional roles, creative and powerful women provided significant contributions in the areas of religion, politics, literature, and business which helped to shape this pivotal period in history. This course explores these accomplishments as well as the larger medieval society in which these talented women operated. Topics include Matilda of Tuscany, Eleanor of Aquitaine, Blanche of Castile, Marie de France, Catherine of Siena, and Joan of Arc.

HI 327 Age of Chivalry (3)
This course explores chivalry and its lasting legacy in the Western experience. The central focus is to understand the martial, aristocratic, and religious influences that came together during the central Middle Ages to form this unique way of life among a particular social class. A combination of primary and secondary sources are used to examine the degree to which the ideals of chivalry were practiced in real life and what led to the eventual decline of this cultural world. Topics include the medieval knight, tournaments, crusades, and courtly love.

HI 337P Twentieth-Century Europe (3)
This course emphasizes the major ideological conflicts engendered by nationalism, fascism, and communism to identify the central currents shaping the European experience in the twentieth century. Attention is given to the destruction of the European Old Order through the First World War, the Russian Revolution, interwar instability, the rise of authoritarianism, the tumult of the Second World War, the division of the continent in the Cold War, the collapse of the East Bloc and Soviet systems, and the process of European integration in the postwar period.

Area Studies Courses
HI 451PG Middle Eastern History (3)
A survey history of the Middle East since the Early Modern Period. Through an exploration emphasizing the growth and decline of the Ottoman Empire, this course analyzes Islamic ideas and institutions as the foundations for state and social organization, cultural patterns of continuity and change, the origins and record of Great Power involvement in the region, the rise of Arab and other nationalist movements, and the emergence of successor states in the 19th and 20th centuries.

HI 452PG East Asian History (3)
This course examines the major political, economic, cultural, and social developments underlying the emergence of modern China and Japan. Examination of imperial decline and fragmentation, in the case of China, and the rise of a centralized nationalist state, in the case of Japan, before the Second World War, are followed by the subsequent emergence of unitary communist authoritarianism and capitalist modernism, respectively.

HI 453PG History of Developing Nations (3)
Examines the political, economic, and social problems faced by developing nations of Africa, Latin America, Asia, and the Middle East in the 20th century. Topics to be discussed include colonialism, nationalism, communism, social conflict, population pressures, and the impact of technology.

HI 454PG Latin American History (3)
A study of the political, cultural, economic, and social development of the peoples and states of Central and South America from pre-Columbian times to the present. Examination of civilizational forms in ancient America is followed by a review of European conquest, patterns of social and ethnic transformation, liberation movements, the establishment of nation-states, political progress, decline through dependence and neo-colonialism, and trends toward democratization.

Advanced, Applied, & Special Topics
HI 270 History of Sports (3)
This course examines the dynamic role sports have played in society from the ancient world to the present with special emphasis given to the modern American sports experience. From being mere recreational diversions, sports have reflected as well as influenced social, cultural, and political dimensions of the human experience throughout time. Through primary and secondary sources students will trace important developments in the practice of sports and will analyze their intersection with such themes as religion, nationalism, race, gender, class, urbanization, and economics. The course will also introduce students to some of the great moments in modern sports history.

HI 330, 440, 450 Advanced Study (3)
Required for majors who will pursue independent study at an advanced level. Under faculty supervision, students will engage in a research project and an intense guided reading program. In consultation with a faculty member, the student will develop a contract to be filed in the offices of the Dean and Registrar.

HI 348 Great Books in History (3)
A study that uses significant literary works to explore the major ideas and values of Western thought and to examine how those ideas and values have shaped institutions, ideologies, and technology and inspired the quest for civil rights and social justice in modern society.

HI 349 Disease & History: Pathogens, Parasites, & Pandemics (3)
An interdisciplinary approach to the study of social, political, economic, and cultural changes that have taken place throughout history in response to plagues and pandemics. Topics include the Great Plague of Athens, the Antonine Plagues of the 2nd-3rd centuries, Justinian’s Plague, the Black Death, the great smallpox pandemic in the Americas, the influenza pandemic of 1918, and the AIDS pandemic in modern Africa.

HI 350 Food & Civilization (3)
A global survey that examines the cultural, political, and social forces that have shaped the patterns of human diet and the role that food has played in the course of history. Particular attention is paid to culinary exchange, integration, and modification. Related topics include the causes and impact of famine and disease, the interplay of religion and food, and the relationships between diet and culturally driven views of the body.

HI 395 The Holocaust (3)
This course examines the origins, implementation, and aftermath of the Holocaust which remains as one of the most horrific events in recorded human history. The systematic murder of millions by one
of Western civilization’s most sophisticated nations was a radical break from the notion of the inevitability of progress; some of the elements of modernity that we consider vital to our own civilization were instrumental in implementing the Holocaust. Topics covered include racial anti-Semitism, the Nazi state, the creation and administration of concentration camps, survival testimony, the Nuremberg Trials, and remembrance of the Holocaust and its victims.

HI 461 Public History (3)
This course is designed to give students an opportunity to develop & apply history-related marketable skills such as editing, archival and record management, preparation of documentaries, docudramas, exhibits and radio broadcasts, preservation (park services), genealogy, museology, oral history, and corporate research. Depending on student interest, several of these aspects will be developed using campus and off-campus facilities. Implicit in the practice of public history is strong ability in writing and research. Course may be taken on an individual or small–group basis with permission of the Division Director and is open to upper level History majors and concentrators.

HI 462 History of Terrorism (3)
This course explores the evolution of modern terrorism from the French Revolution to the rise of global Islamic extremism. It examines how terrorists from different cultures have attempted to use violence in order to affect political and social change relating to struggles for political freedom, ideology, state-sponsored policy, and religious fanaticism. Topics include leftwing and rightwing extremism in Europe and the United States, terrorism during the Cold War, and the current U.S.-led Global War on Terrorism against the al-Qaeda network.

HI 471 History Internship (3)
The internship in history provides students with a supervised experience in public history in order to broaden and deepen their understanding of the historical profession. Students typically are eligible to undertake an internship in their junior or senior year. Prior coordination with and approval from the academic advisor or program coordinator are required.

HI 472 Seminar in Historical Research (3)
A study of historiography, principles and methods of research, sources, criticism, and synthesis. Students are required to write and defend a major research paper on a topic approved by the instructor. This course is required of all History majors and is open to seniors or to juniors with the permission of program coordinator.

Honors Program Courses
HO 399 Honors Tutorial (3)
HO399 is the first course in a two–course sequence required for graduation from Dominican College’s Honors Program, culminating in the completion of the honors project. In HO 399, the student will research an area of interest and develop a proposal for the honors project. Prior to the end of the semester, the student will submit an abstract proposing the project and an annotated bibliography summarizing the research done over the course of the semester.

HO 499 Honors Project (3)
HO 499 is the second course of the two–course sequence required for graduation from Dominican College’s Honors Program. In HO 499, the student completes the honors project which was proposed in HO 399 while working under the direct supervision of a faculty member of the student’s choosing. The student produces a professional project that represents a significant contribution to a field of study and will demonstrate mastery of the material by presenting the project clearly and completely in both written and oral forms.

Humanities Courses
HU 110 Introduction to Humanities (3)
This course focuses on establishing a basic understanding of the humanities as a discipline and on the history and nature of human creative and intellectual expression. It encourages students to learn the critical thinking process to evaluate works of art in the humanities and explores a variety of disciplines and common themes. Students explore the interrelationship of cultural history, philosophy, literature and the arts using class trips, readings, discussions, research and critical writings or creative projects.

HU 252 Topics in Humanities (3)
Covers Antiquity through the Early Middle Ages. Emphasis is placed on improving critical reading skills in comprehension, interpretation, analysis, inference, argumentation, and criticism across disciplinary lines, as well as expressing these skills in speech and writing.

HU 362 Readings in Humanities (3)
Covers the High Middle Ages through the Renaissance. Emphasis is placed on improving reasoning and writing skills necessary for advanced critical analysis.

HU 472 Writing and Research in Humanities (3)
Seventeenth Century through the Present. Emphasis is placed on advancing oral and written skills for engagement in intellectual discourse through discussion seminars and by writing and presenting a well–reasoned interdisciplinary major research paper in the humanities.

Italian Courses
IT 111-112 Basic Italian (3) (3)
An introduction to the basic language skills in Italian with emphasis on conversation and aural comprehension. An introduction to Italian culture and geography will also be provided.

Latin Courses
LA 111 Basic Latin (3)
This course is an introduction to the language that is at the foundation of the Romance family of languages, with the aim of improving students’ grammar, vocabulary, and reading comprehension. Through short readings, students will also get a glimpse not only into the roots of modern languages, but also into the beginnings of European culture.

Management Courses
MG 200 Business in Action (3)
In this course, students will have the opportunity to view the dynamics of business through visits to several organizations in various industries. Through assigned readings and projects, students will reflect on their experiences and gain insights into the roles that finance, marketing, and management play in any business organization. (Students must be able to make all field trips to obtain credit for this course).

MG 210 Introduction to Sports Management (3)
See SM 210.

MG 211 Introduction to Management (3)
The basics of organizational theory and the science of management are presented. Emphasis is on the essentials of management that are pertinent to practicing managers. Management reactions to contingencies and to the requirements of people are also explored.

MG 221 Emerging Market Management (3)
This course provides in-depth analysis of the management issues in Brazil, Russia, India, China and other emerging market countries. Topics include culture, political and economic aspects, foreign investments, technology transfer, production manufacturing, operation, import and exports.

MG 223 Management CEE Countries (3)
This course provides in-depth analysis of the management issues in Central Eastern European (CEE) Countries (Czech Republic, Hungary, Poland, Slovakia and fifteen others). Topics are: cultural, political, economic aspects, foreign direct investment, production, operation, import, export, manufacturing and technology transfers.

MG 237 PC Applications for Managers (3)
See IX 230.

MG 246 Small Business Management (3)
The environmental factors in terms of which small businesses operate are examined. Emphasis is placed on the decision-making aspects of establishing and operating a small business. Topics covered include: techniques for selecting a location, non-traditional forms of financing, dealing with customers and suppliers, developing additional markets, financial statement analysis and forecasting, pricing, and fixed and variable cost analysis.

Prerequisites: MG 211, AC 111.

MG 252 Principles of Systems and Technology (3)
See IX 250.

MG 264 Help Desk Management (3)
See IX 264.

MG 265 Entrepreneurship (3)
This course introduces the student to methods of starting a business from the ground up. It examines entrepreneurship from both an historical and a practical perspective, showing how entrepreneurial activity has been central to the creation of wealth. It also teaches skills for identifying, evaluating, planning, and growing a business. The course engages students in discussions and activities that foster creativity, innovation, and leadership.

Prerequisites: MG 211, MK 114.

(See MK 265)

MK 271 Hospitality: Restaurants (1)
See MG 271.

MK 272 Hospitality: Resorts and Hotels (1)
See MG 272.

MK 273 Hospitality: Spas and Fitness Centers (1)
See MG 273.

MG 300 Business, Society, and Corporate Values (3)
Considers the interplay of ethical criteria, moral values, and societal norms in determining the environment in which managers must operate. Different ethical philosophies will be covered, as well as the methods by which individuals within a business setting can evaluate the ethical dilemmas that arise while keeping various stakeholders in mind. Current events will be explored related to issues concerning the environment, safety and equity in the workplace, consumer safety, corporate governance, and governmental regulations.

MG 310 Business in Film (3)
Students will use the medium of film to analyze key issues that arise in organizational settings. Topics such as leadership, ethics/social responsibility, entrepreneurship, perceptions/stereotypes, organizational change, and industrial relations will be explored.

MG 315 Social Media Marketing and Management (3)
See CS 310/MK 315.

MG 324 Retailing (3)
See MK 324.

MG 325 The Fashion Business (3)
See MK 325.

MG 331 Human Resource Management (3)
Analysis of the principles and practices of manpower management in the areas of employee selection, training, labor relations, wage and salary administration, personnel policy making, and the role of human relations in management.

MG 341 Human Relations of Management/Organizational Behavior (3)
The behavioral aspects of the social system inherent in an organizational environment are stressed. Typical managerial issues discussed are alienation, automation, bureaucracy, collective behavior, and race relations. Designed for the student who plans a career in management, or the small-business entrepreneur, and for those who deal with the patterned interactions of people in business.

Prerequisite: MG 211.

MG 343 Sales Management (3)
Emphasizes the formulation, implementation and management of sales strategies. Stress is placed on analyzing marketing opportunities, organizing a sales force, and managing marketing effort. Recruitment, retention, sales training, motivation, sales planning and analysis are reviewed. Case studies are utilized.

Prerequisites: MG211, MK 114. (See MK 343)

MG 345 Marketing Management (3)
This course shows the real-life applications of concepts learned in the Basic Marketing course. Extensive use of case studies is made to illustrate how marketing programs are planned and executed in both large and small companies. Analytical techniques are stressed to give the student facility with identifying marketing problems and opportunities and employing logical methods for finding solutions.

Prerequisites: MG 211, MK 114.

MG 351 Managerial Economics (3)
Application of economic concepts to management decision-making and problem-solving. Topics include demand analysis, forecasting, pricing, and capital budgeting.

Prerequisites: MG 211, FN 226, EC 212, and MA 225.

MG 355 International Management (3)
International Management is aimed at investigating specific issues in the governance of multinational enterprises. Students will be examining problems of technology transfer, vertical integration, horizontal expansion, the international product life cycle, entry and exit barriers to new markets, international differences in industrial structures, job displacement and relocation, ownership, and training and development for international managers.

MG 360 Windows Server Management (3)
See IX 330.

MG 364 Business Ethics in Film and Literature (3)
In this course, students will learn how ethical theories and philosophies are applied in the genres of film and literature. Some topics that will be covered include fraud, intellectual property, business and research, whistleblowing, the law, and the use of power.
MG 366 Managing Global E-Commerce (3)
This course addresses the management of global e-commerce projects. Topics include project management, business-to-consumer and business-to-business communication, life cycle patterns, old economy vs. new economy realities, E-banking, e-finance, e-payment, e-manufacturing, e-merger/acquisition, e-markets, e-cross culture, and e-society are discussed. Prerequisites: MG 211 and IX 250.

MG 369 Organization Development and Change (3)
The purpose of this course is to enhance the student's understanding and skill in the process of change in organizations. Students will be introduced to intervention techniques which allow them to recognize the need for organizational change as well as develop skill in implementing a program change. Prerequisite: MG 211.

MG 371 Economic and Financial Aspects of Sports Management (3)
See SM 370.

MG/CS 373 Leadership, Power, and Influence (3)
This course is designed to help students understand the dynamics of leadership, power, influence, and political forces within an organization. The purpose is to maximize job performance and enhance the process of career development. Prerequisite for Management majors: MG 211.

MG 375 Leadership Styles: Presidents and Generals (3)
This course will review management literature on leadership styles and organizational principles, and apply those styles and principles to various Presidents and Generals. Videos and biographies will be utilized to illustrate the strengths and weaknesses, the successes and failures of historical figures.

MG 410 Industrial Relations (3)
Reviews the general nature of the labor-management relationship in the United States; surveys the historical, legal, and structural environments that influence contractual contents and labor relations behavior; examines the negotiation, administration, and major contents of the labor contract itself. Selected arbitration cases will be used to emphasize particular areas under study. Prerequisite: MG 331.

MG 447 Sustainability (3)
This course introduces students to the policies and practices of running an organization from an ethically sustainable perspective. Students develop an awareness of waste and mismanagement in organizational and personal behavior, and learn how responsible stewardship of economic, natural and human resources leads to a “greener” planet and economically more prosperous societies.

MG 453 Theatre Management: Principles of Performing Arts Management (3)
See TH 453.

MG 454 Quantitative Analysis for Business Decisions (3)
An introduction to operations research (OR) applied to problems faced by decision-makers. The OR approach uses scientific methods and mathematical modeling. Analysis of quantitative aspects of problems and their solution by mathematical techniques for an optimization of goals is provided. Prerequisites: MA 114 or 116, and MA 225. (See IX 454)

MG 456 Database Organization & Systems (3)
See IX 380.

MG 474 Business Policy and Managerial Decision Making (3)
This is a capstone course in business. The course integrates theories and techniques covered in various core and other major courses.

Functional areas of business are tied together using case studies from the point of view of senior management. The course focuses on the crafting and implementation of strategy and students award Dominican College’s “Doing Business Right” award based on research done in the class. Prerequisites: all other Business core courses, EC 211-212, and Senior standing.

Marketing Courses

MK 114 Basic Marketing (3)
Marketing is at the core of any business. This course is an introduction to the principles and practices of the marketing discipline. It examines how marketing activity satisfies societal needs and wants and stimulates economic activity. Product, price, promotion, and distribution decisions are explored, as are ethical considerations which may arise as a result.

MK 229 Digital Media (3)
See CS 229.

MK 271 Hospitality: Restaurants (1)
Course will survey best practices in the marketing of restaurants and will bring guest speakers from the industry to discuss current challenges and opportunities. Field trips are a required component of the class. Prerequisites: MK 114 and MG 211. (See MG 271)

MK 272 Hospitality: Resorts and Hotels (1)
Course will survey best practices in the marketing of resorts and hotels and will bring guest speakers from the industry to discuss current challenges and opportunities. Field trips are a required component of the class. Prerequisites: MK 114 and MG 211. (See MG 272)

MK 273 Hospitality: Spas and Fitness Centers (1)
Course will survey best practices in the marketing of spas and fitness centers and will bring guest speakers from the industry to discuss current challenges and opportunities. Field trips are a required component of the class. Prerequisites: MK 114 and MG 211. (See MG 273)

MK 323 Consumer Behavior (3)
The study of how and why people buy from the perspective of the social and behavioral sciences. Examines psychological, cultural, and other factors affecting consumer choice. Studies factors that shape purchase decisions. Class discusses ethical aspects of influencing consumer choice. Considers big data insights into consumer decisions. Prerequisites: MK 114.

MK 324 Distribution (3)
Explores the delivery of products and services to consumers via physical and on-line approaches. Students study how retail activity is impacted through site design, inventory management, pricing, and customer service. Prerequisite: MK 114. (See MG 324)

MK 325 The Fashion Business (3)
Course will focus on how companies in the fashion industry operate. From buying to advertising to how social media is used, students will study the fashion business. Students will be exposed to a variety of fashion sub-industries, from luxury brands to sportswear, and will learn about how technology is being used in fashion to revolutionize customers’ relationships to clothing and accessories. Prerequisite: MK 114. (See MG 325)

MK 326 Global Marketing (3)
An introduction to global markets: including pricing, distribution channels, promotion, and product decisions in relation to cultural, economic, and regulatory differences around the world. Students explore import-export processes, global partnerships, and multi-national strategies. Case studies are utilized. Prerequisite: MK 114.
MK 332  Advertising (3)
This course examines the history and current practice of advertising, and shows how advertising is integral to commercial activity. Students evaluate commercials, print ads, radio, internet, and social media advertising. The course blends theory and practice, requiring students to create an advertising campaign and design a media plan. Prerequisite: MK 114.

MK 333  Sales (3)
This course covers sales proposals, overcoming objections, communication skills, prospecting for clients, understanding buyer psychology, and value-added selling. Students will learn how the sales function interacts with marketing and management. Sales strategies and ethical issues in selling are discussed.

MK 340  Sports Media and Promotion (3)
See SM 340. Prerequisite: SM 210

MK 343  Sales Management (3)
See MG 343. Prerequisites: MK 114 and MG 211

MK 345  Innovation and Product Development (3)
Course will focus on how companies drive innovation and new product development. Case studies will be utilized to illustrate how the stage of product life-cycle must influence business decisions on investing in product innovation. Students will explore innovation strategies such as design thinking, global innovation management methodology and others. Students will be required to develop a new or improved product, with a supporting strategic marketing plan. Prerequisite: MK 114

MK 350  Content Creation (3)
Course will focus on the creative aspects of content creation and how content is the driver of all marketing and sales campaigns. Students will use basic software packages and digital tools to create a portfolio of content – from product pitches to PR to blogs. Prerequisite: MK 114

MK 361  Supply-Chain Management (3)
Students will study supply chain management. They will evaluate how a company’s supply chain can limit product offerings and new product development. Students will also develop skills in creating and managing a simple supply chain. Prerequisites: MK 114 and MG 211

MK 441  Market Research (3)
Students study methods for gathering and evaluating data. The course covers surveys, focus groups, and other techniques used to evaluate consumer behavior, as well as the use of Big Data in influencing marketing activity. The course also looks at data on the external environment, such as broad economic activity, to identify important drivers of demand. Students evaluate market research data to determine how research design, sampling, and other decisions influence results. Prerequisites: MK 114 and MA 225

MK 443  Public Relations (3)
See CS 443.

MK 451  Mission and Vision Statements as Symbols of Ethical Priorities (3)
Students will survey mission / vision statements and annual reports from a wide range of companies, institutions, not-for-profits, and other entities. Students will evaluate what role these statements have played over time and will conduct research on how they have or have not impacted the ethical behavior of organizations, their agents, suppliers and customers.

Mathematics Courses

MA 112  Introduction to College Mathematics (3)
Properties of the real numbers; basic concepts of algebra; graphing of linear functions; verbal problems. In order to proceed to the next course in the sequence, a minimum grade of C- (C for Math majors) is required. Students who place into MA 112 are required to take the course as early as possible in their academic years and must immediately repeat the course if they do not receive the required minimum grade of C-.
A student is subject to dismissal from the College if he or she fails two attempts to achieve the required minimum grade in MA 112.

MA 113  College Algebra (3)
Polynomials and factoring; linear and quadratic equations; functions and graphs. Prerequisite: MA 112 or equivalent. In order to proceed to the next course in the sequence, a minimum grade of C- (C for Math majors) is required.

MA 114  Precalculus (3)
Real functions; linear and higher order functions; conic sections; trigonometric functions; exponential and logarithmic functions; sequences and series. Prerequisite: MA 113 or equivalent. In order to proceed to the next course in the sequence, a minimum grade of C- (C for Math majors) is required.

MA 116  Finite Mathematics (3)
Linear equations and inequalities; matrix algebra; linear programming; the mathematics of finance; Markov chains and probability. Prerequisite: MA 113 or equivalent.

MA 117  Discrete Mathematics (3)
Set theory and mathematical logic; recurrence relations; combinatorics; graphs and trees. Prerequisite: MA 113 or equivalent.

MA 118  Enhanced Mathematics (3)
Real number computations and properties; basic algebra; dimensional analysis; problem solving; mixed application. Reserved for transfer students with placement scores of MA 112 or MA 113 who have transferred in a math class at that level or higher.

MA 119  Mathematics for Liberal Arts
This course provides an opportunity for students to see mathematics used in ways not emphasized in traditional algebra classes. The course emphasizes problem-solving. Specific topics covered will be selected from the following: set theory and logic; number theory and systems of numeration; unit conversions and dimensional analysis; consumer mathematics; probability; graph theory; and voting theory. Prerequisite: Placement level of MA 113 or higher, or completion of MA112 with a C- or better. Students who have already received credit for MA 117 are not eligible to take MA 119.

MA 120  Math, Money and You (3)
The study of business and personal finance topics viewed through a mathematical lens. Topics span banking, investing, taxes, credit, insurance, home ownership and business applications. The use of authentic problems and real world application will be stressed and examined. Prerequisite: MA113 (or equivalent) or placement Level C (Precalculus) or higher. Note: This course does not serve as a prerequisite for any other course.

MA 221  Calculus I (3)
Analytic geometry and functions, including trigonometric; limits and continuity; derivatives; and applications of derivatives. Prerequisite: MA 114 or equivalent. In order to proceed to the next course in the sequence, a minimum
MA 222  Calculus II (3)
Integrals; the definite integral; exponential, logarithmic and trigonometric functions; formal methods of integration; basic properties of continuous and differentiable functions; area and volume. Prerequisite: MA 221 or equivalent.

In order to proceed to the next course in the sequence, a minimum grade of C - (C for Math majors) is required.

MA 224  Probability (3)
Elements of probability theory, including set theory, sampling, and combinatorics; random variables, discrete and continuous; probability functions, expected value; probability distributions and modeling. Prerequisite: MA 222.

MA 225  Introduction to Statistics (3)
The nature and scope of statistical inquiries; collection and presentation of data; descriptive methods with particular reference to frequency distribution analysis, central tendency, and dispersion; probability distributions; statistical inference and sampling methods; estimation theory; tests of hypotheses; regression and correlation. Prerequisite: MA 113 or equivalent.

MA 226  Inferential Statistics (3)
Sampling distributions, point and interval estimation, random variables; one & two sample T-tests; hypothesis tests of the mean, proportion, and variance; ANOVA of multiple classifications; multiple regression and correlation. Design, execution, and analysis of original research is required. Prerequisite: MA 225 or equivalent.

MA 227C  Classical Greece: The Vision of Geometry (3)
The classical Greek concept of proportion as it developed from Pythagoras to Euclid in the setting of Greek history, religion, philosophy, and art. Famous problems of antiquity that have challenged great minds; influenced thinking, literature, and art through the ages; and furthered the vision of the liberally-educated person. Knowledge of college algebra and basic geometry needed.

MA 228CG  The Dawn of Mathematics (3)
Mathematics as a Human Endeavor arising from, and changing as the result of, societal needs and intellectual curiosity. The growth of the various branches of mathematics which become the foundations of Modern Mathematics; the contributions of the Babylonians, Egyptians, Greeks, Chinese and Indians, as arithmetic becomes mathematics. Knowledge of college algebra is needed.

MA 229P  The Mathematical Universe: Pascal, Newton, and the Modern World (3)
A study of Pascal, Newton, and their mathematical successors; an examination of their work within the context of their times and their impact on the scientific and technological world of today. Knowledge of Precalculus mathematics needed.

MA 331  Abstract Algebra (3)
Groups, sub-groups, rings, integral domains and fields. Prerequisite: MA 221 or above.

MA 332  Linear Algebra (3)
Matrices and their operations; determinants; linear equations and linear dependence; vector spaces and linear transformations. Prerequisite: MA 221 or above.

MA 333  Calculus III (3)
Improper integrals; vectors and parametric equations; polar coordinates; multivariable calculus; sequences and series. Prerequisite: MA 222 or equivalent.

MA 334  Advanced Calculus (3)
Foundations of analysis; limits, and proof; differentiation, integration, and series from a theoretical perspective. Prerequisite: MA 222 or equivalent.

MA 335  Differential Equations (3)
Solutions of first order equations; modeling applications; equations of higher order; series solutions; Laplace transforms. Prerequisite: MA 222 or equivalent.

MA 336  Numerical Analysis (3)
Mathematical analysis of interpolation procedures, polynomial approximation, numerical differentiation and integration. Also includes methods for solving equations, solutions of ordinary differential equations, approximations of least squares, and curve fitting. Prerequisite: MA 222 or equivalent.

MA 455  Mathematics Practicum (1)
Use of Math skills in a practical setting as opportunities arise (primarily in the Academic Success Center). Includes preparation and supervision by the instructor. Essential Math topics from high school, college, and standardized tests will be discussed. Prerequisite: Consent of the instructor.

MA 456  Teaching Mathematics (Middle Childhood) (3)
See ED 456.

MA 465  Topics in Mathematics (3)
A seminar course emphasizing topics and problem-solving techniques of particular interest to students preparing for careers in Mathematics or Mathematics education. Prerequisite: MA 333 or consent of instructor.

MA 466  Teaching Mathematics (Adolescence Education) (3)
Prerequisites: MA 222 and MA 455 or equivalent. See ED 466.

Music Courses

MU 112  Basic Music Theory (3)
This course covers the fundamentals of music including notation, harmony, ear training, and basic keyboard skills. It is aimed toward those who are interested in song writing, arranging, and performing. The ability to read music is helpful but is not a prerequisite.

MU 221  Essentials of Music: Basic Music Appreciation (3)
A course designed to give students a working knowledge of musical terminology and compositional style so that they may develop a greater appreciation for Western classical music. Includes extensive listening experiences and discussion.

MU 222  History and Appreciation of Music (3)
A course which aims to develop intelligent appreciation of the various forms of composition through simple analysis, perceptive listening, and an increasing understanding of the masters of each period.

MU 225P  Music in the Age of Enlightenment (3)
Music of the 18th and early 19th centuries as reflective of the life and spirit of the times: social change, philosophical trends, the role of the artist in society, etc. Special attention to Haydn, Mozart, and the early Beethoven. Relationships between the life and functions of music in that era and in our own.

MU 227P  Music in the Age of Revolution (3)
Nineteenth-century romantic music in the context of a culture characterized by the continuous ferment of revolutionary thought, social
change, and experimentation in the arts. Attention to parallels between changes in the socio-political world and changes in the world of music and the arts. Includes extensive listening experiences.

**MU 331 Choral Music (3)**
Combining history with practical experience, this course is designed to acquaint the student with the tradition of choral music from the 16th century through the early 20th century, and with a working knowledge of the well-known composers.

**MU 336, 336A, 336B Chorus (1), (1), (1)**
The Dominican College Chorus is made up of students who are interested in gaining knowledge of the practical side of music, and interested in taking part in group singing. The chorus meets twice weekly and performs occasionally during the academic year.

### Nursing Courses

**NR 101 Transition to Nursing I (3)**
This course facilitates the transition to the professional nursing curriculum. Instruction is based on a standardized assessment of critical thinking ability, communications skills, learning styles and life stressors. Students examine learning strategies valuable for academic pursuits essential to professional nursing practice. Prerequisites: BI 223 & CH 220 with grades of B- or higher, or permission of Nursing advisor.

**NR 223 Introduction to Professional Nursing I (5)**
This course introduces the core concepts and clinical skills that prepare students for beginning nursing practice. Principles of critical thinking as they relate to problem solving, written and oral communication, and beginning clinical decision-making are emphasized. Clinical experience begins in the College skills laboratory and continues in health care agencies where faculty provide individualized as well as group instruction. (Three-hour lecture, six-hour Clinical Lab.) Prequisites: Anatomy & Physiology I & II; Chemistry 220; Biochemistry or equivalent.

**NR 224 Introduction to Professional Nursing II (5)**
During this course students use the critical thinking process to determine the health status of individuals and review select health care issues. Students study various roles of the professional nurse, practice interpersonal and clinical nursing skills, and learn techniques that assist individuals to meet health needs. Clinical experience takes place in the college laboratory and select healthcare settings. (Three-hour lecture, six-hour Clinical Lab.) Prerequisites: NR 223 or equivalent; Microbiology.

**NR 231 Professional Practice Concepts (2)**
During this course students study socio-political, ethical, and historical issues related to professional nursing and its practice. Students use critical thinking strategies to develop a reasoned, scholarly understanding of various trends in nursing. Concepts critical to professional development are emphasized. (Two-hour lecture.) Prerequisites: NR 224.

**NR 235 Principles of Health Assessment (3)**
The focus of this course is a comprehensive, systematic process of assessment to determine the health needs of individuals. Integral learning activities include a health history and physical examination. (Two-hour lecture, three-hour lab.) Prerequisites: A&P I and II.

**NR 320 Psychiatric Mental Health Nursing (5)**
During this course students incorporate openness, movement, and change in the care of clients experiencing psychiatric and mental health alterations. Learning activities integrate acute, chronic, and community applications. (Three-hour lecture, six-hour Clinical Lab.) Formerly NR 460. Prerequisites: NR 340 or equivalent, NR 345.

**NR 329 Pharmacologic Agents and Nursing Practice (3)**
This course presents concepts of pharmacology, with emphasis on pharmacodynamics and nursing implications of drug administration. Major drug classifications and prototype drugs are explored, using case studies with emphasis on nursing responsibilities related to administration, evaluation, and client teaching. (Three-hour lecture.) Prerequisites: NR 223 or equivalent, or instructor permission.

**NR 330 Parent-Child Nursing (5)**
This course focuses on the study of health care needs from conception through adolescence. The clinical component emphasizes health related interactions with clients and families. (Three-hour lecture, six-hour Clinical Lab.) Prerequisites: Pathophysiology, NR 224, NR 329 or equivalent.

**NR 340 Adult Nursing I (5)**
During this course students design, implement, and evaluate plans of care for adults with acute and chronic health care needs. Clinical judgement based on analysis of information, transpersonal caring, and competent clinical skills is emphasized. Students collaborate with clients and health care teams in a variety of clinical settings. (Three-hour lecture, six-hour Clinical Lab.) Prerequisites: NR 231, NR 235, NR 330 or equivalent.

**NR 345 Family Health Nursing (5)**
This course focuses on the study of clients within the context of the family system. The clinical component provides opportunities to assess and care for clients and their families as they experience life processes. (Three-hour lecture, six-hour Clinical Lab.) Prerequisite or co-requisite: NR 340 or equivalent.

**NR 353 Nursing Research (3)**
This course focuses on understanding the research process from a holistic, caring, theoretical viewpoint. The student critically analyzes research projects and focuses on building the knowledge base for nursing practice. Students identify and formulate a research problem and plan the appropriate method to best answer the research question. Students learn the value of nursing research as an essential focus of nursing practice and professional development. (Three-hour lecture.) Prerequisites: NR 231, NR 235, NR 330.

**NR 450 Adult Nursing II (5)**
This course, a continuation of NR 340, builds on the knowledge and clinical decision-making skills related to the nursing care of adults. Students work closely with the health care team to evaluate and revise plans of nursing care for groups of adult clients. Clinical experiences focus on nursing practice in acute and critical care settings. (Three-hour lecture, six-hour Clinical Lab.) Prerequisites: NR 340 or equivalent, NR 345, NR 353.

**NR 463 Community Health Nursing (5)**
During this course students incorporate openness, movement, and change with the health promotion and the restoration of multiple populations. Integral learning activities include epidemiology, health education, and community studies. (Three-hour lecture, six-hour Clinical Lab.) Prerequisites: NR 353, NR 320 or equivalent, NR 450.

**NR 465 Nursing Leadership/Management (5)**
This course integrates principles of nursing leadership/management as they pertain to professional nursing practice. Students engage in reflective activities that foster personal accountability and professional development. Students are encouraged to generate and apply collaboration for change in various health care settings. (Three-hour lecture, six-hour Clinical Lab.)
Prerequisites: NR 450, NR 460 or equivalent, NR 463.

**NR 467** Nursing Seminar (2)

During this capstone course students use reflective reasoning to evaluate issues and trends that affect nursing practice and health care delivery. Assignments promote independent thinking that generates reasoned ideas and opinions. Professional development using theory-based research is emphasized. (Two-hour seminar.) Prerequisites: NR 450, NR 463, NR 353.

**Philosophy Courses**

**PH 112** Logic (3)

A study of the basic rules governing correct reasoning and of the principles and procedures which enable us to distinguish good arguments from bad ones. Topics will include: the recognition of arguments, deductive and non-deductive arguments, criteria of validity, syllogistic reasoning, sentence logic and truth tables, formal and informal fallacies.

**PH 113** Critical Thinking (3)

The study of critical thinking emphasizing the careful and deliberate determination of whether one should accept, reject, or suspend judgment on a claim, and how confident one should be in doing so. This course will cover a range of topics, including topics such as: the structure of arguments, common reasoning errors, the use and abuse of language in reasoning, the connections between critical thinking and clear writing, construction and evaluation of definitions and explanations.

**PH 114** Philosophy in the Real World (3)

Nearly every issue facing our society today has philosophical concepts at its core. This course in and introduction to philosophy by means of exploration of philosophical concepts or questions as they arise through a discussion of current-day issues. Specific topics will vary according to student interest, but will include issues and concepts such as: racism, biological research, health care, equality, knowledge, freedom, justice.

**PH 221C** The Discovery of Reason (3)

A study of classical Greek thought and attitudes as they illuminate contemporary experience, with particular emphasis on the shift away from a reliance on myth and magic for understanding the world to an insistence on rational explanations and the ways rationality and dialogue can collapse into irrationality, fragmentation, disorder, and violence. Includes discussion of several aspects of Greek culture, focusing especially on the pre-Socratics, the Dialogues of Plato, and Greek drama.

**PH 224M** God and the Medieval Mind (3)

A study of the issues related to role of "God" in the thinking of the great philosopher-theologians of the middle ages, with interdisciplinary study of the cultural context of their thought. Includes discussion of central issues related to the conception of and forth in God and the implications of the contrasts between medieval and contemporary thought.

**PH 225P** Freedom in Modernity (3)

A study of the concept of freedom as self-determination, as it emerged from the French Revolution, as it was formulated by 19th-century thinkers such as Hegel, Marx, and Dostoevsky, as ethics explored by 20th-century thinkers such as Sartre and Heidegger, and as it is affecting 21st-century thinking about the person and about political self-determination.

**PH 226P** American Pragmatism (3)

A study of American pragmatism, this course will examine topics such as the roles of individualism, the concept of community, and the idea of freedom in American life. The perspective taken will be developed from a reading of some representative works of the classical pragmatists, Charles Sanders Peirce, John Dewey, and William James.

**PH 332V** Social Ethics (3)

The study of ethical theories and principles related to questions and issues specific to human society, including issues such as questions of personal responsibility and theories of justice in light of cases such as human rights, world hunger, war and peace, disarmament, communications, environment, and issues related to public policy. Open to Sophomores, Juniors, and Seniors only.

**PH 333V** Bioethics (3)

The study of the ethical theories and principles related to bio-medical practices and problems arising from practices such as human experimentation, abortion, fetal research, involuntary commitment, suicide, euthanasia, genetics and human reproduction, and other similar topics. Open to Sophomores, Juniors, and Seniors only.

**PH 334V** Business Ethics (3)

The study of ethical theories and principles related to questions and issues specific to business practices in areas such as property, contracts, work, corporate responsibility, advertising, and the roles of corporations in the community. Open to Sophomores, Juniors, and Seniors only.

**PH 339V** Philosophy of Death and Dying (3)

Attempts to work out a reflective approach to death and dying which can support the concrete consciousness of one's own death. Studies the work of thinkers such as Kubler-Ross, and also the work of such philosophers as Plato, Schopenhauer, Hegel, Freud, and Heidegger. Open to Sophomores, Juniors, and Seniors only.

**PH 355** Philosophy in Literature (3)

This course explores various philosophical theories and themes as they are expressed in literature. Content and themes of the course will vary from year to year. Topics may include questions of morality and responsibility, alienation, issues of appearance vs. reality, questions about human nature and personal identity, the dynamics of tragedy, and the concept of human existence. Readings may draw from diverse cultures, traditions, and periods. (See EN 355)

**PH 375** 20th Century Philosophy (3)

The study of selected writings from some of the most important figures in European and American philosophy in the 20th century as they treat central ideas and themes of the Western Philosophical Tradition. Thinkers covered will represent disparate approaches or movements such as Early Analytic Philosophy, Pragmatism, Phenomenology (and Existentialism), post-Wittgensteinian Analytic Philosophy, Postmodernism, Deconstructionism, and Feminist Philosophies.

**Physics Courses**

**PY 111S** Elements of Physics (3)

An introductory lab-oriented course to furnish an understanding of the physical changes in nature through the study of the mechanical behavior of matter and the several manifestations of energy as motion, heat, light, sound, electricity and magnetism, and atomic fission and fusion.

**PY 112S** Elements of Space Science (3)

A view of the universe beginning with the nature and origin of the planets and of the earth-moon system. Consideration of the earth's space environment will include rocketry and space flight, and the effects of radio waves, X-rays, and cosmic radiation. Laboratory experience included.
PY 114  
**Topics in Physics** (3)
An introductory course covering fundamentals of Physics as they apply to the health sciences, with attention to topics such as motion, friction, torque and rotation, work, pressures and fluids, bioelectricity, etc.

PY 221-222  
**General Physics I, II** (4, 4)
An algebra-based approach to the basic concepts of mechanics, thermal physics, electricity, magnetism and waves. Three-hour lecture, three-hour lab. A minimum grade of C is required for BI majors and for those taking this as a science prerequisite. Prerequisite: MA 221; a high school Physics course or PY 111S is highly recommended as well.

**Political Science Courses**

PO 110  
**Introduction to Politics** (3)
An introduction to the basic elements of modern politics. There are two main focuses of the course. The first is on the forces which impact on politics generally: the global system, economic factors, ideology, and culture (i.e., symbols, belief systems, norms, and values). The second is on domestic institutional and organizational arrangements: constitutional structures, legislatures, executives, bureaucracies, judiciaries, and elections.

PO 111P  
**American National Government** (3)
A study of the democratic principles and constitutional foundation of the American political system: the principles and practice of federalism; the powers and structures of the legislative, executive, and judicial branches of the national government; the role of political parties; pressure groups, public opinion, and voting behavior in the formation of public policy; and the basic domestic political problems confronting the nation today.

PO 112  
**State and Local Government** (3)
A study of the structures, powers, administration, and major policies and problems of state and local governments. Legal, political, and economic relationships between state and local governments with an emphasis on socioeconomic programs will be explored.

PO 221P  
**American Political Parties** (3)
This course examines American political parties in terms of their composition and philosophies, and in terms of the framework within which they operate. Particular attention is paid to the emergence of the two-party system, American political culture, how candidates are chosen and elected, party affiliation, voting patterns in the electorate, campaign finance, and the extent to which American parties actually function as parties. Comparison is made periodically with party systems in other countries for the purpose of achieving a wider perspective.

PO 222V  
**American Presidency** (3)
A study of political leadership as it relates to the American Presidency. Discussion will focus on the institution of the Presidency, decision-making processes, the exercise of power, theories of presidential personalities, the historical evolution of the office, and the importance of the Presidency to American politics and society. General issues that will be addressed are: the electoral process, voter perceptions, how the system limits the type of candidates who run, and the relationship between the President and her/his party.

PO 270  
**Civil Law** (3)
A study of the manner in which civil conflicts are resolved in the legal system, the roles various parties play, and the issues that study the underpinnings of this system, most notably the values upon which it is built. Included will be an assessment of the proper roles of lawyers in society and the rules by which attorneys and judges are governed. Discussion will also address the alternative ways of resolving civil disputes and the benefits which they represent. Open to Sophomores, Juniors and Seniors only.

PO 300P  
**Messages of War: Propaganda in 20th Century Conflict** (3)
See CS 300P.

PO 320PG  
**Global Interdependence** (3)
See SO 320PG.

PO 330PG  
**Origins of Modern Africa** (3)
This course gives a broad-based introduction to the history, politics, and societies of sub-Saharan Africa. Through a combination of historical narrative and detailed studies of particular African countries, students will learn about pre-colonial African societies, the various slave trades, colonialism, African struggles for independence, and the challenges faced by sovereign African countries. For the post-independence period, the major topics will be economic development, state-building (the development of bureaucratic capacity and governmental institutions), and nation-building (attempts to forge solidarity among the citizens of a multi-ethnic country).

PO 331V  
**The Constitution, Crime and Civil Rights** (3)
See CJ 331V.

PO 332  
**Gender and Politics** (3)
This course explores the role of culture in defining gender roles, the division of political power between women and men, women’s changing political roles in the U.S., and the impact of those changes on governmental processes and public policy outcomes. The course includes discussion of how women of color have both affected and been affected by these changes. Other topics include the history of women’s political participation, gender differences in political participation and behavior, and the challenges and opportunities for women as candidates and officeholders. Extensive attention is given to policy issues such as education, health care, reproductive rights, employment, family law, and criminal justice.

PO 333V  
**The Supreme Court and the Constitution** (3)
This course traces the origins, functions, and transformation of the Supreme Court from the somewhat unwanted stepchild of government to the supreme arbiter of constitutionalism that it has become. Topics covered include constitutional doctrines, the political elements of the Supreme Court, separation of powers, federalism, the nationalization of the Bill of Rights, freedom of expression, privacy, and equal protection under the law. Both scholarly analysis and Supreme Court decisions are used to elaborate concepts and issues.

PO 334M  
**The Medieval World** (3)
An examination of various aspects of life in western Europe during the middle ages. Using ongoing comparisons and contrasts with the modern era, this course looks at issues such as who held political power and the basis on which they ruled; which salient social divisions existed; what people believed (or at least claimed they believed); and what forces of change were shaping the European world.

PO 336C  
**Ancient Political Thought: The Search for Justice** (3)
An analysis of the political thought of Ancient Greece in the 5th century B.C. with an eye to its relevance to contemporary societies. Within the central focus of exploring issues of what a just society is and how one might be achieved, specific topics are: the aims of the state; the concept and practice of democracy; tyranny and totalitarianism; and the nature and objectives of power, class structure, and
justice. Special emphasis will be placed on a comparison of the political ideas of Plato and Aristotle with those of more modern political philosophers such as Niccolo Machiavelli, John Locke, Edmund Burke, and John Stuart Mill.

**PS 210** Adolescent Psychology (3)
An exploration of the unique developmental period of adolescence as a major transitional stage between childhood and adulthood. Early, middle and late adolescent development will be covered in depth along with the many physical, social, emotional and cognitive changes that occur during adolescence. Also, the familial, social and cultural contexts in which adolescent development takes place will be examined.

**PS 211** Psychology of Personality (3)
Survey of major personality theories in relation to the development, structure, dynamics, and change of personality: traditional Freudian psychoanalysis and subsequent developments in psychodynamic theory and ego analysis; behavioral approaches including operant and social learning theories and newer cognitive behavioral approaches; and humanistic and existential approaches including Rogers, Maslow, Gestalt, and the existentialists. The relation of theoretical approaches to personality assessment, psychopathology, and psychotherapy also discussed. Prerequisite: PS 102S. (See CJ 223)

**PS 221** Psychology of the Exceptional Individual (3)
See SE 221.

**PS 222** Educational Psychology (3)
See ED 222.

**PS 223** Forensic Psychology (3)
Forensic Psychology is an interdisciplinary field that draws upon psychology, sociology, and criminal justice. Forensic Psychology is designed to introduce the field and examine aspects of human behavior related directly to criminal justice. Major topic areas include the roles and responsibilities of the forensic psychologist, the history of forensic psychology, criminal profiling, geographic profiling, police and investigative psychology, and criminal psychology. Profiles of serial killers will be highlighted. The court structure, judicial process, and related topics such as mental health laws, insanity and competency will be covered. The interaction between nature and nurture and their association with factors such as violence will be highlighted. Prerequisite: PS 102S. (See CJ 223)

**PS 224** Psychological Assessment (3)
Survey of major personality theories in relation to the development, structure, dynamics, and change of personality: traditional Freudian psychoanalysis and subsequent developments in psychodynamic theory and ego analysis; behavioral approaches including operant and social learning theories and newer cognitive behavioral approaches; and humanistic and existential approaches including Rogers, Maslow, Gestalt, and the existentialists. The relation of theoretical approaches to personality assessment, psychopathology, and psychotherapy also discussed. Prerequisite: PS 102S. (See CJ 223)

**PS 215** Adolescent Psychology (3)
An exploration of the unique developmental period of adolescence as a major transitional stage between childhood and adulthood. Early, middle and late adolescent development will be covered in depth along with the many physical, social, emotional and cognitive changes that occur during adolescence. Also, the familial, social and cultural contexts in which adolescent development takes place will be examined.

**PS 216** Forensic Psychology (3)
Forensic Psychology is an interdisciplinary field that draws upon psychology, sociology, and criminal justice. Forensic Psychology is designed to introduce the field and examine aspects of human behavior related directly to criminal justice. Major topic areas include the roles and responsibilities of the forensic psychologist, the history of forensic psychology, criminal profiling, geographic profiling, police and investigative psychology, and criminal psychology. Profiles of serial killers will be highlighted. The court structure, judicial process, and related topics such as mental health laws, insanity and competency will be covered. The interaction between nature and nurture and their association with factors such as violence will be highlighted. Prerequisite: PS 102S. (See CJ 223)

**PS 221** Psychology of the Exceptional Individual (3)
See SE 221.

**PS 222** Educational Psychology (3)
See ED 222.

**PS 223** Forensic Psychology (3)
Forensic Psychology is an interdisciplinary field that draws upon psychology, sociology, and criminal justice. Forensic Psychology is designed to introduce the field and examine aspects of human behavior related directly to criminal justice. Major topic areas include the roles and responsibilities of the forensic psychologist, the history of forensic psychology, criminal profiling, geographic profiling, police and investigative psychology, and criminal psychology. Profiles of serial killers will be highlighted. The court structure, judicial process, and related topics such as mental health laws, insanity and competency will be covered. The interaction between nature and nurture and their association with factors such as violence will be highlighted. Prerequisite: PS 102S. (See CJ 223)

**PS 224** Psychological Assessment (3)
Survey of major personality theories in relation to the development, structure, dynamics, and change of personality: traditional Freudian psychoanalysis and subsequent developments in psychodynamic theory and ego analysis; behavioral approaches including operant and social learning theories and newer cognitive behavioral approaches; and humanistic and existential approaches including Rogers, Maslow, Gestalt, and the existentialists. The relation of theoretical approaches to personality assessment, psychopathology, and psychotherapy also discussed. Prerequisite: PS 102S. (See CJ 223)
PS 226 Abnormal Psychology (3)
An examination of the various syndromes currently classified as psychopathological, with emphasis on the major syndromes such as the neuroses, the psychoses, psychophysiological disorders, organic brain syndromes, disorders of childhood. Various theoretical orientations, in particular psychodynamic and behavioral, discussed with reference to etiological, nosological, and therapeutic problems. Prerequisite: PS 102S.

PS 227 Industrial Psychology (3)
Introduction to industrial and organizational psychology, including personnel selection and training, assessment of aptitude, ability, attitude, interviewing techniques, time and motion studies, work environment, motivation and morale, job satisfaction and personal growth, vocational counseling and rehabilitation, communication, human engineering, advertisement and consumer research. Prerequisite: PS 102S.

PS 228 Religion and Psychology: Psyche and Spirit (3)
A study of the rise of interest in the self and the unconscious through 19th century romantic, idealist, and existentialist reactions to the enlightenment, with a discussion of contemporary psychological theories and their positions regarding religion and religion’s uses of psychology.

PS 229V Psychology of Gender (3)
An inquiry into the psychological dimensions of gender, focusing primarily on the attitudes and values associated with men and women. Psychoanalytic, behavioral, developmental, biological, social, and ecological theories are employed to analyze topics such as: gender attitudes, gender roles, physiological and hormonal determinants of female/male behavior; sexuality; identity; and sex differences in psychological processes (personality, learning ability, cognition, memory, motivation, and emotion).

PS/SW 230 Death, Society, and the Human Experience (3)
See SW 230.

PS 236 Social Psychology (3)
A survey of theoretical formulations and current research in the following topics relating to the individual in society, in groups, and to the reciprocal influence of group on individual and individual on group: social learning and socialization; social perception; interpersonal attraction; prejudice, discrimination, and stereotyping; aggression and antisocial behavior; conformity, compliance and obedience; leadership and group behavior; and environmental psychology. Prerequisite: PS 102S. (See SO 336)

PS 237 Group Dynamics (3)
An experientially based course which provides the opportunity for learning about group processes and dynamics both in academic terms and in experiential ones. A focus on analysis of group behavior in vivo will be stressed with the following processes underscored as especially important: goals, norms, leadership, conformity, support, confrontation, flight behavior, problem-solving, commitment and coherence, and effective group functioning. Formerly PS 337. Prerequisite: PS 102S. (See SO 337)

PS 239 Sports Psychology (3)
An introduction to the field of sports psychology with an emphasis on research methods and theories in the parent discipline of psychology upon which sport-specific theories are based. Students are exposed to theory as it applies to recreational and elite athletes, team dynamics, and coaching behaviors. Topics of inquiry include scientific methods, behaviorism, trait and personality theories, interactionism, arousal, anxiety, intervention strategies, attentional style, observational learning, motor skills, imagery, competence, motivation, aggression, group cohesion, group performance, leadership and coaching behavior. Prerequisite: PS 102S.

PS 248 Perspectives on Chemical Dependency (3)
Formerly PS/SW 238V. See SW 248.

PS 240 Health Psychology (3)
This course provides a general introduction to the application of psychology to health. Topics covered include research methods in health psychology, health behavior, stress, coping, social support, patient-practitioner relations, pain and pain behavior, and the role of psychological and social factors in the etiology of chronic and terminal illness. Prerequisite: PS 102S.

PS 250 Cultural Psychology (3)
This course examines the effects of culture on human behavior. We will examine the role of culture across a range of psychological areas, including perceptual and cognitive processes, human development, language, gender, and social behavior. This course will examine multiple cultures including cultures from Latin America, Africa, India, Asia, and the Pacific Islands. Prerequisite: PS 102S.

PS 258 Perspectives on Human Sexuality (3)
Presents a general overview of the physiological, sociological, ethical, and emotional aspects of human sexuality as a means of providing an appreciation of the role of sexual behavior in the individual’s general psychology. Topics including gender identity and sexual differentiation, sexuality in the life cycle, cross-cultural studies, and sexual issues are explored. Prerequisite: PS 102S.

PS 330 Psychology of the Intellectually & Behaviorally Challenged (3)
See SE 330

PS 331 Introduction to Psychological Statistics (3)
An applied introduction to basic, descriptive and inferential statistics, including z-tests, t-tests, 1-way and 2-way ANOVAs, correlation, regression, and chi square. Special emphasis is placed on using SPSS to address psychological, sociological, and educational research questions, as well as understanding and creating APA-style statistical results write-ups. Prerequisites: PS 101S or PS 102S, and SS 221 with a grade of C or higher.

PS 342 Counseling and Psychotherapy (3)
An examination of the basic premises and principles of psychotherapy with emphasis on the relationship, interpersonal processes, and communication patterns that underlie cognitive-behavioral psychotherapy. A survey of the major types of psychotherapy: psychoanalysis, nondirective, behavioral, and experiential and existential; basic principles of these types of therapy and their application to individual adults, adolescents and children, as well as to family, marital and group settings discussed. Current research on effectiveness and utility included. Prerequisites: PS 102S and PS 224 or PS 226.

PS 343 History and Systems of Psychology (3)
Historical development of psychological ideas from the beginning of scientific psychology. Selected psychological systems chosen because of their historical impact or influence upon the contemporary scene; in particular, structuralism, functionalism, behaviorism, psychoanalysis, Gestalt, and their new forms. Prerequisites: PS 101S.

PS 344 Biopsychology (3)
Underlying mechanisms of human behavior, in particular the structure and function of the central nervous system. The physiological
substratum of motivation, emotions, perception, learning, conditioning, and abnormal behavior. Prerequisite: PS 101S.

PS 345 Learning Theory (3)
This course will include a presentation and examination of the principles of learning upon which behavior modification techniques are based. Classical conditioning, operant conditioning, and observational learning are explored in terms of their relation to cognitive, perceptual, social, and developmental learning. Research methods for behavior modification will be detailed. Emphasis will be placed on the application of learning to mental health, health, and educational problems. Students will learn the behavioral treatments for problems such as phobias, depression, overeating, temper tantrums, developmental disabilities, and self-help skills. Discussion of ethics and current issues in learning theory and behavior changes will be included. Prerequisites: PS 101S.

PS 346 Cognitive Psychology (3)
An introduction to the study of mental abilities and how the human mind represents the world. The purpose of this course is to examine in-depth the cognitive theories and applications in the following areas: language, memory, attention, perception, and metacognition. Particular topics may include, but are not limited to: concept learning, schemas, memory, imagery, cognitive maps, problem solving, reasoning, judgment, decision-making, and creativity. Formerly PS 446. Prerequisites: PS 101S & PS 102S.

PS 350 Motivation Psychology (3)
This course examines the theory, research, and application of motivation as it relates to our understanding of the processes that activate our behaviors. A biological, cognitive, and behavioral approach will be applied to various areas such as: arousal, sleep, stress, hunger, aggression, modeling, pain, sensation-seeking, conformity and self-actualization. The relationship between motivation and emotion will also be briefly explored. Prerequisites: PS 101S & PS 102S.

PS 360 Sensation/Perception (3)
This course introduces students to the processes of sensation and perception. Sensation and perception involve taking information from the world and transferring it to the mind, creating a picture of reality that helps humans explore the world. This course will cover the main sensory systems including sight, hearing, smell, taste, and touch, as well as the neurological processes that allow humans to interpret information from the environment. Prerequisite: PS 101S.

PS 410 Faculty Research Experience (1-6)
This course will present an opportunity for students to work closely with a full-time Psychology faculty member on the faculty person’s research, with the potential to present this research at a conference. Prerequisites: PS 101S or PS 102S and permission of instructor.

PS 440, 450 Independent Study (3) (3)
Intended for select students who wish to pursue independent study at an advanced level. Those qualifying will work under the direct supervision of a full-time faculty member. The study may extend for one or two semesters and three to six credits may be earned. A study outline must be filed in the Office of the Academic Dean.

PS 441 Introduction to Experimental Psychology (3)
An introduction to the formulation of experimental problems, testing of hypotheses, selection of appropriate methods of investigation, preparation of experimental reports. Prerequisites: PS 101S, 102S, 331 and SS 221.

PS 452 Person in Environment II (3)
See SO/SW 452.

PS 472 Senior Seminar and Research (3)
This is the capstone course for the major. Students are expected to prepare a major theoretical or empirical research report, which will be presented in paper or poster format at the Hudson Valley Undergraduate Psychology Conference hosted by Dominican College each spring. Open to Psychology majors in their senior year or to juniors with permission of the program coordinator. Prerequisites: PS 101S, 102S, 331, 441, and SS 221.

PS 480 Advanced Topics in Psychology (3)
This course will undertake a semester-long study of a single, instructor-selected topic or closely related set of topics in psychology. Topics and instructor will vary from year to year. In depth reading and discussion is required in this course. Prerequisite: at least one 300-level course and Junior or Senior standing.

PS 491 Internship in Psychology (3)
The internship provides supervised part-time fieldwork experience in a public or nonprofit agency. This course is offered to upper-class Psychology majors. The placement site is geared toward the student's area of interest (e.g., clinical, substance abuse, research). The intern observes and/or applies knowledge gained from psychology courses under the guidance of the site supervisor. This fieldwork allows students to put theory into practice and to gain experience for graduate school or for a future career. Prerequisite: Permission of internship coordinator. Minimum 3.0 GPA required.

PS 492 Practicum in Psychology (3)
A course offered to upper-class Psychology majors to provide a review of the field of psychology under the supervision of the full-time psychology faculty and course instructor. Students will be given an advanced learning experience and an opportunity to put knowledge into practice. Students will gain experience as a Peer Assistant and discussion leader in the classroom. Weekly seminar with the course instructor, reading assignments and preparation for class presentations are expected. Prerequisite: Permission of course instructor and program coordinator.

Religious Studies Courses
RS 221CG The Making of Myths and Cults (3)
A study of myths and cults of antiquity in relation to religion, myth and cult in the modern world; discussion of how and why myths and cults arise, and what makes them decline. Includes examination of ancient legends, folklore, and rituals, as well as life stories of historical figures from Babylonian, African, Egyptian, Asian, Roman, Greek, and Norse traditions. Co-requisite: EN 123. (See EN 221C)

RS 222C Old Testament: Story and Culture (3)
The human and religious experience of ancient people as seen through the interpretation of biblical literature and parallels between ancient Israel’s culture and that of her neighbors. Personal and social developments are examined through the growth of oral and written traditions.

An exploration of the growth and historical movements behind the New Testament literature in order to understand the origins and development of early Christian faith and practice. Examining the prevalent cultures of the time, it considers social roles in the midst of a radically changing world.

RS 224M Religion & Human Experience: Mystics, Mentors, & Warriors (3)
An exploration of the nature of religious experience among figures
from the major faith traditions in the Middle Ages, examining similarities and differences between experiences then and now. Relations between faith and understanding in religion are seen as shaped by personal experience and social-historical contexts.

RS 226P  Religion in America: Great Awakenings (3)
A study of the roots of American religious experience, from the American Indian and early immigrant experiments of Puritanism, through the significant impact of Protestantism and Catholicism on American culture, to the influence of the present plurality of religions on the American experience.

RS 227  Religion and Literature in the Far East
A study of the ways in which literature expresses and contributes to religious beliefs, social stratification, and gendered structures in Far Eastern culture. A variety of perspectives will be explored: indigenous writings, the Asian writer living in the West, and the introduction of western culture and worldviews in the East.

RS 331  Theology, Ethics, and Medicine (3)
An analysis of the broad spectrum of ethical principles which undergird biotechnology, medicine, and health care. Students will explore the implications of theology, diverse spiritualities, and secularism on complex topics in medicine and research.

RS 337VG  World Religions (3)
An encounter with the basic beliefs, values, and practices among major religious traditions originating in India, China, Japan and the Middle East, as well as their influence in the contemporary pluralistic world.

RS 339M  Medieval Women Writers (3)
See EN 339M.

RS 443  Images of Christ and the Church (3)
A study of the role of imagination in relation to faith and knowledge of Christ and the Church, especially with regard to artistic and literary expression. Representations of the "holy" throughout history are examined, especially the medieval, renaissance, and baroque periods.

Social Sciences Courses

SS 114  Cultural History (2)
A study of the history and culture of a society (for example, the Dominican Republic), in order to provide a context for a service learning experience. Students enrolled in the course will understand the history and culture of the society prior to spending time in the country living and working with its people. Students will read academic articles, fiction and poetry and oral history narratives in preparation for conducting their own interviews. Only those students participating in the service learning experience are eligible to enroll in this course.

SS 221  Quantitative Methods & Research (3)
A survey in elementary research and quantitative methods. This course provides students with an entry-level preparation in communication and analytical skills in empirical research for courses taken later in the area of social sciences or in other related discipline/professional areas. Particular emphasis on the history of scientific methods, skills in literature research and writing, problem formulation, making of a hypothesis, research designs, field and laboratory observations, sampling data organization, processing and analysis, as well as ethical issues. In order to proceed to PS 331, a minimum grade of C is required.
Prerequisites: Open to sophomores, juniors and seniors only.

SS 457  Teaching Social Studies (Middle Childhood) (3)
See ED 457.

SS 467  Teaching Social Studies (Adolescence Education) (3)
See ED 467.

SS 472  Social Science Seminar (3)
Under the supervision of a faculty member, students prepare and defend a significant research paper on a topic of their own choosing in their area of emphasis in the Social Sciences. In this course, students have the opportunity to integrate into a single project much of what they have learned during their undergraduate education and to demonstrate the development they have achieved in analytic, research, and language skills.

SS 481  An Ethnographic Study: A Global Perspective (3)
This course is in conjunction with the Spring semester Alternative Spring Break (ASB). In preparation for this experience students will examine the American society from a social structural perspective. Particular emphasis is placed on the centrality of class, race and gender as sources of division, inequality and injustice. A demographic analysis of the community will provide the basis for examination as students engage in field observations as they participate in the service learning experience.

SS 491  Social Science Internship (3)
Supervised internship in a public or non-profit agency.

Social Work Courses

SW 200  Introduction to Social Work (3)
This course is intended to introduce the evolution and present status of social welfare institutions and the profession of social work framed through the lenses of social justice. The course will focus on the development and status of social welfare institutions; the history of social work and social welfare; the purposes, values, ethics, and skills of the profession; the organization and functions of public and private social agencies; and the social service delivery system. While this course is required as a foundation course for social work majors, it is open to students from all disciplines. (See SO 200)

SW 230  Death, Society and Human Experience (3)
Death, dying, and bereavement are fundamental and pervasive aspects of the human experience. The aim of this course is to examine how individuals and societies understand and appreciate these realities. Students will examine and understand selected theories on grief, loss and end-of-life issues and use these to develop and describe their own personal philosophies about life and death. (See PS 230)

SW 244  Gender and Justice (3)
See CJ/SO 244.

SW 248 Perspectives on Chemical Dependency
Perspectives on Chemical Dependency provides a basic introduction to the study of substance use, abuse, and dependency. This course will familiarize students with the fundamentals of drug-specific information. In addition, the course will outline the theories and models of why individuals abuse substances. Environmental factors and their impact on substance usage will be examined. These factors include economic, social, cultural, and family systems. Prevention, intervention, and treatment programs for substance usage will be analyzed. Prerequisite: PS 102S or permission of instructor. Formerly SW/PS 238V. (See PS 248)
SW 250  Topics in Social Work: Social Welfare and Social Justice (1)
This introductory level course in social work focuses on social processes, social institutions, and social change. The student will be introduced to the ethics, values, knowledge, and policy base, principles and purposes of the profession, including an examination of methods of practice. Traditional and innovative social work settings are discussed. Administrative and innovative social work practice and its influence on contemporary practice are reviewed. Topical discussions of social work include social interaction, various roles in the social work professions, and multiple experiences of vulnerable populations as it relates to the quest for social justice. This course will address the contemporary social problems in our society.

SW 251  Topics in Social Work: Introduction to Eating Disorders (1)
Eating Disorders are complex mental health conditions that are often misunderstood. This introductory course will focus on the biopsychosocial nature of eating disorders while providing students with a basic understanding of the causes and effects of eating disorders on individuals, their families, and the community. Students will become familiar with eating disorder diagnoses and assessment tools, and will examine a general overview of treatment approaches and modalities used by professionals in the treatment of eating disorders.

SW 252  Topics in Social Work: Scholarly Writing and APA for Social Sciences and Helping Professionals (1)
This course provides professional development for social workers and others in the helping professions in professional writing skills. Students will examine the principles of various modes of professional writing required for the profession to include research papers, case notes, etc. Students learn the ability to communicate clearly and concisely to a specific audience through purposeful writing. The course will familiarize students with APA, a style of writing that is commonly used in the field of social work and similar disciplines for coursework and professional development, and various other forms of professional writing.

SW 253  Topics in Social Work: Counseling Adolescents (1)
Adolescents can be separated into three separate sub-phases: early, middle and late. Each phase has its own specific physiological, cognitive, social and emotional component. Students will become familiar with the stages and specific tasks adolescents need to accomplish and the impact this has on their identity. Students will be exposed to factors that contribute to healthy and unhealthy adolescent development, including cultural differences. Mental disorders such as: Oppositional Defiant Disorder, Depression, and Reactive Attachment Disorder will be reviewed with an overview of evidence-based treatment approaches and modalities used for these disorders.

SW 254  Topics in Social Work: Play Therapy (1)
Play Therapy is a therapeutic treatment model that uses the power of play to help children resolve psychosocial problems. This course will give an overview of play therapy theory and will demonstrate techniques for use with preschoolers, school-age children, and special populations in clinical settings.

SW 255  Topics in Social Work: Understanding Autism and Neurodiversity (1)
The course employs a social-justice-oriented critical approach that encourages students to question dominant cultural paradigms and systemic social inequalities. The course will explore the history of the autism diagnosis, current theoretical perspectives, symptoms, interventions, and current systems of care. The course approaches understanding autism and other neurodiverse communities from a strengths perspective in order to set in motion some positive change in the realm of autism-related discourse.

SW 330V Ethnic Group Interaction (3)
See SO 330V.

SW 331V Child Welfare and the Law (3)
See SO 331V.

SW 334V Deviance: Changing Sociological Perspectives on Race, Class, and Gender (3)
See SO 334.

SW 335P Theories of Social Movements and Social Justice (3)
This course examines how social movements, denoting a wide variety of collective attempts to bring about a change in certain social institutions or to create an entirely new order, re-shape social attitudes, influence social policies, and generate social programs to respond to human needs and need for civic engagement. Framed in the historical perspective of social movement, the principles and practice of social justice and human rights will be explored within a global perspective. In particular, the course explores issues of social diversity and social justice in the United States to provide students with: 1) a theoretical framework for understanding the dynamics of oppression and social exclusion and 2) a process to explore how the specific forms of oppression and rights-based activism affect their personal and professional lives. (See SO 335P)

SW 440V Perspectives on the Health Care System (3)
See SO 440V.

SW 342 Perspectives on Aging (3)
See SO 342.

SW 443VG Women in Contemporary Society: Cross-Cultural Perspectives (3)
See SO 443VG.

SW 451 Person in Environment I (3)
The first of a two-course sequence addressing human behavior in the context of the social environment. The primary focus is on introducing critical thinking and analytic skills by promoting an appreciation of differing points of view and by fostering the ability to identify those theories which enable us to understand human behavior and the social environment. Special attention is given to systems theory, the ecological model, role theory, and the strengths perspective as explanatory frameworks for understanding how individuals, families, and communities function. Particular emphasis is placed upon the influence of diversity—including culture, race, spirituality, gender, sexual orientation, and physical or cognitive ability. Those theories which enable a systems perspective to be applied to micro and macro systems are explored.
Prerequisites: PS 102S, SO 111, and BI 112. (See SO 451)

SW 452 Person in Environment II (3)
The second of two-course sequence on human behavior in the context of the social environment. The primary focus is on assessment using evidence-informed theoretical frameworks to understand individuals as social systems. Particular emphasis is placed on the influence of diversity—including culture, sexual orientation, race, gender, spirituality, physical or cognitive ability—in the development of the person and in the clarification of values. Prerequisites: PS 102S or equivalent, SO 111 or equivalent, and BI 112 or equivalent. (See PS 452, SO 452)
SW 454 Social Work Practice I (3)
The purpose of this course is to help students develop social work knowledge and skills in translating social work practice philosophy into sustainable, ethical social work in diverse situations. The course considers knowledge and skills necessary for generalist practice with an emphasis on work with individuals. A systematic approach to social work concepts, including an appreciation of social work values guiding ethical practice and the promotion of social justice is provided. This is the first of a three-semester practice sequence. Must be taken concurrently with SW 465. Prerequisites: SW 454, SW 463 and SW 461. Open to Social Work students only.

SW 455 Social Work Junior Field Education I and Field Seminar (3)
Students are placed in a variety of social agencies under the supervision of professional social workers and attend a once per week integrated seminar. The focus of field assignments is the initial socialization of students to the profession. Simple, brief tasks involving active participation in the service delivery system introduce the role of the social worker as a part of a complex interdisciplinary team. Must be taken concurrently with SW 454. Open to Social Work students only. Open to juniors during the spring semester. One day per week for a total of 100 hours is required. Prerequisites: SW 200, SW 451.

SW 461 Methods of Social Research I (3)
This course is the first of two research courses introducing students to research methodology as applied to systematic inquiry of social work problems. This course covers quantitative research methods and examines the scientific method from the development of a researchable hypothesis to the point of data collection. It focuses on social work problem formulation and provides an introduction to methodology. The course content and material cover the following areas: understanding theory development, stating a tenable research problem, developing a researchable question; the values, ethical, political, and social effects involved in developing the question; narrowing and specifying the question; sampling; design; data collection; and measurement techniques. Each topic is addressed through readings, lecture material, real-life experiences. Students will ably demonstrate their learning competencies in the development of a research proposal. Prerequisite: MA 113 or higher or PH 113.

SW 462 Social Policy (3)
This course examines social welfare policies and practices in the U.S., as well as in developing countries, within the context of globalization, it focuses on policy analysis, knowledge of the political and economic processes underlying social development, and the skills, values, and ethics related to advocacy practice. The course examines diverse methods of sociological analysis and addresses policy issues important to women, people of color, and populations that are vulnerable to oppression in American society. (See SO 462)

SW 463 Social Work Practice II (3)
These senior-level courses are designed to continue the development and application of generalist social work practice. Specifically, students examine the techniques and guidelines for both direct and indirect practice organized around the five phases of a planned change process. Both indirect and direct applications based on field experiences are examined with a particular emphasis on vulnerable populations. Must be taken concurrently with SW 465. Open to Social Work Students only.

SW 464 Social Work Practice III (3)
The course is designed to continue the process of generalist practice as it integrates theory, research, policy and practice with micro, mezzo, and macro systems. Content of the Practice III course expands techniques for intervention and practice research with individual, group and community systems, with a specific focus on organizational and community change theory and practice. Must be taken concurrently with SW 466. Prerequisites: SW 454, SW 463 and SW 461. Open to Social Work students only.

SW 465a Field Education II (6), and SW 466a Field Education III (6)
These courses provide a professionally supervised practice experience within the context of service in selected field settings. The experiences include direct and indirect practice with individuals, families, groups, communities and organizations. The goal of preparation as general practitioners of professional social work acts as a guide in selecting and structuring the field assignments. Must be taken concurrently with SW 463 and SW 464. Open to social work students only. Field assignments are scheduled to include fall, winter session and spring for all enrollees.

SW 467 Methods of Social Research II (3)
In this course, students continue to learn social work research through a combination of didactic and experiential methods focusing on advocacy research to advance social justice. This is the second of a two-course sequence covering foundation content in social work research. It guides students toward evaluating social work research to understand practice effectiveness. Students work on the Advocacy Research Project, with an emphasis on the analysis and interpretation of the data collected (qualitative or quantitative) or utilized (archival or publically available). This project is presented at an annual spring conference. Ultimately, students learn how research informs practice and practice informs research. Prerequisite: SW 461

Sociology, Anthropology Courses
SO 110 The Origins of Human Society (3)
An anthropological perspective on earlier forms of human culture in prehistory are examined. Topics include non-human primates; presapient hominids; the origin of language; field methods in archaeology; Paleolithic cultures; people living in a variety of environments with subsistence patterns ranging from foraging to early agriculture; and the rise of early civilizations.

SO 111 Introduction to Sociology (3)
This is an introductory course in sociology intended to help students acquire a basic understanding of the core elements of human society, sociological theories, and methodologies to formulate reliable conclusions. Central questions addressed are: (1) how are the structures and institutions of society created and modified? (2) how do those structures impact our lives? and (3) in what ways and to what extent has human behavior been shaped by forces external to individual societies? In addition, this course examines cultural influences and variations existing among various societies, as well as influences from ethnicity, gender, and social classes. Note: SO 111 is a prerequisite for all CJ courses beyond CJ 113.

SO 112 Cultural Geography (3)
This course is a close-up look at the peoples and places of the world. Historically, humankind is traced from its origins 200,000 years ago to the present, including the migrations from Africa throughout the Eurasian Landmass to the New World. Geographically and culturally, the variety of human homelands is noted and our many forms of family, religion, education, economics, and politics are examined.

SO 200 Introduction to Social Work (3)
See SW 200.

SO 221VG Cultural Anthropology (3)
This course examines the general concepts and theories in cultural
anthropology. The focus is on the analysis of selected primitive societies of the world; the comparative study of social structures, economic organization, and social institutions; and the application of anthropological methods to the study of modern societies.

SO 223VG  Social Problems (3)
Study of selected social problems including issues of living in an urban society; poverty, violence, racism, and sexism within the context of their historical development and with consideration of the value issues involved. Students may have the opportunity to perform community service learning.

SO 224V  Sociology of the Family (3)
The main focus of this course is on the major elements and dynamics of family life. While emphasis is placed on the prominent patterns of family life in America, this course also explores global cultural variations in what constitutes a family and what family life consists of. Some of the major topics are courtship, mate selection, and marital and parental roles.

SO 225  Folklore and Mythology (3)
Myth and folklore play important multiple roles in all human groups. This course looks at the patterns of moral values, social order, customs and religious beliefs as they are expressed through traditional myth and folklore (narratives, songs, jokes, etc.) and modern myth and folklore (through mass media, urban cultures, etc.). The course also explores common themes and provides a variety of theoretical models for explanation of them.

SO 227  Law & Society (3)
See CJ 227.

SO 244  Gender and Justice (3)
See CJ/SW 244.

SO 255  Sociological Perspectives on Religion and Cults (3)
This course will examine the beliefs and practices of the institution of religion from a sociological point of view. The course will survey why societies and individuals adopt religious beliefs, how the various rituals and practices of religion are chosen and how these practices impact upon the society as a whole as well as upon individuals. Although traditional, mainstream religions will be a major area of focus, the course will also examine new religious movements and cults. Topics that will be investigated include the sociological history of religion, explanations for evil, superstition and the supernatural, religious intolerance and aggression, and faith in other contexts.

SO 320PG  Global Interdependence (3)
The general theme is that of the interdependence of the world’s people, ecology, economy, political systems, and technical systems. The major focus is on the interdependence of the United States and the Third World. Sociology, as well as concepts from history, economics, political science, anthropology, and geography will be used to understand the roots and contemporary status of global interdependence. Formerly SW 333PG and PO 335PG. (See PO 320PG)

SO 330V  Ethnic Group Interaction (3)
This course will focus on personal, institutional, and cultural levels of ethnic group formation, development, and maintenance in the United States. Several theoretical perspectives and current empirical studies with regard to ethnicity, ethnic group salience, prejudice, and discrimination will be discussed and examined in relation to behavior toward ethnic group members. Personal value positions and priorities will be discussed. Topics include immigration, intermarriage, social programs and affirmative action, civil rights movements and countermovements. (See SW 330)

SO 331V  Child Welfare and the Law (3)
An inquiry into the field of child welfare, a term used broadly to include activities which promote the welfare of children. Specific attention is given to the actual services provided in the contemporary United States. These services are examined in view of their historical, political, socio-economic, and particularly legal contexts and are compared to child welfare systems in other countries. (See SW 331V)

SO 334V  Deviance: Changing Sociological Perspectives on Race, Class, and Gender (3)
Deviant behavior is often defined as an act that violates a social norm while social control is a reaction to deviant behavior that seeks to regulate or punish this behavior. This course examines what constitutes deviant behavior in our society. Then, several major theoretical perspectives on deviance are introduced to explore specific areas of deviant behavior and social control such as interpersonal violence, self-destructive deviance, diverse lifestyles, and substance use and abuse. Prerequisite: SO 111. (See SW 334V)

SO 335P  Social Movements and Social Justice (3)
See SW 335P.

SO 336  Social Psychology (3)
See PS 236.

SO 337  Group Dynamics (3)
See PS 237.

SO 338  African-American Community Issues (3)
This course serves as an introduction to the historical origins and contemporary development of African-American communities. We will focus on issues that shape the social fabric of African-American communities. We will discuss evidence of prejudice and discrimination against African-Americans as reflected in societal patterns. We will also identify aspects of gender and class privilege as they relate to African-American communities. The parallel systems of domination and resistance will also be analyzed. Readings, lectures, films, and dialogue are the main forms of learning.

SO 339V  Organizational Behavior: Uses and Abuses of Power and Authority (3)
A study of socio-political forces which affect the work lives of organizational participants. This course examines the uses and abuses of power within and between modern formal organizations. (See SW 339V)

SO 342  Perspectives on Aging (3)
An inquiry into psychological, sociological, cultural, biological, and spiritual aspects of aging. A major focus of the course is on the needs of the elderly and the government’s response to those needs. Students may have opportunities to perform community service. (See SW 342)

SO 440V  Perspectives On The Health Care System (3)
An investigation of a variety of aspects of the delivery of health care in the United States. Attention will be given to the socio-cultural influences upon health and illness. Ethical issues raised by medical and technological advances will be discussed. (See SW 440V)

SO 442  Sociology of Sport (3)
Sports have played a vital role in contemporary American culture, especially over the last hundred years. Sports provide a useful window into many aspects of a society, especially in relation to the organization of society and the experiences of many groups of people. Events in the wide world of sports can have significance beyond a single game, season, or sport. This course will examine the nature of
various sports and their changing impact on American society. We will consider the relationship between sports and such issues as race, ethnicity, class and gender in order to determine how developments in sports have influenced, and have been influenced by, American society and culture. Other themes include the political economy of sports, the effects sports can have on children's development, and the close connection between the media and both professional and amateur sports.

SO 443VG Women in Contemporary Society: Cross-Cultural Perspectives (3)
A group study dealing with the particular circumstances of women within current social institutions. Cross-cultural emphasis will be placed on the present and future roles of women. Comparative data analysis on female status, public and private.  (See SW 443VG)

SO 446 Liberty and Leaders (3)
An exploration of issues in our understanding and assessment of national leaders, with particular reference to George Washington, Simon Bolivar, and the struggles for independence in the Americas; questions include why we call some leaders good and others bad, what their rights and responsibilities are, and how we decide if they have succeeded or failed. Readings of major political thinkers such as Plato, Machiavelli, and de Tocqueville.

SO 451 Person in Environment I (3)
See SW 451.

SO 452 Person in Environment II (3)
See PS 452, SW 452.

SO 462 Social Policy (3)
See SW 462.

Spanish Courses

SP 111-112 Basic Spanish (3) (3)
An introduction to the four basic language skills in Spanish with emphasis on conversation and aural comprehension. Prerequisite for SP 112: SP 111 or equivalent preparation. Note: In order to proceed to the next course in this sequence, a minimum grade of C- is required.

SP 115 Spanish for Heritage Speakers (3)
This course is strictly directed to the bilingual student who speaks Spanish but lacks the academic linguistic skills required for proficiency in the written language. The course is designed to bring attention to grammatical needs which heritage speakers share.

SP 118 Spanish for Professionals (3)
Introductory course in Spanish with a focus on utility for students with professional and/or academic foreign language requirements. Focuses on communication skills, emphasizing vocabulary, reading, and writing.

SP 221-222 Intermediate Spanish (3) (3)
A review of elementary structures and skills; more advanced grammar is added to improve fluency and accuracy; selected readings from prominent writers; and an introduction to Hispanic culture and art. Classes are conducted in Spanish with some English for clarity. Prerequisite for SP 222: SP 221 or equivalent preparation. Note: In order to proceed to the next course in this sequence, a minimum grade of C- is required.

SP 225 Conversation and Composition (3)
Intensive phonetic practice and development of spontaneous conversational skills and fluency; analysis of problems in writing and speaking Spanish.

SP 226 Cinema for Spanish Conversation (3)
This is a conversation course for the advanced language student. By viewing films, both from Spain and Spanish America, the student will become aware of the linguistic as well as the social differences in the various areas where Spanish is spoken. The objectives will be multiple: to appreciate the art of filmmaking, to improve comprehension of the spoken language, to increase vocabulary, to examine cultural differences and to perfect the spoken language through dialogue and discussion.

SP 232 Art of Spain (3)
See AR 232.

SP 331 Hispanic Civilization (3)
A survey of the contributions of the Spanish-speaking Old and New Worlds, with an emphasis on their arts and social history; the unique cultural resources of the New York metropolitan area will be fully explored. No knowledge of Spanish is required as course is taught in English.

SP 332 Readings in Hispanic Literature (3)
Selected readings from Latin American and Peninsular literature. This survey course is in preparation for the more intensive work in advanced literature courses. Students are trained in the techniques of reading critically for literary meaning and in analyzing the historical evolution of specific literary movements. Reading and writing capability in Spanish is required. Prerequisite: SP 221 or 222.

SP 335 Literature of the Spanish Golden Age (3)
This is an advanced literature course for students who are proficient in the language and intend to major or minor in Spanish. The reading selections are mostly dramas (comedias in Spanish), written in verse form from the 16th and 17th centuries. Authors such as Lope de Vega, Calderon de la Barca, and Gongora will be studied. Classes will be in Spanish. Prerequisite: SP 332.

SP 337 20th Century Latin American Literature (3)
This course examines the development of a literary genre which becomes identified as the Latin American novel of the 1960's, produced by brilliant writers during an era known as "The Boom." Well-known names such as Fuentes, Cortazar, Borges, and Marquez distinguish themselves as the creators of this unique new way of writing, which is no longer based on European models but is genuinely Spanish American. Classes will be in Spanish. Prerequisite: SP 332.

SP 341 Literature in Translation
Great literary works from all over the world should be appreciated without the impediment of a language barrier. As most great works are accessible in translation, we provide our students with a variety of authors from areas as Europe and Latin America. Each semester the focus might shift from one major writer to a survey of a particular period, according to need. Classes will be in English. Prerequisite: EN 123. (See EN 341)

SP 401 Cervantes & the Quijote
This course allows the student to enter Cervantes' world of 16th and 17th Century Spain through an overview of his major works and a careful analysis of his masterful novel, Don Quijote de la Mancha. Adequate knowledge of Spanish is essential as the main objective is the appreciation of the linguistic as well as the literary creativity of this genius. Attention will be placed on his artistic inheritance from the Italian Humanists as it surfaces throughout the two volumes of this great novel. Classes will be in Spanish. Prerequisite: SP 221/SP222 and SP 332.
Sports Management

SM 210 Introduction to Sports Management (3)
A broad survey course of the sports industry. Topics include youth, collegiate, international and professional sports, as well as the operation of professional and amateur teams, leagues, ownership structures, labor and management, facilities and event management, sports media, finance and ethics. (See MG 210).

SM 240 Sports and Society (3)
Examines the social, cultural, economic and political aspects of sports in society. Looks at demographic, commercial and global cultural influences on sport, as well as influence of sports on leisure activity, gambling, health and violence.

SM 273 Hospitality: Spas and Fitness Centers (1)
See MK 273.

SM 311 Legal and Ethical Aspects of Sports and Recreation Management (3)
An inventory and analysis of both legal requirements and ethical considerations in the management of sport and recreation. Presents ethical dilemmas facing sport and recreation managers.

SM 320 Facilities and Events Management (3)
A practical course intended to teach multiple aspects of planning and managing events. Topics covered include ticket sales, crowd control, security, customer experience, facilities management, human resource management, revenue generation, marketing and promotion.

SM 321 Collegiate Sports (3)
A look at the administration of individual and team sports on the college level. Covers the practical aspects of training, sports/academic interface, scholarships, ethics, the NCAA and “amateurism.”

SM 340 Sports Media and Promotion (3)
Focuses on the role of media and promotion to generate fans and build brands. Topics include attracting fans and sponsors, dealing with traditional and digital media, financial considerations of media deals and sponsorships, and media research into fan and sponsor expectations.

SM 350 Sports in the Global Arena (3)
International competitions, Olympics, World Cup, FIFA and sports around the world are covered. Topics include national preferences, public versus private support, training of athletes, doping, corruption and how sports interact with international politics.

SM 370 Economic and Financial Aspects of Sports Management (3)
The application of economic concepts to the sports industry. Topics covered include sources of revenue generation, leagues’ competitive balance policies, player salaries, and public financing of stadiums and arena.

SM 360 Labor and Management in Sports (3)
Approached from a political science perspective, this course traces the evolution of bargaining power by players in various team sports and treats the role of player unions within the framework of the larger history and practice of labor/management relations in the US. Examines the power of leagues, team owners and agents on player compensation and working conditions.

SM 380 Sports Analytics (3)
Deals with the use of data and quantitative methods to measure performance and make decisions to gain an advantage. The course is designed to help students build analytical skills using sports as the area of application. Topics will include critical thinking, statistical analysis, game theory, optimization and prediction. Prerequisite: MA 113.

Teacher Education Courses

ED/PS 222 Educational Psychology (3)
Psychological principles applied to the teaching/learning process: growth and maturation of the learner, factors of efficient learning/teaching, individual differences, motivation, classroom management, effective study, transfer of learning, principles and purposes of measurement and evaluation. Field experience required.

ED 223V School and Society (3)
A philosophical, historical, and sociological analysis of the school in American society. Emphasis on developing inquiry and responsible decision-making regarding the need for schools to be institutions responsive to social, economic, and political needs and change. Field experience required.

ED 225 Technology in the Classroom (3)
Designed to provide students with hands-on experience in the use of electronic technologies in teaching. Attention to equipment and software available for preschool, elementary, and secondary students, and for supporting diverse learners including the visually, speech, and hearing impaired. Students will explore how technology integration strategies are linked to both learning theories and effective classroom practice. Students will plan technology-integrated lesson plans. Prerequisites: ED 222, ED 223V, PS 213 and Admission to the Division. (See CI 225)

ED 330 Introduction to Teaching Methods (3)
Diagnosis of instructional needs; long and short-term planning, assessment and implementation of instruction. Attention to acquiring a range of teaching and classroom management strategies appropriate for diverse ages and types of learners. Introduction to NYS Learning Standards. Field experience required. Prerequisites: ED 222, ED 223V, ED 225, PS 213, SE 221.

ED 328 Elements of Literacy (3)
This course focuses on developing literacy (speaking, listening, reading, writing, and viewing) in children from Birth-6th grade with extension into the middle/high school grades. Emphasis is placed on the integration of all dimensions of literacy in the classroom as well as the integration of learning and teaching theories with practical applications. Students will review the latest research about literacy development and explore the following components of literacy in detail: Oral language, word study, comprehension, reading, writing and ESL strategies. Field experience required. Prerequisite: Admission to the Division.

ED 332 Strategies for Literacy Development (3)
An extension and refinement of the communication processes involved with listening, speaking, reading, and writing as they pertain to differentiated instruction and evaluation. Attention paid to reading in the content areas. Emphasis is on the diagnostic/prescriptive model of reading, and students are required to work with individual learners in the assessment and remediation of reading difficulties. Field experience required. Prerequisites: ED 330, ED 328 and admission to the Division.

ED 333 Infant/Toddler Development and Curriculum (3)
An in-depth study of the cognitive, affective, and physical growth and development of children ages birth to three. Students will apply this knowledge along with an understanding of the major theorists and researchers to plan developmentally appropriate activities and environments. Students will also perform observations in infant
/toddler child care centers in order to bring to life the knowledge they are gaining in class. Field experience required.
Prerequisite: Admission to the Division.

ED 334  Early Childhood Curriculum I (3)
The first of two courses that focus on the Developmentally Appropriate Early Childhood Curriculum in the classroom. Students will gain an understanding of individual and group programming for young children based upon current theory, research, and developmentally appropriate practice. Coursework includes observation and assessment of a pre-school classroom, and special emphasis is placed on helping students learn to observe and objectively record the behavior of young children. Upon completing this course, students will develop an understanding of the development norms of each level of early childhood and will have the background to analyze and plan developmentally appropriate activities and environments. Field experience required.
Prerequisite: Admission to the Division.

ED 335  Early Childhood Curriculum II (3)
An extension of the previous course, with emphasis on planning programs, activities, and materials that are developmentally appropriate for children ages infant through the primary years. Practice through "hands-on" work in a field experience is expected and is the vehicle by which student outcomes will be measured; students will plan and implement activities in a field setting. Field experience required. Prerequisite: ED 334 and ED 328.

ED/EN 455  Teaching English (Middle Childhood) (3)
Diagnosing instructional needs; planning, implementing, and evaluating instruction in language arts and English. Attention to developing an eclectic approach to the teaching of English and language arts to middle school students by acquiring a strategy repertoire that meets the needs of today's diverse learner population. Focus on the development of strong collaborative/teaming relationships among colleagues and students through the use of interdisciplinary instructional delivery techniques. Students prepare units and lessons that focus on the NYS Learning Standards for Language Arts. Field experience required.
Prerequisites: ED 330 and admission to the Division.

ED/MA 456  Teaching Mathematics (Middle Childhood) (3)
Diagnosing instructional needs; planning, implementing, and evaluating instruction in Mathematics. Attention to developing an eclectic approach to the teaching of mathematics to middle school students by acquiring a strategy repertoire that meets the needs of today's diverse learner population. Focus on the development of strong collaborative/teaming relationships among colleagues and students through the use of interdisciplinary instructional delivery techniques. Students prepare units and lessons that focus on the NYS Learning Standards for Mathematics. Field experience required.
Prerequisites: ED 330 and admission to the Division.

ED/SS 457  Teaching Social Studies (Middle Childhood) (3)
Diagnosing instructional needs; planning, implementing and evaluating instruction in Social Studies. Attention to developing an eclectic approach to the teaching of Social Studies to middle school students by acquiring a strategy repertoire that meets the needs of today's diverse learner population. Focus on the development of strong collaborative/teaming relationships among colleagues and students through the use of interdisciplinary instructional delivery techniques. Students prepare units and lessons that focus on the NYS Learning Standards for Social Studies. Field experience required.
Prerequisites: ED 330 and admission to the Division.

ED/BI 458  Teaching Science (Middle Childhood) (3)
Diagnosing instructional needs; planning, implementing and evaluating instruction in Science. Attention to developing an eclectic approach to the teaching of Science to middle school students by acquiring a strategy repertoire that meets the needs of today's diverse learner population. Focus on the development of strong collaborative/teaming relationships among colleagues and students through the use of interdisciplinary instructional delivery techniques. Students prepare units and lessons that focus on the NYS Learning Standards for Science. Field experience required.
Prerequisites: ED 330 and admission to the Division.

ED 463A  Teaching Mathematics (Childhood Education) (2-3)
Study and implementation of instructional materials, planning, methods, and assessment procedures appropriate for teaching mathematics to diverse learners. Focus on strategies for NYS Standards based instruction. Field experience required. Students seeking Childhood certification will take this course for two (2) credits. Students in the Adolescence Education program seeking the 5-6 extension in Mathematics will take this course for three (3) credits; for these students, fifteen (15) additional field hours are devoted to observation, instructional planning, lesson delivery and assessment at the extension level.
Prerequisites: ED 330, ED 225 and admission to the Division.

ED 463B  Teaching Science (Childhood Education) (2)
Study and implementation of instructional materials, planning, methods, and assessment procedures appropriate for teaching science to diverse learners. Focus on strategies for NYS Standards-based instruction. Field experience required.
Prerequisites: ED 330, ED 225 and admission to the Division.

ED 463C  Teaching Social Studies (Childhood Education) (2-3)
Study and implementation of instructional materials, planning, methods, and assessment procedures appropriate for teaching social studies to diverse learners. Focus on strategies for NYS Standards based instruction. Students seeking Childhood certification will take this course for two (2) credits. Students in the Adolescence Education program who are seeking the 5-6 extension in Social Studies will take this course for three (3) credits; for these students, fifteen (15) additional field hours are devoted to observation, instructional planning, lesson delivery and assessment at the extension level. Field experience required.
Prerequisites: ED 330, ED 225 and admission to the Division.

ED/EN 465  Teaching English (Adolescence Education) (3)
Diagnosing instructional needs; planning, implementing, and evaluating instruction in English. Attention to developing an eclectic approach to the teaching of English to adolescents by acquiring a strategy repertoire that meets the needs of today's diverse learner population. Students prepare units and lessons that focus on the NYS Learning Standards for Language Arts. Field experience required.
Prerequisites: ED 330 and admission to the Division.

ED/MA 466  Teaching Mathematics (Adolescence Education) (3)
Diagnosing instructional needs; planning, implementing, and evaluating instruction in Mathematics. Attention to developing an eclectic approach to the teaching of Mathematics to adolescents by acquiring a strategy repertoire that meets the needs of today's diverse learner population. Students prepare units and lessons that focus on the NYS Learning Standards for Mathematics. Field experience required.
Prerequisites: ED 330 and admission to the Division.

ED/SS 467  Teaching Social Studies (Adolescence Education) (3)
Diagnosing instructional needs; planning, implementing, and evaluating instruction in Social Studies. Attention to developing an eclectic
approach to the teaching of Social Studies to adolescents by acquiring a strategy repertoire that meets the needs of today’s diverse learner population. Students prepare units and lessons that focus on NYS Learning Standards for Social Studies. Field experience required. Prerequisites: ED 330 and admission to the Division.

ED/BI 468 Teaching Biology (Adolescence Education) (3) Diagnosing instructional needs; planning, implementing, and evaluating instruction in Biology. Attention to developing an eclectic approach to the teaching of Biology to adolescents by acquiring a strategy repertoire that meets the needs of today’s diverse learner population. Students prepare units and lessons that focus on NYS Learning Standards for Science. Field experience required. Prerequisites: ED 330 and admission to the Division.

ED 471 Student Teaching (Early Childhood) (5) Supervised observation and student teaching in an approved early childhood setting and under a certified teacher for a five-week period. Gradual movement from observation to total responsibility for planning and implementing instruction; refinement of teaching skills. Written logs, lesson plans, video or audio taping, self-reflection, individual conferences. Involvement to all aspects of school life relevant to teaching. Co-requisite: ED 472A.

ED 472 Student Teaching (Childhood) (5/10) Supervised observation and student teaching in an approved elementary school under a certified teacher. Eight weeks in grades 1–3, eight weeks in grades 4–6. For students seeking dual certification, one of the eight-week experiences is in a special education placement. (See SE 472.) Gradual movement from observation to total responsibility for planning and implementing instruction; refinement of teaching skills. Written logs, lesson plans, video or audio taping, self-reflection, individual conferences. Involvement in all aspects of school life relevant to teaching. No credit will be awarded until the 16-week student teaching experience is completed. Candidates eligible for student teaching must advise the Coordinator of Field Placements by September 20th for the following spring semester placement and by February 1st for the following fall semester placement. Co-requisite: ED 472A.

ED 472A Student Teaching Seminar (Childhood) (2) This weekly seminar brings Childhood student teachers together as a cohort, providing continuing growth and support for successful completion of the Student Teaching experience. Learning activities feature self-reflection, peer interactions, and responses to presentations by faculty and guest speakers. Discussion includes topics such as effective interaction with learners, families, and colleagues: literacy and multiculturalism: school law; professional responsibility with regard to child abuse/abduction; violence, fire and arson, and substance abuse prevention; promotion of health, nutrition, and safety: resume writing, portfolio preparation, and other aspects of presenting oneself professionally. Written follow-up assignments are an integral part of this course.

ED 472B Student Teaching Seminar (Adolescence) (2) This weekly seminar brings Adolescence student teachers together as a cohort, providing continuing growth and support for successful completion of the Student Teaching experience. Learning activities feature self-reflection, peer interactions, and responses to presentations by faculty and guest speakers. Discussion includes topics such as effective interaction with learners, families, and colleagues: literacy and multiculturalism: school law; professional responsibility with regard to child abuse/abduction; violence, fire and arson, and substance abuse prevention; promotion of health, nutrition, and safety: resume writing, portfolio preparation, and other aspects of presenting oneself professionally. Written follow-up assignments are an integral part of this course.

ED 473 Student Teaching (Adolescence Education) (10) Supervised observation and student teaching in an approved secondary school. Eight weeks in grades 7–9 and eight weeks in grades 10–12. For students seeking dual certification, one of the eight-week experiences is in a special education placement. Gradual movement from observation to total responsibility for planning and implementing instruction; refinement of teaching skills. Written logs, lesson plans, video or audio taping, self-reflection, individual conferences. Involvement in all aspects of school life relevant to teaching. No credit will be awarded until the 16-week student teaching experience is completed. Candidates for student teaching must advise the Coordinator of Field Placements by September 20th for the following spring semester placement and by February 1st for the following fall semester placement. Co-requisite: ED 472B.

Special Education: Students with Disabilities Courses

SE/PS 221 Psychology of Individuals with Exceptionalities (3) Designed to provide an overview of the field of exceptionality. Topics include the identification, characteristics, and classification of exceptional individuals; the psychology of disabilities; legal issues; and the strategies needed to maximize personal, social, and educational intervention. Field experience required.

SE 222 Inclusive Settings: Principles and Practices (3) Provides the student with a repertoire of differentiation strategies essential to effective collaborative instruction in inclusive settings as well as Response to Intervention (RTI) and Universal Design for Instruction (UDI). Designed to facilitate a co-teaching philosophy for childhood and adolescence educators who are responsible for educating exceptional individuals in the general education classroom. Exposure to the NYS Learning Standards. Field experience required. Prerequisite: SE 221 or permission of instructor.

SE 330 Psychology of Learners with Intellectual and Behavioral Challenges (3) Course focuses on the etiology, nature, and needs of the learner with behavioral and intellectual challenges. The roles of legislation and advocacy as they affect the academic, behavioral, social, and emotional issues involved with transition planning for this population will be emphasized. Field experience required. Prerequisite: SE 221. (See PS 330)

SE 336 Introduction to American Sign Language (3) Designed to enable the student to demonstrate receptive and expressive mastery of targeted, context-specific commands, questions, statements, and dialogue, using the manual alphabet and signing Exact English.

SE 337 American Sign Language II (3) Designed to enable the student to demonstrate receptive and expressive mastery of targeted, context-specific commands, questions, statements, and dialogue, using the manual alphabet and American Sign Language. This course is also designed to give students an understanding regarding the Deaf Community and the educational implications of having a hearing loss.

SE 441 Psycho-Educational Diagnosis and Assessment (3) A study of assessment techniques necessary for identifying the learning strengths and deficits of the exceptional learner. This course will provide experiences in both formal and informal assessment techniques, task analysis, and the interpretation of psycho-educational data for students with learning problems. The required field component includes experience in development of a case history; selection, administration, and evaluation of testing instruments; and completion of comprehensive school and family reports. Field experience will be emphasized. Prerequisite: SE 330.
SE 465 Instructional Strategies and Materials for the Exceptional Learner (3)
Examines contemporary learning research, appropriate teaching and learning strategies, and supportive materials and technology to promote success in the least restrictive environment for the exceptional learner. Includes development, implementation, and evaluation of an I.E.P. based on data acquired from SE 441, with focus on NYS Learning Standards. Field experience required. Prerequisite: SE 441.

SE/ED 472 Student Teaching (Childhood) (10)
See course description, SE/ED 473.
Co-requisite: ED 472A.

SE/ED 473 Student Teaching (Adolescence) (10)
Supervised observation and student teaching in an approved, age-appropriate special education placement. Student will spend 8 weeks in a self-contained classroom, resource room, or inclusive environment, in addition to 8 weeks in a general education setting. Gradual movement from observation to total responsibility for planning and implementing instruction; refinement of teaching skills. Written logs, lesson plans, video or audio taping, self-reflection, individual conferences, and involvement with all aspects of instruction, including I.E.P. development, are required. Candidates for student teaching must advise the Coordinator of Field Placements by September 20th for the following spring semester placement and by February 1st for the following fall semester placement. Co-requisite: ED 472B.

Theatre Courses

TH 333 Introduction to Theatre and Drama (3)
Introduction to the theatre as an art form: the major types of drama and theatrical presentation in historical perspective, with emphasis on the relationship between various production methods and the play, the audience, and the conventions of the theatre. Includes study of plays from different periods, classical to modern, and related production—workshop exercises. May be used as an English elective.

TH 334 Script Analysis (3)
Introduction to the critical practice of reading and understanding plays for production and for one's own writing of plays. This course will teach students how to analyze a play script through the study of a variety of plays. Students will learn to spot clues in a script to assist them in acting, designing, directing and writing.

TH 335 Children's Theatre (3)
Formal playmaking for children and principles of organization, direction, and production of plays for young audiences. Students enrolled in this course are required to attend on two Friday evenings. Preschool storytelling and OT adolescent simulations will be conducted.

TH 336 Drama in Performance (3)
Concentrated study of one aspect of theatrical performance (directing, acting, etc.); topic varies from year to year. Includes analysis of illustrative plays, and culminates in live production. No prerequisite, but SH 333 strongly recommended. May from time to time be used as English elective; see English faculty.

TH 337 Technical Theatre (3)
Aspects of technical stagecraft — scenery, lighting, etc. — and their effects on the overall experience of a play. Coursework includes involvement in the creation of scenery for a full-scale production.

TH 338 Creative Drama (3)
Creative drama techniques as means of stimulating thinking and encouraging self-motivation. Improvisation, movement, sound, language, scene creation, & other elements of creative drama for children and adults.

TH 340 History of the American Musical (3)
This course will explore the history of American musical theatre from its origins in the 18th century to the present. Students will examine all aspects of the development of the musical, including art, song, plot and character, lyric and song use, while relating the musical's development to the parallel political events of the time. Course can count toward the American Studies program degree.

TH 343 Playwriting/Screenwriting (3)
This course will analyze established and published play scripts and screenplays while offering students the terms, formatting, and direction necessary to write their own one-act plays or screenplays. Emphasis is placed on critical writing and reading techniques along with character analysis and setting. (See FI 343)

TH 453 Theatre Management: Principles of Performing Arts Management (3)
Study of professional performing arts management problems and techniques as well as the administration of professional organizations. It is assumed that students possess a background in the performing arts but are comparatively untutored in business administration. Emphasis on the practical and contemporary aspects of the field. (See MG 453)
Graduate Programs

Through its graduate programs, Dominican College extends its traditional mission – the promotion of educational excellence, societal leadership, and service – to an already successful, diverse population of students.

By offering advanced study, in breadth and in depth, Dominican emphasizes serious scholarship, independent projects, and creative research in order to enhance academic knowledge, related skills, personal fulfillment, and professional leadership.

The Assistant Academic Dean serves as liaison between the graduate programs and the Office of the Academic Dean and coordinates, with the Graduate Studies Council, the programs, their policies, procedures, curricula, and course offerings. Students with questions have access to the Assistant Dean as well as to the graduate faculty and the Program Directors.

Policies & Services

The policies and services for graduate students are the same as those outlined for undergraduate students elsewhere in this Catalog, except that separate statements apply at the graduate level in certain areas:

Admissions

To be admitted as a matriculated degree seeking graduate student, an applicant must:

1. Have demonstrated the potential to pursue graduate study successfully — that is, in general, have attained a B (3.0) average in all previous coursework.
2. Submit a completed application form with a $50 nonrefundable application fee.
3. Meet program admission requirements, as specified. Official transcripts must be submitted, including proof of an earned bachelor's degree from an accredited institution.
4. If coursework or degree is from another country, applicants must submit certified translations and evaluations of all prior collegiate academic records on a course-by-course basis from an organization like the World Education Services. In addition, scores from the Test of English as a Foreign Language (T.O.E.F.L.) must be submitted from all applicants from non-English speaking countries. Information and registration forms can be obtained from the T.O.E.F.L. Program, Educational Testing Service, Princeton, N.J. 08540 or visit the T.O.E.F.L. website for up-to-date information at: www.toefl.org. A minimum score of 90 on the internet based test (I.B.T.) is required for admission.

To be admitted as a non-matriculated (non-degree-seeking) graduate student in order to take courses for teacher certification or personal enrichment, an applicant must:

1. Submit a completed application form with a $50 nonrefundable application fee.
2. Submit an official transcript indicating receipt of a bachelor’s degree from an accredited institution.
3. Take a limited number of credits as prescribed by the specific program.

Admission and enrollment as a non-matriculated student in no way implies admission to a degree program. Students wishing to change their status from non-matriculated to matriculated must reapply and meet all college and program specified requirements. Each program specifies the maximum number of credits from non-matriculated status that may be applied to a degree program.

New York State Public Health Law 2165 requires that all students born on or after January 1, 1957 show proof of immunity against measles, mumps, and rubella prior to their first registration. Also in accordance with NYS Law, all students are now required to complete and return the meningitis form provided by the College to the Student Health Center.

Transfer Credit

No more than 6 credits for graduate courses taken at another accredited institution, prior to matriculation at Dominican College, may be granted by a program toward the degree. Grades earned at other institutions do not become part of Dominican’s grade point average.

Graduate Financial Aid

Matriculated graduate students may be eligible for a limited number of Financial Aid programs. Information is available from the Financial Aid Office.

Students in a dual degree program (B.S./M.S. or B.A./D.P.T.) will be treated as undergraduates for the purpose of financial aid until they have completed their undergraduate senior year.

Federal Loan Program

Through the Federal Loan Program, loans are available to matriculated graduate students who are enrolled for at least 6 credits per semester or trimester. Students must first file a F.A.F.S.A. Form. The form and information may be obtained from the Financial Aid Office.

Federal and Institutional Work-Study Programs

Information is available in the Financial Aid Office.

Satisfactory Academic Progress

Federal regulations and Dominican College policy require that students maintain satisfactory academic progress to qualify for continued funding. Students must meet the academic requirements of their programs. Additional information may be obtained from the Financial Aid Office.

Graduate Curricula and Courses of Instruction

Descriptions of curricula and course offerings are given in the following pages. Consult the detailed descriptions in the program sections for Master of Business Administration, Nursing, Occupational Therapy, Physical Therapy, and Teacher Education.

The College publishes schedules of courses for each academic term. The College reserves the right to make any necessary changes in the offerings without prior notice and to cancel offerings for which there is insufficient enrollment. In the event of a program’s discontinuance, the College will make a good-faith effort to assure that a student already enrolled in the program will have an opportunity to complete the degree for which s/he enrolled.

The College reserves the right to make any necessary changes in the delivery of its courses without prior notice. This includes the right to transition classes to online or hybrid delivery.

The provisions of the Catalog are directive in character, and no contractual obligations on the part of the College or the student are implied. The College reserves the right to make the changes it deems advisable in the offerings and regulations stated in this Catalog.
### Graduate Grading System

<table>
<thead>
<tr>
<th>Grade</th>
<th>% Scale</th>
<th>Quality Points per Semester Hour of Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>(100 - 95)</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>(94 - 90)</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>(89 - 87)</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>(86 - 83)</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>(82 - 80)</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>(79 - 77)</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>(76 - 73)</td>
<td>2.0</td>
</tr>
<tr>
<td>F</td>
<td>(Below 70)</td>
<td>0</td>
</tr>
<tr>
<td>W</td>
<td>Failure due to unauthorized withdrawal.</td>
<td>0</td>
</tr>
<tr>
<td>WU</td>
<td>Withdrawal without penalty</td>
<td>- *</td>
</tr>
<tr>
<td>P</td>
<td>Passing</td>
<td>- *</td>
</tr>
</tbody>
</table>

* No quality points are assigned and these notations have no effect on a student's quality point average or index. To attain a grade of "P," a student must perform at a level equivalent to "C" or better.

** The Incomplete is reserved for those cases which are of an exceptional and/or serious nature. The Incomplete is not assigned in a case where failure to complete the course requirements, including the final examinations, on time is due to student delinquency and is not given to allow a student the opportunity to improve his/her work.

Ordinarily, it is the student's responsibility to request this grade from the instructor. The granting of this request is at the discretion of the instructor, and it is the student's responsibility to complete the course requirements within the time span set by the instructor.

Grades officially submitted to the Registrar are final. Requests for a change of grade necessitated by clerical, computational, or other documented error must be submitted in writing by the faculty member to the Assistant Academic Dean. The requested change will become effective when the approval of the Assistant Academic Dean has been filed with the Registrar.

Final grade reports are sent to the students as soon as possible after the grades have been reported to the Registrar's Office.

**Honors**

The distinction of "graduate honors" is awarded at Commencement to graduate students with a cumulative Grade Point Average of 3.75 or higher. A notation of "graduate honors" is also included on graduate student transcripts following the awarding of the degree.
Student transcripts are reviewed by the Director of the MBA program in consultation with other program faculty. The determination of course equivalencies for waiver purposes will be made on the basis of transcript evaluation.

Transfer Credits:
The expectation is that all courses for the degree will be taken at Dominican College. However, a maximum of six credits from other institutions may be considered for transfer, at the discretion of the MBA Program Director.

Transfer credits must meet the following criteria before being considered for eligibility.

- A minimum grade of B for each course considered for transfer.
- The course(s) must be deemed comparable to the equivalent course offering(s) at Dominican College.
- Courses must have been completed within the past 7 years.

### Academic Requirements and Standards

**Summary of Academic Requirements and Standards: MBA**

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation Courses</td>
<td>21</td>
</tr>
<tr>
<td>Elective Courses</td>
<td>12</td>
</tr>
<tr>
<td>Capstone Experience</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total Credits Required</strong></td>
<td><strong>39</strong></td>
</tr>
</tbody>
</table>

Students should complete specified prerequisite Foundation courses before moving on to certain Elective Courses. Elective courses must be completed before a student can move on to the Capstone Experience.

**Good Standing:**

Once accepted into the MBA program, students must meet the following standards to remain in good standing:

- Adherence to all of the College’s published policies and procedures.
- Completion of the degree within 8 years of matriculation into the program.
- A minimum cumulative GPA of 3.0 with no individual course grade below C.

A student whose cumulative GPA falls below a 3.0 will be automatically placed on academic probation. It is the responsibility of the student to adhere to the requirements for good academic standing. A student on probation will meet with the Director to discuss the conditions and requirements of probation. These conditions and requirements may include continuing probation, academic leave or dismissal from the program.

**Honors**

Sigma Beta Delta is the International Honor Society which encourages and recognizes scholarship and accomplishment among students of business and management. Students are eligible to apply when they have completed at least two-thirds of their program and have a cumulative GPA of at least 3.5.

In addition, students with a final, cumulative GPA of at least 3.75 will be automatically granted Departmental Honors which is recorded on their transcripts.

**Capstone**

The capstone serves as the culmination to all coursework and requires the student to apply the knowledge, theories and practices learned from previous courses in a highly integrated, coherent and real-world manner.

### Curricular Outline and Plan

**Management Concentration**

**FOUNDATION COURSES** (21 credits)

- MB 500 Critical & Ethical Decision Making
- MB 503 Economics for Managers
- MB 505 Marketing Management
- MB 508 The Global Manager
- MB 509 Management of Technology
- MB 515 Financial Decision Making for Managers
- MB 520 Management & Organizational Behavior

**ELECTIVE COURSES** (12 credits)

Select from the following courses:

- MB 604 Operations Management
- MB 606 Human Resource Management
- MB 607 Dynamics of Effective Leadership
- MB 608 Quality Management
- MB 609 Advanced Strategic Management
- MB 610 Project & Portfolio Management
- MB 611 Managers & the Law
- MB 612 Managing Innovation & Change
- MB 613 Organizational Communications
- MB 614 Current Topics in Management

**Capstone** (6 credits)

- MB 705 Business Model Analysis
- MB 706 Business Plan Development

**TOTAL CREDITS FOR PROGRAM**: 39

### Procedures

Advisement:

The Program Director is the academic advisor to all MBA students. Students are strongly encouraged to develop, monitor and update a plan for the completion of their degree with the assistance of the academic advisor. An academic plan that takes into account a student's unique professional and personal situations is a key success factor.

Residency:

Students must successfully complete at least 21 graduate credits at Dominican College to be able to graduate from the program.

**Course Descriptions for the Management Concentration**

**MBA Basic Core Course Descriptions**

**MB 500 Critical & Ethical Decision Making** (3)

Strength in critical and ethical thinking skills has become predictive of employee effectiveness and successful business outcomes. Business professionals must be able to better apply their knowledge to analyze problems and to formulate and evaluate business decisions and solu-
tions in an ethical way. Critical thinking is at the heart of these abilities. Business leaders are increasingly becoming aware that excellent problem solvers will enable a company to succeed in today's global and hyper-competitive markets.

**MB 503 Economics for Managers (3)***

The dynamics of economic growth and change are explored. Money and banking, wealth, income, employment, inflation, stock market trends, exchange rates, and other economic fluctuations are examined. The roles of market structures, supply and demand, and government interventions, particularly in relation to price determination, will also be examined.

**MB 505 Marketing Management (3)***

Individuals will examine the marketing mix from the perspective of management, with particular attention to how decisions concerning target markets, marketing research, planning, and strategy are accomplished. Attention is given to product development, pricing, promotion, distribution, and the emerging trends in digital marketing and customer relationship management.

**MB 508 The Global Manager (3)***

This course provides individuals with an understanding of how practices of management are impacted by the context of the culture within which they take place. Emphasis is given to the strategies and organizational structures that must be created or changed when operating within different competitive, legal, technological, and social environments.

**MB 509 Management of Technology (3)***

This course examines how current and emerging technologies are used to support and transform the various functions of an organization and to enable new competitive opportunities. Emphasis is given to how properly configured information systems and new technologies are relied upon to transform business processes, provide critical intelligence to business operations, and enable the development of new products and services.

**MB 515 Financial Decision Making for Managers (3)***

This course will develop a solid foundation of financial management concepts which managers can use to make financial decisions. Students will learn how managers interface with accounting and finance departments, and how firms meet their financial objectives utilizing financial analysis. This course will also explain financial tools and techniques, which can be used to help firms maximize value by improving decisions relating to capital budgeting, capital structure, and working capital management.

**MB 520 Management & Organizational Behavior (3)***

This course will provide an investigation of the roles, skills and effectiveness of management necessary in today’s complex, hypercompetitive and uncertain business environment. Attention will be given to topics such as motivation, teams, conflict, negotiation, communication, teamwork, managerial styles, power, politics, leadership, and culture. An additional component will consist of self-assessments related to self-awareness, personality and leadership styles.

**MBA Elective Course Descriptions**

**MB 604 Operations Management (3)***

The emphasis of this course is the streamlining of processes and systems to improve organizational effectiveness through supply chain and value chain analysis. The course will also include an integrated investigation into a firm’s manufacturing, marketing, logistics, research & development, and customer service functions.

**MB 606 Human Resource Management (3)***

A commonly espoused principle in business is that the most important resource in any organization is its people. In this course, students will develop a keen understanding of job analyses, recruiting and selecting, talent management, appraisals, compensation, and benefits as well as the issue of work-life balance. Special emphasis will be placed on the challenges of balancing the needs of the organization with the needs of the individual.

**MB 607 The Dynamics of Effective Leadership (3)***

Different styles of leadership are explored along with the techniques and practices that are used by successful leaders in various organizational situations. Students will also assess their own leadership strengths and weaknesses.

**MB 608 Quality Management (3)***

This course provides individuals with an understanding of the various statistical concepts and process related tools that are used by an increasing number of industries in order to continuously improve its operations, products and services. Special attention is given to the most popular methodologies of Six Sigma and Lean. This course can be used in preparation for “Green Belt” certifications.

**MB 609 Advanced Strategic Management (3)***

The methods, problems and issues of strategy formulation and implementation are increasingly relevant in today’s dynamic, complex, and highly competitive environment. This course will focus on the many variables and situational factors that must be dealt with from a total enterprise perspective. The student will be challenged to develop the knowledge and skills necessary to analyze and critique the strategy of a firm of their choosing.

**MB 610 Project & Portfolio Management (3)***

It is critical in today’s dynamic and demanding business environment that organizations deliver superior products and services on-time and within budget. This course will provide extensive working knowledge of project and program management best practices, tools, techniques and concepts.

**MB 611 Managers & the Law (3)***

Any business may be subject to legal concerns ranging from employment issues, contract disputes, regulatory compliance, environmental investigations, negligence claims, purported violations of fiduciary duties and securities fraud. This course will provide the student with practical legal knowledge and principles in order to become more informed and sensitive business leaders and decision makers.

**MB 612 Managing Innovation & Change (3)***

In today’s turbulent and hyper-competitive environment organizations must continually re-invent and differentiate themselves from the competition. Students will explore various aspects of organizational and personal innovation and change using a framework that focuses on the intersection of people, process and technology. Various tools and practices will be discussed that are needed to lead a change related initiative.

**MB 613 Organizational Communication (3)***

An investigation into today’s communication strategies, and how to effectively use them as a leader and professional in communicating with an organization’s various stakeholders. The course includes personal communication styles, media and tools for the manager, organizational communications climate, intercultural communications chal-
MB 614  **Current Topics in Management** (3)
This course will select and analyze contemporary topics that are of particular importance in our dynamic and volatile business environment that have not been covered in other core or elective courses. Possible topics will be solicited from both business experts, faculty and students, as well as from respected research sources. Guest speakers with relevant expertise will be sought.

**MBA Capstone Course Descriptions**

**MB 705  Business Model Analysis** (3)
This first capstone course is the culmination of all previous coursework. Through the extensive use of the business model framework, the value proposition construct and analysis of current business events, students will examine how the various dimensions of a business should be integrated in order to provide sustainable profits in a dynamic and uncertain business environment.

**MB 706 Business Plan Development** (3)
This second capstone course will have students experience the role of an entrepreneur. Students will develop an entire business plan, including the marketing, promotion, pricing, distribution, and financing arrangements required for a new business initiative taking into account the possible effects of competition, legal regulations, and other external factors.

**Health Care Management Concentration**

*Note:* Those who do not enter the program with a sufficient health care industry background are required to enroll in an appropriate course, such as HC 510, prior to or at the start of the program.

**CO-REQUISITE COURSES** (3 credits)
- HC 510  **Dynamics of Health Care Systems**

**FOUNDATION COURSES** (21 credits)
- MB 500  **Critical & Ethical Decision Making**
- MB 503  **Economics for Managers**
- MB 505  **Marketing Management**
- MB 508  **The Global Manager**
- MB 509  **Management of Technology**
- MB 515  **Financial Decision Making for Managers**
- MB 520  **Management & Organizational Behavior**

**ELECTIVE COURSES** (12 credits)
Select from the following courses:
- HC 610  **Health Care Quality Management**
- HC 620  **The Managed Care System**
- HC 625  **Medical Group Practice Management**
- HC 630  **Long-Term Care Management**
- HC 635  **Health Care Information Technology**
- HC 640  **Legal Aspects of Health Care**
- HC 645  **Current Topics in HC Management**
- HC 650  **Leadership in Health Care**
- HC 655  **Health Care Strategy**

**CAPSTONE COURSES** (6 credits)
- MB 705  **Business Model Analysis**
- MB 706  **Business Plan Development**

**Course Descriptions for the Health Care Management Concentration**

**HC 510  Dynamics of Health Care System** (3)
This course provides a comprehensive overview of the various yet overlapping health care systems. It describes and assesses the various systems and their components, as well as the interrelationship of these components in the healthcare industry and health services delivery. The student is expected to understand the behavioral, cultural, organizational and environmental factors affecting the use, organization, and outcomes of health services delivery. The roles of hospitals, health personnel, public health agencies, payers, and regulators are examined. Current organizational, system and industry wide dilemmas and issues are identified.

**HC 610  Health Care Quality Management** (3)
This course focuses on the analysis and operation of long-term care settings. It describes and assesses the various overlapping health care systems. It includes the infrastructure necessary to support, deliver, and monitor care, operational issues such as reimbursement, case mix, compliance, recruitment, retention, supervision of staff, survey management, and other key success factors. This course will also discuss the impact of environmental forces such as regulatory changes and consumer expectations in shaping the nursing home industry and the associated responsibilities of nursing home administrators.

**HC 625  Medical Group Practice Management** (3)
This course presents an overview of medical group practice and ambulatory care organization operations. It also incorporates the health care management concepts, knowledge and competencies from other core courses and applies them to the group practice and ambulatory care settings.

**HC 630  Long-Term Care Management** (3)
This course focuses on the analysis and operation of long-term care organizations and their services in a changing environment. This includes the infrastructure necessary to support, deliver, and monitor care, operational issues such as reimbursement, case mix, compliance, recruitment, retention, supervision of staff, survey management, and other key success factors. This course will also discuss the impact of environmental forces such as regulatory changes and consumer expectations in shaping the nursing home industry and the associated responsibilities of nursing home administrators.

**HC 635  Health Care Information Technology** (3)
This course is designed to give the student the knowledge and skills necessary to participate in the evaluation, selection, planning, implementation, and management of health care information systems and technology. The course is oriented to the contemporary role of a health services manager and focuses on the need to integrate technology with processes, services and policy.

**HC 640  Legal Aspects of Health Care** (3)
A rigorous overview of current and pending health care law and legal issues including government regulation, legal constraints,
liability, negligence, patient rights, confidentiality and corporate/administrative responsibility. Emphasis will be placed on the business application of health care law.

**HC 645  Current Topics in Health Care Management** (3)
This course will select and analyze contemporary topics that are of particular importance in the dynamic and volatile health care industry that have not been covered in other core or elective courses. Possible topics will be solicited from both business experts, faculty and students, as well as from respected research sources. Guest speakers with relevant expertise will be sought.

**HC 650  Leadership in Health Care** (3)
Leadership has emerged as one of the most critical and controversial topics in our current business environment. In this course, different styles of leadership are explored along with the techniques and practices that are used by successful leadership. This course will include the analysis of cases that demonstrate effective as well as non-effective leadership behaviors and their impact on organizational effectiveness.

**HC 655  Health Care Strategy** (3)
The methods, problems and issues of strategy formulation and implementation are increasingly relevant in today’s dynamic, complex, and highly competitive environment. This course will focus on the many variables and situational factors that must be dealt with from a total enterprise perspective. The student will be challenged to develop the knowledge and skills necessary to analyze and critique the strategy of a firm of their choosing.

**Advanced Certificate – Health Care Management**
The Advanced Certificate in Health Care Management provides professionals who hold a bachelor degree the opportunity to enroll in focused graduate coursework in health care management topics.

The 15 credit Advanced Master’s Certificate can be completed in as few as 10 months and is offered in the MBA accelerated eight-week format. These 15 credits can be applied toward the MBA concentration in Health Care Management should a student wish to continue.

**Advanced Certificate Program Coursework**

**FOUNDATION** (3 Credits)
- **HC 510**  Dynamics of Health Care Systems

**ELECTIVES** (must take 4) (12 credits)
- **HC 610**  Health Care Quality Management
- **HC 620**  The Managed Care System
- **HC 625**  Medical Group Practice Management
- **HC 630**  Long Term Care Management
- **HC 635**  Health Care Information Technology
- **HC 640**  Legal Aspects of Health Care
- **HC 645**  Current Topics in Health Care Management
- **HC 650**  Leadership in Health Care
- **HC 655**  Health Care Strategy

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**Graduate Programs in Nursing**

(845) 848-6028, 6029 or fax: (845) 398-4891

**Master of Science, Family Nurse Practitioner Program**
The program is registered by the New York State Education Department and holds national accreditation approval through the Commission on Collegiate Nursing Education (CCNE):

CCNE
One Dupont Circle, NW, Suite 530
Washington, DC, 20036-1120
Phone: (202) 887-6791

The Division of Nursing offers a Master of Science degree, Family Nurse Practitioner. The graduate program builds on the philosophy and organizing framework of Dominican’s undergraduate nursing program. The Division emphasizes the pursuit of truth and academic excellence. The program is designed around an evolving body of knowledge that encompasses life processes of unitary human beings in their environment. Emphasis is placed on integration of practice and theory across diverse settings where primary care is delivered.

Students complete the 42-credit program in four academic semesters and two summer sessions. Lecture courses are offered in an evening format. Students must complete all course requirements within a 5 year timeframe. Students who have completed graduate courses, with a B or better, that fulfill some of the master’s requirements may transfer up to 6 graduate credits into the program.

At the end of the program students will:

a. integrate principles of systems theory, natural, biological, physical, and social sciences in advanced nursing practice;

b. analyze client responses to therapeutic interventions;

c. synthesize the nursing process in a manner inclusive of biopsychosocial phenomena and cultural and ethnic variations;

d. synthesize primary, secondary, and tertiary levels of prevention to promote optimal wellness;

e. integrate nursing research methods to improve advanced practice nursing; and,

f. demonstrate dependent, independent, and interdependent professional behaviors in advanced practice nursing.

**Admissions**
Students are admitted to Dominican College through the Office of Graduate Admissions on a competitive basis.

A candidate will:

- Be a graduate of a fully accredited, license–qualifying baccalaureate degree nursing program
- Hold a license to practice registered professional nursing in New York State and/or be eligible to hold same
- Have a minimum of one year of professional experience as a licensed registered nurse
- Have earned a minimum undergraduate grade point average of 3.00 with a B grade in each undergraduate nursing course and a B average in all natural science coursework
- Submit evidence on official transcripts of: (a) baccalaureate health assessment course; (b) introductory nursing research course; (c) introductory statistical methods course
- Write a personal essay including statement of career goals
- Submit three letters of recommendation on official stationery, at least one of which testifies to the student's clinical skills
• Submit a complete and current health record, malpractice insurance, and such other documents as are required by the Division of Nursing
• Submit a complete application with non-refundable application fee.

Transfer credits:
Students who have completed graduate courses with a grade of B or better that fulfill the requirements of some of the courses may transfer up to six (6) credits. Courses eligible for transfer must have been taken at an accredited master-degree-granting institution. The determination of course transfer will be made by the program Director on the basis of transcript evaluation.

Deferment:
Any student accepted into the program who wishes to defer enrollment must write a letter to the program Director requesting permission to defer. Permission will be granted for one year beginning at the time of request. Filing the request in a timely fashion secures a place for the following year's class.

Academic Requirements and Standards
Students accepted into the Master of Science Nurse Practitioner program must adhere to the standards and policies set forth by the college and the Family Nurse Practitioner Program. Students are responsible for and required to sign the Student Handbook Appendix F form found in the Family Nurse Practitioner Handbook.

In order to maintain continuous enrollment in the program, all graduate students must achieve a "B" in all clinical courses and maintain a cumulative grade point average of 3.00 to continue in the sequence and graduate from the program.

A student who does not achieve a "B" in a clinical course may, with the approval of the instructor and the Program Director, repeat the course. A student may only repeat one course once during their progression through the program.

Honors:
Sigma Theta Tau International
Sigma's mission is advancing world health and celebrating nursing excellence in scholarship, leadership, and service. Baccalaureate and graduate nursing students who demonstrate excellence in scholarship, and nurse leaders exhibiting exceptional achievements in nursing who meet the eligibility criteria, are invited to join. Sigma has more than 135,000 active members residing in more than 90 countries.

Students who have completed 12 credits, ¾ of the nursing curriculum, have at least a 3.5 cumulative nursing average, and meet the expectations of academic integrity, may be invited to apply for membership to the Zeta Omega Chapter of Sigma Theta Tau.

Off-Site Requirements
Students complete 150 clinical hours in each of three clinical courses and 300 clinical hours in Integrated Advanced Practice (total of 750 clinical hours). Precepted clinical experiences are individually arranged by students. Students must complete their clinical hours in an approved clinical site with an approved preceptor. Students should be prepared to travel to a clinical site. Students must also be prepared to work around the availability of the clinical site and preceptor. Particular days and times for clinicals cannot be guaranteed. Students will work with the Clinical Coordinator in a timely manner to have preceptors and sites approved as well as contracts signed. Students working fulltime during the program should understand that time and priority must be devoted to clinicals.

A variety of health care settings serve as clinical sites. Students gain experience in primary care, illness care, urgent care, long term care facilities, and community health centers. Hospitals, emergency rooms and specialty groups can be used in the final semester of the program.

Capstone and Final Requirements
Students complete 750 hours of clinical practice with a final written project to satisfy degree requirements. For their written Capstone project, students may continue with a proposal begun in the research course or choose another evidence-based topic pertinent to their practice, which will lay the foundation for future scholarly work.

Faculty will act as facilitator in assisting students to complete the written project. Since advanced practice nurses are expected to engage in evidence-based practice, to be expert clinicians, and participate in research, faculty will scrutinize the quality and exactness of the written project. Graduate faculty hope to engage students intellectually and stimulate desire for life-long learning.

Curricular Outline and Plan
A sample Master of Science, Family Nurse Practitioner Program sequence is included below:

### Part-time 2 Years

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Summer (6 credits)</th>
<th>Fall (8 credits)</th>
<th>Spring (7 credits)</th>
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<tbody>
<tr>
<td>NR 520 Principles of Pathophysiology (4)</td>
<td>NR 500 Comprehensive Health Assessment (4)</td>
<td>NR 580 Theoretical Foundations of Nursing (3)</td>
<td></td>
</tr>
<tr>
<td>NR 560 Role Differentiation in Advanced Practice (2)</td>
<td>NR 540 Pharmacology in Health and Disease (4)</td>
<td>NR 660 Advanced Practice Family Nursing II (4)</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Summer (7 credits)</th>
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<th>Spring (7 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NR 600 Research Praxis I (3)</td>
<td>NR 610 Research Praxis II (3)</td>
<td>NR 700 Integrated Advanced Practice (4)</td>
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</tr>
<tr>
<td>NR 680 Advanced Practice Family Nursing III (4)</td>
<td>NR 640 Advanced Practice Family Nursing I (4)</td>
<td>Elective (3)</td>
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</table>

### Part-time 3 Years

<table>
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<th>Spring (2 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NR 560 Role Differentiation in Advanced Practice (2)</td>
<td>NR 500 Comprehensive Health Assessment (4)</td>
<td>NR 580 Theoretical Foundations of Nursing (3)</td>
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</table>

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Summer (4 credits)</th>
<th>Fall (4 credits)</th>
<th>Spring (4 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NR 520 Principles of Pathophysiology (4)</td>
<td>NR 540 Pharmacology in Health and Disease (4)</td>
<td>NR 660 Advanced Practice Family Nursing II (4)</td>
<td></td>
</tr>
</tbody>
</table>
Procedures

Students are advised to refer to the Dominican College Student Handbook and the Family Nurse Practitioner Student Handbook for additional information.

Advisement:
Once a student is accepted into the Master of Science Family Nurse Practitioner Program he/she is assigned an advisor. Graduate students should make an appointment to register for courses, to discuss drop/add procedures, and for counseling on progression in the program. Please contact the Program Director whose office is located in the Prusmack Center, Second Floor, Room 210.

Health:
All graduate students must show evidence of an annual physical examination with up-to-date immunizations, a PPD or chest x-ray, and/or titers as required by regulatory agencies.

Leave of Absence:
Once enrolled a student may request a leave of absence from the program/college, which, when granted, permits the student to maintain matriculation status although not in attendance and to resume study without applying for readmission. Leave of absence status is ordinarily granted for no more than two semesters. To be official, this request must be submitted in writing to the Program Director at least one month prior to the semester for which the leave is sought, unless extenuating circumstances prevail.

Withdrawal:
To be official, any withdrawal from a course must be submitted in writing, with authorization by the Program Director, to the Registrar. Students may drop a course within one calendar week after the official opening if the academic term by filing "Drop/Add forms with the Program Director.

Insurance:
All graduate students must hold Student Nurse Practitioner malpractice insurance coverage before entering their first clinical rotation. Information regarding coverage is available in the Office of the Program Director in the Prusmack Center.

Certification
At the completion of the Master of Science Family Nurse Practitioner program graduates are eligible to sit for national Certification from either the American Association of Nurse Practitioners (AANP) or the American Nurses Credentialing Center (ANCC). Information on these certification examinations is available in the Program Director's office.

Course Descriptions for the Master of Science, Family Nurse Practitioner Program

NR 500 Comprehensive Health Assessment (4)
This course builds on previous undergraduate health assessment knowledge. Students will hone their interviewing skills and obtain a comprehensive health history; perform a comprehensive physical examination; and record assessment data on age-specific clients. Cultural and ethnic variations as well as diagnostic data constitute the client composite profile. Knowledge gained from this course prepares the advanced practice nurse to determine, plan, and monitor the health status of individual clients over time. (Two-hour lecture, four-hour clinical.)

NR 520 Principles of Pathophysiology (4)
This course builds on previous undergraduate concepts of integrative physiology. Lecture and problem-solving exercises expand the student knowledge of relevant pathophysiological processes involving major organ systems. Content in this course focuses on organisal changes associated with select disease states, thus enabling students to analyze physiologic responses to illness and provide accurate treatment modalities.

NR 540 Pharmacology in Health and Disease (4)
This course builds on students’ undergraduate knowledge of basic pharmacology. The role of the advanced practice nurse in prescribing, administering, and monitoring client pharmacotherapy is explored. Content in this course focuses on pharmacotherapeutics, pharmacodynamics, pharmacokinetics, and pharmacotherapy as well as ethical/legal considerations in managing drug therapy. Prerequisite: NR 520

NR 560 Role Differentiation in Advanced Practice Nursing (2)
This course focuses on the preparation of the advanced practice nurse as a collaborative practitioner in today’s health care system. The origins of the advanced practice nursing movement and the roles and functions of advanced practice nurses are discussed. Course content emphasizes professional socialization as an advanced practice nurse, empowering the student to act assertively, think critically, and effectively execute interdisciplinary relationships.

NR 580 Theoretical Foundations of Nursing (3)
This course focuses on the foundations of nursing practice. Knowledge of natural, biological, physical, and social sciences together with current research guides advanced practice nursing. The student discusses, analyzes, and critiques the theoretical foundations
of nursing practice with a perspective toward developing a comprehensive, holistic approach to client care.

NR 600 Research Praxis I (3)
This course builds on undergraduate nursing research knowledge. Course content focuses on the utilization of new knowledge to provide high quality care, initiate change, and improve nursing practice. The student identifies researchable problems within the clinical setting, applies the research process, and develops a guided nursing research project.

NR 610 Research Praxis II (3)
This course builds on NR 600. The focus of this course is theories of measurement, reliability, and validity of research instruments, and use of statistical tools for both quantitative and qualitative research questions. Under faculty guidance, students select a research problem and design a study.

NR 640 Advanced Practice Family Nursing I: Focus on Children, Adolescents, Young Adults (4)
150 clinical hours
The focus of this course is on health of children, adolescents, and young adults within the context of the family. Primary, secondary, and tertiary levels of prevention are emphasized. Health promotion, differentiation of normal from abnormal findings, refinement of developmental concepts, and age-specific biopsychosocial phenomena are explored. Students gain in-depth clinical practice and engage in opportunities that define roles as diagnostician, educator, advocate, and collaborator with children, adolescents, and young adults in a variety of health care delivery systems. (Two-hour lecture, ten hours clinical per week.) Prerequisites: NR 500, NR 520, NR 540

NR 660 Advanced Practice Family Nursing II: Focus on Middlescence (4)
150 clinical hours
The focus of this course is primary, secondary, and tertiary levels of prevention in middlescent adults within the context of family-centered care. Health promotion, adult health risks, maturational and situational crises of middlescence are emphasized. The role of the advanced practice nurse in anticipatory guidance, particularly affecting women’s health, is explored. Course content includes biopsychosocial phenomena and cultural and ethnic variations in middlescent populations. Students engage in in-depth clinical experiences that provide venues for family nurse practitioner role enactment. Prerequisites: NR 500, NR 520, NR 540

NR 680 Advanced Practice Family Nursing III: Focus on Elder Care (4)
150 clinical hours
The focus of this course is primary, secondary, and tertiary levels of prevention in older adults within the context of family-centered care. Health promotion, adult health risks, maturational, and situational crisis of older adults are emphasized. The role of the advanced practice nurse in anticipatory guidance, particularly as it affects older adults, is explored. Course content includes biopsychosocial phenomena and cultural and ethnic variations in elder populations. Students engage in in-depth clinical experiences that provide for family nurse practitioner role enactment. Prerequisites: All 500 and 600 level courses.

NR 700 Integrated Advanced Practice Nursing (4)
300 clinical hours
The focus of this course is primary, secondary, and tertiary levels of prevention in individuals across the lifespan within the context of family-centered care. Health promotion, health risks, and health crisis of families are emphasized. The roles of the advanced practice nurse as diagnostician, educator, advocate, and collaborator are refined. Students engage in in-depth clinical experiences with families in a variety of health care settings. Students will complete 300 hours of clinical practice and submit a written project to satisfy course requirements. Prerequisites: All 500 and 600 level courses.

NR 730 Power, Politics, and Policy (3)
The focus of this course is on roles and responsibilities of nurses in health care policy-making. Topics include political history of health workforce policy, the corporatization of health care, political context of federal and state regulations of health professions, and ethical responsibility in the health care marketplace.

NR 750 Financing Health Care Delivery Systems (3)
The focus of this course is financial management of health care agencies. Topics include health care financing and reimbursement systems, budget preparations, operating in a cost-conscious environment, and analyzing the impact of financial information on nursing within the varied health care delivery systems.

NR 770 Curriculum Design in Nursing (3)
The focus of the course is curriculum development in nursing education. Various nursing theorists, curriculum patterns, and models of nursing education are analyzed. Students write a program philosophy, organizing framework, and nursing curriculum to satisfy the course requirements.

NR 790 Measurement and Evaluation Procedures (3)
The focus of this course is development of teacher-made evaluation materials. Use and interpretation of standardized tests, preparation of test blueprints and use of instructional resources are emphasized.

Post-Baccalaureate Doctor of Nursing Practice (DNP)
The program is registered by the New York State Education Department and holds national accreditation approval through the Commission on Collegiate Nursing Education (CCNE).

CCNE
One Dupont Circle, NW, Suite 530
Washington, DC 20036-1120
Phone: (202) 887-6791

The Division of Nursing offers a Post-Baccalaureate DNP, Family Nurse Practitioner program. The program prepares diverse clinical practitioners who improve health, influence health care and apply the best evidence to clinical practice. The DNP graduate will be able to provide leadership in health policy that will ensure improvement of population and global health. The DNP graduate as a collaborative leader will be in a position to analyze complex organizational and clinical practice issues and effect improvements in health care.

The 81-credit Post Baccalaureate DNP program can be completed in 8 academic semesters and 4 summer sessions. Students may complete the program in 4-8 years.

The 39-credit DNP program can be completed in four academic semesters and two summer sessions. Students may complete the program in 2-4 years.

The goals of the program are to:

a. provide a high quality educational program that prepares candidates for successful careers as clinical experts and leaders

b. implement a program of study that promotes expert clinical practice, continuous practice improvements, effective leadership practices, and clinical scholarship
c. participate in the evolution, development, and improvement of clinical practice for professional nursing

d. create and implement a rigorously clinically focused doctoral program which demonstrates the continuous improvement of clinical practice and scholarship impact

e. impact and improve clinical practice, clinical outcomes, health policy, and care delivery methodologies.

Admissions

There are two entry points for the Post Baccalaureate DNP program. Students may enter the program with advanced standing following completion of a master’s degree in nursing. A gap analysis rubric will then be used to ascertain additional courses needed to complete the program. Students may complete the 81-credit Post-BSN DNP program in 4-8 years.

Students are admitted to Dominican College through the Office of Graduate Admissions on a competitive basis:

A candidate will:

a. be a graduate of a fully accredited, license-qualifying baccalaureate degree nursing program

b. hold a license to practice nursing or advanced practice nursing in New York State or be eligible to hold same

c. have at least one year of relevant, full-time registered nursing or advanced practice nursing experience

d. have active membership in a national nursing organization

e. submit transcripts from all college-level study reflecting a cumulative GPA of 3.0 in undergraduate and/or a 3.3 for graduate work

f. submit a current Curriculum Vitae

g. submit 3 letters of recommendation attesting to the applicant's intellectual ability, academic achievements, leadership skills, and professional commitment, including one from a professional colleague who holds a doctoral degree

h. submit a personal goal statement describing career objectives and area of clinical interest

i. submit a case study that represents the applicant's level of expertise in the provision or care of graduate work

j. submit a completed application with non-refundable application fee

k. Have an interview by phone or in person with a faculty member

Students who do not hold a family nurse practitioner degree and who do not have national certification as a family nurse practitioner may complete a gap analysis rubric which will be used to ascertain additional courses needed to complete the DNP degree.

Transfer Credits:

Students who hold a master's degree will complete a gap analysis to evaluate credits that will be transferred and applied to the DNP program.

Deferment:

Any student accepted into the program who wishes to defer enrollment must write a letter to the Program Director requesting permission to defer. Permission will be granted for one year beginning at the time of request. Filing the request in a timely fashion secures a place for the following year's class.

Academic Requirements and Standards

Students accepted into the Doctor of Nursing Practice program must adhere to the standards and policies set forth by the College and the Family Nurse Practitioner Program. Students are responsible for understanding all material found in the DNP Student Handbook.

In order to maintain continuous enrollment in the program, all graduate students must achieve a "B" in all courses and maintain a cumulative grade point average of 3.0 to continue in the sequence and graduate from the program.

Off-Site Requirements

Practicum hours:

All students are required to have a minimum of 1,000 hours that will include hours from their master's degree program and the DNP hours.

Students provide documentation of practicum hours earned for their advanced practice degree. The student will be responsible for documenting and submitting to faculty, the hours earned each semester, as well as maintaining a record of total hours earned during the program.

Clinical Agency Requirements:

The student is responsible for compliance with rules and regulations of the healthcare agency.

Capstone and Final Requirements

Capstone I:

Students will develop a proposal for an evidence-based project which addresses a practice issue affecting or related to a selected aggregate or population, organization, health care system, health care policy, or educational system.

Capstone II:

Students in this course will complete their evidence-based project and implement it and present initial findings to their clinical mentor and faculty member.

Portfolio:

All students will develop a portfolio. Specific items of coursework, evidence-based case studies, DNP project, presentations, self-reflection papers, published articles, poster presentations, CV, and future goal statement will be used to demonstrate the competencies needed for degree completion. The DNP portfolio is complete when all required documents have been approved and presented to the faculty mentor in digital form.

Curricular Outline and Plan

A sample Post-Baccalaureate Doctor of Nursing Practice (DNP) sequence is included below:

### Year 1

<table>
<thead>
<tr>
<th>Fall (6 credits)</th>
<th>Spring (6 credits)</th>
<th>Summer (7 credits)</th>
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</thead>
<tbody>
<tr>
<td>NR 800 (3) Informatics</td>
<td>NR 820 (3) Epidemiology &amp; Biostatistics</td>
<td>NR 840 (3) Clinical Genomics</td>
</tr>
<tr>
<td>NR 810 (3) Translating Evidence into Practice</td>
<td>NR 830 (3) Bioethics</td>
<td>NR 850 (3) Contemporary Leadership</td>
</tr>
<tr>
<td>NR 860 (1) Introduction to Residency/Capstone</td>
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</table>

### Year 2

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<th>Fall (6 credits)</th>
<th>Spring (7 credits)</th>
<th>Summer (7 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NR 870 (3) Global Health &amp; Social Justice</td>
<td>NR 890 (3) Capstone I</td>
<td>NR 910 (3) Capstone II</td>
</tr>
</tbody>
</table>
NR 880 (3) Healthcare Management  
NR 900 (4) Residency I  
NR 920 (4) Residency II

**Part-time 3 years**

**Year 1**

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<th>Fall (3 credits)</th>
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<td>NR 800 Informatics</td>
<td>NR 820 Epidemiology &amp; Biostatistics</td>
<td>NR 830 Bioethics</td>
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**Year 2**

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<tr>
<td>NR 810 Translating Evidence Into Practice</td>
<td>NR 840 Clinical Genomics</td>
<td>NR 850 Contemporary Leadership</td>
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<td>NR 860 Introduction to Residency/Capstone</td>
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**Year 3**

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<tr>
<td>NR 870: Global Health &amp; Social Justice (3)</td>
<td>NR 890 Capstone I (3)</td>
<td>NR 910 Capstone II (3)</td>
</tr>
<tr>
<td>NR 880 Health Care Management (3)</td>
<td>NR 900 Residency I (4)</td>
<td>NR 920 Residency II (4)</td>
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</table>

**Procedures**

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Health and Insurance Requirements:

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Leave of Absence:

Once enrolled a student may request a leave of absence from the program/college, which, when granted, permits the student to maintain matriculation status although not in attendance and to resume study without applying for readmission. Leave of absence status is ordinarily granted for no more than two semesters. To be official, this request must be submitted in writing to the Program Director at least one month prior to the semester for which the leave is sought, unless extenuating circumstances prevail.

Certification

At the completion of the Doctor of Nursing Practice program graduates who are not certified as Family Nurse Practitioners are eligible to sit for national Certification from either the American Association of Nurse Practitioners (AANP) or the American Nurses Credentialing Center (ANCC). Information on these certification examinations is available in the Program Director's office.

**Course Descriptions for the Post-Baccalaureate Doctor of Nursing Practice (DNP)**

**NR 800 Informatics (3)**

This course is designed to prepare the student with the knowledge and skills needed to use informatics technology to support evidence-based practice. An overview of informatics topics most relevant to evidence-based practice will be presented. Topics include: computer systems development; standardized clinical terminology; informatics standards; electronic health records; and retrieval and analysis of digital data, information, and knowledge.

**NR 810 Translating Evidence into Practice (3)**

This course is designed to explore the nature of evidence as it applies to the discipline of nursing. Emphasizing critical appraisal of nursing research and research from other disciplines as evidence, knowledge development activities address translation of research into practice, the evaluation of practice, and activities aimed at improving the reliability of healthcare practice outcomes for individuals and populations.

**NR 820 Epidemiology and Biostatistics (3)**

This course focuses on integration of public health measures and research results to inform clinical practice. An understanding of diverse populations, environmental health, occupational health, and genetics will help orient the practitioner toward individual patients. Emphasis is placed on diverse populations, environmental health, occupational health, and genetics which modify patients' responses to health and disease.

**NR 830 Bioethics (3)**

This course is designed to explore the complexity of ethical issues in health care. Emphasis is placed on central ethical and political issues raised by scientific and technological advance, and by the exercise of power in determining how it is used, and who decides; as well as strategies to address them which will increase competence.

**NR 840 Clinical Genomics (3)**

This course focuses on the current parameters of genetics as they influence health and illness. Clinical issues of genetic testing, individualized risk assessments and predictions are explored throughout the lifespan.

**NR 850 Contemporary Innovative Leadership (3)**

This course focuses on the development of the contemporary leader in current and emerging organizational systems. Emphasis is placed on models and concepts of leadership with a vision toward understanding and negotiating complexities of governance and healthcare innovation. Quality initiatives, inter-professional collaboration, and communication strategies that create a culture of excellence and transform practice are critical topics for discussion and reflection.

**NR 860 Introduction to Residency/Capstone (1)**

This course is designed to introduce the DNP student to the foundations necessary to enter the highest level of advanced practice nursing and develop that practice for the benefit of their patients and the health of their country and the world. Students will be introduced to the framework of the program which culminates with the capstone project and clinical residency.

**NR 870 Global Health and Social Justice (3)**

This course examines major global health challenges, programs, and policies. Students will be introduced to the world's vast diversity of determinants of health and disease. Students will analyze current and emerging global health priorities, including emerging infectious diseases, poverty, conflicts and emergencies, health inequity, health system reforms, and major global initiatives for disease prevention and health promotion. Social issues common to vulnerable populations
will be examined using ethical and legal frameworks. System issues relevant to health and healthcare delivery will be explored for its impact on care and policy implications.

NR 880  Health Care Management (3)
This course examines critical concepts of managed care and health care reimbursement from the perspective of payer and the provider. Topics include the history of managed health care, types of managed care plans and integrated health care delivery systems, as well as Medicare and Medicaid. The course will examine the implications of managed care plans for major provider sectors and review the mechanics of third party reimbursement with the goal of developing a basic understanding of managed care and the reimbursement process.

NR 890  Capstone I (3)
This course is designed to assist Doctor of Nursing Practice students in gaining the knowledge, skills, and strategies necessary to develop a proposal for an evidence-based project, which addresses a practice issue affecting or related to selected aggregate or population, organization, health care system, health care policy, or educational system. Students will write a full proposal that reflects synthesis of the student’s knowledge from prior coursework and work in an area of interest or expertise under the direction of a faculty member and clinical mentor. At the end of the course, the student will submit the proposal for the capstone project for approval, to advance to the next course (Capstone II, NR 910) and implement the project.

NR 900  Residency I (4)
The DNP residency is considered a key component of the Doctor of Nursing Practice educational program that combines clinical practice experiences with scholarly activities to provide in-depth learning for students. During residency the students integrate and synthesize knowledge by demonstrating competency in an area of nursing practice. The DNP residency is designed to provide the DNP student with a comprehensive clinical experience individually designed to meet the professional and clinical goals set by each DNP student.

NR 910  Capstone II (3)
This course is designed to assist the advanced practice nurse/Doctor of Nursing Practice students in the completion of an evidence-based project which addresses a practice issue affecting or related to a selected aggregate or population, organization, health care system, or health care policy. Students will complete the implementation phase of the project, evaluate the project, and write the final capstone paper. During the course the student will implement the project and present the initial findings to their Capstone Chair and Clinical Mentor.

NR 920  Residency II (4)
This role immersion course provides the DNP student an intensive opportunity for reflective practice highlighting students’ clinical strengths and professional interests in a comprehensive real-world context that includes utilization of leadership, consultation, advocacy, and collaborative practice. Students will also complete a portfolio delineating their experiences and achievements during their course of study.

NR 999  DNP Continuation of Matriculation (0)
Students must register for this course until final requirements for the DNP have been successfully completed.

Graduate Program in Occupational Therapy

(845) 848-6001/6040

The Graduate Occupational Therapy Program leading to either a Bachelor of Science/Master of Science in Occupational Therapy (BS/MSOT) for COTAs with an Associate degree, or a Master of Science in Occupational Therapy (MSOT) for those with a prior earned Bachelor or Master degree, is fully accredited through 2019/2020 under “The Standards for an Accredited Educational Therapy Program for the Occupational Therapist – 2011” by the Accreditation Council for Occupational Therapy Education (ACOTE):

Accreditation Council for Occupational Therapy Education (ACOTE)
c/o Accreditation Department American Occupational Therapy Association (AOTA)
6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929
Phone: (301) 652-6611 X2042 or www.acoteonline.org

Students enter the program with a strong liberal arts and sciences foundation. The entry-level Master’s Occupational Therapy curriculum requires students to participate in seven trimesters of academic work followed by two (2) 12-week full-time clinical fieldwork experiences. Level II fieldwork must be completed within 18 months of the completion of all academic coursework.

The OT Program of Dominican College serves a diverse community of adult learners to become competent and compassionate entry-level practitioners. Aligned with the Dominican tradition, the program empowers this community of learners to excel, lead, and serve with integrity and to engage responsibly in the pursuit of a more just, ethical, and sustainable world. This is accomplished by meeting the growing demand for high-quality, non-traditional professional education in a hybrid weekend format. Using didactic, experiential, and self-directed learning activities, the program provides students with contextually rich opportunities to develop critical thinking, clinical reasoning, and a humanistic approach to learning and practice.

Admissions
Certified Occupational Therapy Assistants (COTAs) submit verification of both their National Board for Certification in Occupational Therapy (NBCOT) and a minimum of one full year of work experience as a COTA.

COTAs holding an Associate degree will earn a BS/MS degree in occupational therapy upon successful completion of the program. Those who hold a Bachelor degree or higher will earn an MS degree in occupational therapy upon successful completion of the program.

Candidates with Baccalaureate Degrees may qualify to apply to the OT professional curriculum upon successful completion of all admissions requirements and prerequisite coursework.

For Dominican College undergraduate students:
4-year traditional track students will first complete a Bachelor degree – either Social Sciences with an emphasis in Psychology OR Health Sciences with the Pre-OT track – including all of the OT prerequisites and then apply to the program. Students who earn a minimum GPA of 3.0 and meet all individual prerequisite grade requirements may apply in the fall of their Senior Year.

3-year accelerated track social science students may qualify to apply for entry into the OT professional curriculum with a minimum of 96 credits at the end of their junior year and upon successful completion of prerequisite coursework. The designation ‘accelerated track’ must be made no later than the first semester.
of the Sophomore year. This designation allows students to apply to the OT program in the fall of their Junior year and start the professional sequence as Seniors.

NOTE - Transfer students who enter the College later than the first semester of the Sophomore year are not eligible for the accelerated path and must complete a Bachelor degree, including the OT prerequisites.

Admission to and completion of a Dominican College under-graduate degree is not a guarantee of admission to the Graduate Occupational Therapy Program. Admission selection is competitive. However, candidates who have completed at least 60 credits of coursework at Dominican College prior to applying to the Graduate Occupational Therapy Program are given preference in the admission selection process over candidates from outside of the College.

How to Apply:

1. Applicants not currently Dominican College students must first apply to Dominican College as a transfer student, to have prerequisite courses verified as qualifying toward OT Program prerequisites. All transfer students must complete both the Math and Writing Placement Tests, regardless of prior coursework.
2. Submit official transcripts from all post-secondary coursework.
3. You will be eligible to apply through the Occupational Therapy Centralized Application Service (OTCAS) at https://portal.otcas.org when you only have the following prerequisite courses to complete: Clinical Anatomy*, Introduction* or Overview* to Occupational Therapy Practice, and Kinesiology in OT (indicates a course that must be taken at Dominican College). Candidates actively enrolled in Physics and/or Neuroscience at the time of application will be considered.
4. The OTCAS Graduate Occupational Therapy application process for the Dominican College OT program opens and runs from mid-July and closes October 15 for the entering September cohort of the following year. Example: Fall 2020 Class OTCAS application cycle is open from mid-July through October 15 of 2019.
5. All components of the OTCAS Application should be submitted by October 1 to OTCAS for sufficient time to process and ‘verify’ all submitted materials by October 15 due date.
6. Complete the CASPer® test at: https://takecasper.com/ and have results sent to Dominican College before the October 15 application deadline.
7. Qualified applicants taking prerequisite coursework will be invited to take the on-site essay before October 1. Contact the OT Admissions Assistant to arrange an appointment for completing the on-site essay anywhere from September 1 to October 1.
8. Applicants selected for the final stage of the interview will be contacted in late October to schedule the onsite interview.
9. Final decisions for offers of admission occur in early December.

General Minimum Admission Consideration Standards

1. Minimum overall GPA 3.0 (B) of all post-secondary coursework.
2. Minimum Science GPA 3.0 (B) with no grade lower than a B- in a prerequisite science course.
3. Minimum Prerequisite GPA 3.0 (B) with no grade lower than a B- in any undergraduate liberal arts prerequisite course.
4. No grade lower than a B in OT532 (Kinesiology in OT), OT521 (Intro to OT).
5. Minimum TOEFL scores, if required, per subtest:
   - Reading – 22; Listening – 18; Speaking – 21; Writing – 24
6. Science GPA 3.0 (B) with no grade lower than a B in the following courses, which must be passed with a minimum grade of 80%
   - BI223 & BI224 must have been passed with the minimum required grade within five years prior to beginning BI324. If either course is older than five years, applicants must retake the course or pass the Anatomy and Physiology Challenge Exam given by the Science Department with a minimum score of 80%. Challenge Exam may only be taken twice.

In addition to the academic standards noted above, all applicants for admission are evaluated and scored on the following criteria:

- Writing skills (onsite and application essays)
- Observation experiences with a Registered Occupational Therapist (OTR) in at least three different practice settings that cover the human lifespan for a minimum of 40 total hours
- Letters of Reference (at least one from an academic professional who can speak to graduate academic potential and a work supervisor; third reference may be from another academic professional or work supervisor. If able to attain a reference from an occupational therapist (OTR), this is acceptable as the third reference. Absolutely NO family members or friends of family)
- CASPer® test results
- Interview

IMPORTANT NOTE – All applicants must undergo a criminal background check before being admitted to the program. Additionally, all students in the program who are preparing to enter fieldwork will need to undergo an updated criminal background check before being cleared to begin those experiences.

Prerequisites:

- CS 111  Dynamics of Oral Communication (3) (not online)
- BI 223  Anatomy and Physiology I (4) **
- BI 224  Anatomy and Physiology II (4) **
- MA 225  Introduction to Statistics (3)
- PS 102  General Psychology II (3)
- PS 213 and PS 214  Developmental Psychology I and II or 6-credit lifespan equivalent
- PS 226  Abnormal Psychology (3)
- SO 111  Introduction to Sociology (3)
- BI 333  Neuroscience (3)
- PY 114 or 221  Physics (221 preferred)

** BI223 & BI224 must have been passed with the minimum required grade within five years prior to beginning BI324. If either course is older than five years, applicants must retake the course or pass the Anatomy and Physiology Challenge Exam given by the Science Department with a minimum score of 80%. Challenge Exam may only be taken twice.

The following courses must be taken at Dominican College

OT 521  Introduction to Occupational Therapy Practice (3)#
OT 531  Overview of Occupational Therapy Practice (CO-TAs)(3)#
OT 532  Kinesiology in Occupational Therapy Practice (6)#

# May only be taken after all other prerequisites are completed and the student has been officially accepted into the Graduate Occupational Therapy Program. Courses are only offered during the summer trimester before the fall start of the professional course sequence.

Transfer credits:

Due to the wide variations in curricular structure, transfers from other graduate occupational therapy programs are generally not accepted. Individuals seeking special consideration to transfer must follow the same admission application process as all other potential candidates. Additionally, permission must be given to the Dominican
College OT program to communicate with the other OT program about the student’s performance during their time there. It is important to note that as per College policy, the program is not able to accept any more than 6 graduate credits earned from the prior program toward meeting the Dominican College Graduate Occupational Therapy Program requirements.

Deferment:
Once accepted to the Graduate Occupational Therapy Program, deferral of start date is not permitted except under extraordinary circumstances. Requests for deferral must be made in writing to the Program Director. Deferrals are granted only until the next entering cohort. Failure to enter the program at the end of the deferral period will result in withdrawal of acceptance to the program and requires the candidate to reapply to the program, if desired at a later time.

Academic Requirements and Standards
- The first-year students entering the program in the Fall are required to attend the program orientation days which are held in June on at least one weekday
- The Graduate Occupational Therapy program requires all students to attain and maintain a minimum GPA of 3.0 for each trimester and cumulatively, to remain in good standing
- A student may repeat or withdraw from one (1) 6-credit and one (1) 3-credit course only once during the entirety of the program.
- The courses must be taken in the order established in the curriculum
- There is no part-time option
- Due to the intensive and condensed nature of the on-campus portion of the program, there are no excused absences. Failure to attend the entirety of the first session of each course in each trimester will result in the student needing to immediately withdraw from the course and register for it at the next available opportunity. This may delay progression thorough the curriculum by one year.
- The academic portion of the program must be completed within 150% of the normal length of the curriculum
- Failure to attain and maintain the program’s academic, integrity, and professional behavior standards and requirements may result in dismissal from the program
- The complete set of policies and procedures regarding academic requirements and standing are found in the Graduate Occupational Therapy Program Student Handbook.

Honors:
Pi Theta Epsilon
Gamma Alpha Chapter Occupational Therapy Honor Society
Gamma Alpha Chapter of Pi Theta Epsilon (PTE), the National Occupational Therapy Honor Society, recognizes and encourages scholastic excellence of Occupational Therapy students. Aims of PTE include advancing the field and providing a vehicle for students in accredited programs to exchange information and collaborate regarding scholarly activities.

New members are eligible to apply when they are in the top 35% of the occupational therapy class, have a G.P.A. of at least 3.5 and have completed at least two trimesters in the professional curriculum.

Applicants must also provide evidence of a piece of scholarly written work completed while in the program and submit an essay stating why the prospective member wishes to join PTE.

Off-site Requirements
All students in the Graduate Occupational Therapy Program must complete two (2) Level I and two (2) Level II Fieldwork experiences.

- Level I Fieldwork is completed as part of OT 662 Level I Fieldwork Seminar. Each of the two (2) experiences require a minimum of six (6) full-time days. Typically, these experiences occur on weekdays. Certain experiences may require additional orientation days. Level I Fieldwork experiences are designed to expose students to various client populations. Each experience is designed to help students begin to consider how occupational therapy may engage with and assist these clients to participate in desired occupations and live life to the fullest.

- Level II Fieldwork consists of two (2) twelve-week full-time experiences. Students must complete the academic coursework portion of the curriculum before beginning Level II Fieldwork. Typically, twelve weeks are spent in a treatment setting that provides services to pediatric and/or adolescent clients (0-18 years) and twelve weeks are spent in a treatment setting that provides services to the adult and/or geriatric client. However, based on the requirement to provide all students with a broad exposure to the practice of occupational therapy to prepare students to become competent, creative, compassionate generalist entry-level practitioners, alternate placement types may be arranged. Students must plan ahead as working full-time during Level II Fieldwork is not permitted. Level II Fieldwork must be completed within one year of completing the didactic academic coursework portion of the program.

- NOTE – All students are required to undergo a criminal background check before beginning fieldwork.

Curricular Outline and Plan

<table>
<thead>
<tr>
<th>Year 1: Fall (9 credits)</th>
<th>Spring (9 credits) (COTAs begin here)</th>
<th>Summer (9 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>OT 534 Tools of Practice I (6)</td>
<td>OT 545 Professional Practice Skills I (6)</td>
<td>OT 542 Childhood and OT Practice (6)</td>
</tr>
<tr>
<td>OT 536 Foundations of Occupational Therapy (3)</td>
<td>OT 544 Clinical Conditions (3)</td>
<td>OT 664 Research in OT (3)</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Year 2: Fall (9 credits)</th>
<th>Spring (9 credits)</th>
<th>Summer (9 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>OT 643 Adolescence &amp; OT Practice (6)</td>
<td>OT 653 Adult-hood I (6)</td>
<td>OT 654 Adult-hood II (6)</td>
</tr>
<tr>
<td>OT 662 Fieldwork Level I Seminar (3)</td>
<td>OT 756 Research Symposium (3)</td>
<td>OT 649 Management and Leadership in OT Practice (3)</td>
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<tr>
<th>Year 3: Fall (9 credits)</th>
<th>Spring/Summer (6 credits) (24-weeks)</th>
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</thead>
<tbody>
<tr>
<td>OT 753 Maturity and OT Practice (6)</td>
<td>OT 764 Fieldwork Level II A (3)</td>
</tr>
<tr>
<td>OT 754 Advanced Practice (3)</td>
<td>OT 765 Fieldwork Level II B (3)</td>
</tr>
</tbody>
</table>
Procedures
Students are advised to refer to the Dominican College Student Handbook and the Graduate Occupational Therapy Program Student Handbook for additional information.

Advisement:
- Transfer students accepted to Dominican College who hold an earned Bachelor degree or higher and meet the minimum GPA standards, based on the evaluation of credits by Admissions, are assigned to the Coordinator of Pre-OT Advising and Admissions for academic advising toward the completion of requirements for applying to the Graduate Occupational Therapy Program.
- COTAs who meet the minimum GPA requirements are also advised by the Coordinator of Pre-OT Advising and Admissions.
- Dominican College undergraduate students are advised by the faculty of their selected undergraduate major; those students who are near to qualifying to apply to the OT program will be offered several opportunities to meet with the Coordinator of Pre-OT Advising and Admissions in small group information sessions.
- Once a student is accepted into the OT program, academic advising transfers to one of the core OT faculty members. Students must meet with their advisors at least once every trimester throughout the program.

Health:
All students must follow the policies and procedures pertaining to the submission of required health records to Student Health Services to be permitted to register for classes. Fieldwork sites may have additional requirements which a student must meet before beginning that experience. It is the responsibility of the student to stay on top of College, program, and fieldwork site requirements.

Leave of Absence:
There are two categories of Leave of Absence (LOA). The first is a Personal LOA and the second is an Academic LOA. A Personal LOA may be granted for extraordinary medical, financial, family, or military reasons. An Academic LOA is granted when a student has failed to meet the academic standard and is required to wait to repeat coursework until the course(s) is (are) offered next. In both cases, a student is eligible for a LOA only if in otherwise good academic standing.

Leaves of absence may be granted to students for a maximum of one year (three trimesters) during the academic portion of the Program. For LOAs occurring during the Fieldwork portion of the program, a maximum of six months may be granted. Students must apply for and be granted an LOA.

Withdrawals:
- In cases of exceptional circumstances and for serious reasons, a student may withdraw from a 6-credit and a 3-credit course only once in the program.
- Students are to communicate with the course coordinator/instructor and their Academic Advisor prior to withdrawal.
- As part of the advisement process, the student will be asked if he/she has consulted with the course coordinator/instructor prior to a sign-off for the withdrawal.
- The symbol of “W” will be entered on the transcript when the official withdrawal occurs before more than two-thirds of the scheduled sessions of the course have met (i.e., prior to 5:30 p.m. on Friday of the 5th WEC)
- Failure to submit the Add-Drop card before the start of WEC5, approved by the advisor, results in WU on the transcript. WU has the equivalent effect on a student’s GPA of a grade of F.

Withdrawal from the Program
Should a student wish to withdraw from the Graduate Occupational Therapy Program, for any reason, the request for withdrawal must be made in writing to the Program Director. The request needs to indicate that the student is withdrawing from the program, not taking a leave of absence, and the reason for the withdrawal. If the student is currently enrolled in courses, an Add/Drop form must also be completed. The student must additionally notify the Bursar and check with Financial Aid for any other requirements to complete the withdrawal process. Students who have officially withdrawn from the program may be eligible to reapply at a later time, if in good academic standing at the time of the withdrawal. Refer to the reapplication process in the Graduate Occupational Therapy Student Handbook.

Insurance:
Before beginning Level I Fieldwork, all students must possess Student Professional Liability Insurance. There are several companies that offer this at a very reasonable cost. Students must provide proof of coverage to the Fieldwork office and must maintain it through the duration of Level II Fieldwork.

Certification and Licensing Requirements
All states, the District of Columbia, and Puerto Rico require occupational therapists and occupational therapy assistants to be licensed. States have similar, but not identical requirements and procedures for obtaining a license. For specific state licensure requirements always consult the state occupational therapy regulatory agency in which you intend to work.

To obtain a license you will need to:
- Graduate from an accredited OT or OTA educational program.
- Complete your fieldwork requirements.
- Apply for and Pass the NBCOT® Certification Examination. For additional information regarding the examination, including ordering Score Transfers and/or State Confirmation Notices, refer to the NBCOT Web site: https://www.nbcot.org/
- Apply for a license and pay a fee for each state/jurisdiction in which you wish to practice or hold a license.
- Please note that a felony conviction might affect a graduate’s ability to sit for the NBCOT exam and/or attain state licensure.

Many, but not all states allow practitioners to practice on a temporary license or limited permit while waiting to take or receive the results of the certification exam. If you fail the exam, you may not be able to continue to practice. Each state OT regulatory agency should be consulted for specific requirements.

Course Descriptions for the Master in Occupational Therapy

Graduate-level Prerequisite Courses

OT 521 Introduction to Occupational Therapy Practice (3)
An introductory study of the historical and philosophical development of occupational therapy, roles and tasks of occupational therapy practitioners working in a variety of practice settings with diverse populations across the lifespan, and service delivery. Emphasis placed on occupation and co-occupation as core concepts, occupational therapy domain and process, client-centeredness, medical terminol-
ogy, and professionalism. Co-requisite of OT532. Summer tri- 
quarter only. Must earn a B to begin the professional curriculum in 
the fall.

OT 532  Kinesiology in OT Practice (6) 
An introduction to human motion through the exploration of neuro-
muscular function, osteo- and arthro-kinematics. Experiential 
laboratory learning provides illustrations of these concepts through 
the opportunity to develop proficiency in surface anatomy/palpation, 
goniometry, joint motion, manual muscle testing, posture and move-
movement patterns related to occupational performance. A minimum 
course grade of B is required. 
Prerequisites: Physics 114 or 221; HL 324 Clinical Anatomy; and ac-
ceptance into the graduate professional OT program.

Graduate Professional Sequence Courses

OT 534  Tools of Practice (6) 
A study of the tools of occupational therapy including the non-hu-
man environment, occupation-based and activity analysis, synthesis 
and gradation of activities, conscious use of self, and the teaching-
learning process. Emphasis on application and process to build begin-
ning skills for the therapeutic use of occupation and activities, inte-
grating theoretical foundations with selection, performance, adapta-
tion, and gradation for a diversity of clinical situations.

OT 536  Foundations of Occupational Therapy (3) 
Theoretical constructs underlying occupational performance and 
study of major occupational therapy models of practice. Examination 
of historical and current theoretical constructs, socio-political, cul-

tural, and research perspectives and impact on theory development. 
A more in-depth examination of the profession’s domain and process 
with occupation as its core. The role and contribution of an individ-
ual’s personal resources to the occupational therapy process including 
self-awareness, critical appraisal, and self-directed lifelong learning.

OT 542  Childhood and OT Practice (6) 
Occupation-based childhood practice process from screenings and 

evaluation to targeted outcomes. Common pediatric diagnoses, typi-
cal/artypical development, childhood conceptual models and frames 
of reference, and childhood intervention sites. Issues related to family 
and culture are explored. Childhood-specific advanced practice areas 
such as neonatal intensive care, pediatric feeding disorders, sensory 
processing, early intervention, and school-based practice are intro-
uced.

OT 544  Clinical Conditions in Occupational Therapy Practice 
(3) Significant disease entities of a physical, psychological, and social na-
ture most often encountered by the practicing occupational therapist 
are examined, including the etiology, pathology, prognosis, and 
common non-OT interventions. Students develop an introductory 
understanding and analysis of the potential impact of the conditions 
upon the client’s occupational engagement and performance within 
various contexts and across the lifespan.

OT 545  Professional Practice Skills 1 (6) 
Begin to apply concepts of skilled observation, therapeutic use of self, 
critical thinking and emerging clinical reasoning, basic documentary-
tion of human behavior, and occupational performance across the 
lifespan. The Occupational Therapy Practice Framework utilized to 
examine group dynamics and process, societal and cultural compet-
tence, and health and wellness principles of individuals, groups, and 
populations.

OT 643  Adolescence and OT Practice (6) 
Understanding, illustrating, and demonstrating screening, evaluation, 
and intervention planning for the middle childhood to late adoles-
cence period in relation to supporting engagement in occupa-
tions. An examination of behavioral and psychosocial factors em-
phasized for relevance/importance in the application of theories to 
meaningful occupational outcomes.

OT 649  Management and Leadership in Occupational Therapy Practice (3) 
Focus on principles, styles, roles, and tasks of leadership and manage-
ment of occupational therapy services, including the ethical, legal, 
political, legislative, regulatory, business, and reimbursement topics. 
Emphasis placed on the importance of ongoing professional develop-
ment to maintain currency in all areas of professional practice. 
Covers the ethos, pathos, and logos of being an occupational therapist in 
today’s US healthcare “system.”

OT 653  Adulthood I (6) & OT654  Adulthood II (6) 
These inter-related courses take the student through concepts, evalu-
ation, intervention methods and skills needed to provide quality evi-
dence-based services to clients in the largest segment of the human 
lifespan (early and middle adulthood). Issues of health, wellness, and 
quality of life, as well as most frequently encountered pathologic 
conditions are presented within the full occupational therapy process 
across practice settings.

OT 662  Fieldwork Level I Seminar (3) 
An introductory study of the roles and tasks of the occupational ther-
apist practicing in psychosocial and physical disabilities clinical and 
community-based settings. Two different settings, a minimum of six 
(6) full days for each experience (minimum total of 36 hours each), 
teaching students to the fieldwork experience, applying knowledge 
to practice and developing an understanding of the diverse needs of 
clients. Structured around academic assignments enabling students to 
tegrate theoretical knowledge and the occupational therapy process 
with the range of clinical scenarios encountered in each placement.

OT 664  Research in Occupational Therapy (3) 
Presentation and understanding of types of scholarship related to the 
value of occupation to improve health and wellness of human lives. 
Examination of methods of knowledge acquisition and creation in 
preparation for evidence-based practice. Introductory critical ap-
praisal of quantitative and qualitative published research studies as re-
lated to occupational therapy evidence-based practice. Overview of 
the required components that comprise research projects and criteria 
for publishing. Student-involved, faculty-mentored research projects 
begin, including formulation of the introduction and methodology 
portions, in preparation for IRB submission, data collection, and 
analysis.

OT 753  Maturity and OT Practice (6) 
Assessment and intervention for the well and disabled older popula-
tions. Skills for evidence-based evaluation and intervention that sup-
port the older persons’ occupational engagement and participation 
practiced in laboratory assignments. Advocacy, caregiver health, 
health literacy, program development, and designing community-
based health, well-being, and quality of life programs learned through 
diverse methods.

OT 754  Advanced Practice (3) 
Overview and introduction to specialized and emerging health areas 
of OT practice to optimize knowledge and clinical reasoning skills. 
Lectures and labs integrating knowledge and skill acquisition relative 
to specialized and emerging practice are emphasized.
OT 756 Research Symposium (3)
Refinement of critical appraisal skills in evaluating quality of evidence in published research studies for evidence-based practice. Completion of the collection and analysis of qualitative or quantitative data. Data analysis techniques needed for quantitative and qualitative studies further explored and applied to more advanced critical appraisal of published works. Students complete the faculty-mentored research projects and prepare posters and proposals for submission to AOTA conference and/or publishing.

OT 764 Fieldwork Level II A (3)
OT 765 Fieldwork Level II B (3)
Students apply understanding of occupation, professional practice, identity, and leadership during each of two (2) twelve-week (60 days), full-time fieldwork placements, for a total of 24 weeks of full-time Level II Fieldwork. Objectives focus on personal transformation into a competent, compassionate, entry-level occupational therapist for a practice site by the completion of each experience. Students are not permitted to work on a full-time basis while engaged in Level II Fieldwork. Both experiences must be completed within 18 months of completion of the didactic coursework.

Master of Science, Organizational Leadership and Communication
(845) 848-4038

The M.S. in Organizational Leadership and Communication will prepare students to lead change within organizations, to become effective communicators, resolve conflicts, and create strategic plans to accomplish organizational goals. This program supports the College mission of leadership and educational excellence while serving a diverse community.

The M.S. in Organizational Leadership and Communication consists of 33-credits which include ten required courses and a choice of one elective course. It offers the flexibility of online courses in an asynchronous format and may be completed in one year by taking two courses each session throughout the academic year. (A session consists of eight weeks; there are six sessions in the year.) Throughout the program, a faculty mentor will provide individualized attention to each student.

In the capstone course, students will be able to choose from one of the following projects: compose a research paper, develop a leadership plan, or develop a training or orientation program. The capstone project will consist of a project/paper and an oral defense.

The graduate program in Organizational Leadership and Communication is suited for individuals in all career paths and is designed for the working professional. It will help students advance their careers in banking, business, government agencies, healthcare, higher education, industry, law enforcement, military, profit or non-profit organizations. It will offer leadership strategies to prepare graduates to enter the workforce or to advance to middle management, upper management, and administrative positions in all fields. It will help students become more self-aware, emotionally intelligent, socially responsible, and culturally sensitive, while exercising critical thinking. The curriculum is designed to help students develop the skills they need to navigate various changes and conflict within organizations effectively.

Leaders today need training in organizational communication and development and crisis management as well as an understanding of workplace culture and decision making with strategies for negotiation and conflict resolution. Change is inevitable, so skills in transformational leadership, strategic planning and understanding diversity will make effective leaders.

Admissions
All candidates for the MSOLC program must apply for admission to the program through the Dominican College Office of Graduate Admissions.

To be considered for admission to the program, all students must submit the following materials:

- Completed application and payment of application fee
- An official transcript documenting a baccalaureate degree from an accredited undergraduate institution with a grade point average of at least a 3.0 on scale of 4.0.
  - For applicants with a grade point average below a 3.0, other factors such as years of professional experience, grade point average in the major field, and academic development beyond the baccalaureate degree may also be taken into account in the admission decision.

Admissions
Completion of an online interview (interview will be scheduled with the Program Director).

Transfer Credits:
The expectation is that all courses for the degree will be taken at Dominican College; however, up to six credits from accredited master-degree granting institutions that match the requirements of our program may be accepted if approved by the Program Director.

To be eligible for transfer, courses must meet the following criteria:
1. They must have a minimum grade of B
2. Be equivalent to courses offered at Dominican College,
3. Have been taken within the last five years.

Good standing:
Once accepted into the MSOLC program, students must meet the following standards to remain in good standing:
1. Adherence to all published policies and procedures of the College
2. Completion of the degree within five years of matriculation into the program
3. A minimum cumulative GPA of 3.0 with no individual course grade below C

It is the responsibility of the student to adhere to the requirements for good academic standing. A student whose cumulative GPA falls below a 3.0 will be automatically placed on academic probation. A student on probation will meet with the Director to discuss the conditions and requirements of probation. These conditions and requirements may include continuing probation, academic leave or dismissal from the program.

Curriculum
The M.S. in Organizational Leadership and Communication consists of 33-credits which includes ten required courses and a choice of one elective course. The courses are:

- The Dynamics of Leadership
- Research and Writing
- Organizational Change and Development/Transformational Leadership
- Critical and Ethical Decision Making
- Research Methods and Design
- Strategic Planning and Leadership
- Organizational Communication
- Technology for Leaders OR Organization Culture and Team Building
- Leadership and Diversity
- Conflict Resolution and Negotiation
- Capstone Course

Capstone
The capstone serves as the culmination to all coursework and requires the student to apply the knowledge, theories and practices learned from previous courses in a highly integrated, coherent and real world manner. In the capstone course, students will be able to choose from composing a research paper, developing a leadership plan, or developing a training or orientation program. The capstone will consist of an applied research project or a research paper. All students will complete an oral defense of their research.

Curricular Outline and Plan

<table>
<thead>
<tr>
<th>Term</th>
<th>Course #</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>Fall Session I</td>
<td>OL/MB 607</td>
<td>Dynamics of Leadership</td>
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<tr>
<td></td>
<td>OL 610</td>
<td>Research and Writing</td>
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<tr>
<td>Session II</td>
<td>OL 611</td>
<td>Organizational Change and Development/Transformational Leadership</td>
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<td></td>
<td>OL/MB 500</td>
<td>Critical and Ethical Decision Making</td>
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<td>Spring Session III</td>
<td>OL 612</td>
<td>Research Methods and Design</td>
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<td>OL 614</td>
<td>Strategic Planning and Leadership</td>
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<td>OL/MB 613</td>
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<td>OL 617</td>
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<td>OL 618</td>
<td>Organization Culture and Team Building</td>
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<td>Summer Session V</td>
<td>OL 615</td>
<td>Leadership and Diversity</td>
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<td>OL 616</td>
<td>Conflict Resolution and Negotiation</td>
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<tr>
<td>Summer Session VI</td>
<td>OL 625</td>
<td>Capstone Course</td>
</tr>
</tbody>
</table>

Procedures
Advisement
The Program Director is the academic advisor for all MSOLC students. An academic plan that takes into account a student’s unique professional and personal situation is a key factor for success.

Residency
Students must successfully complete at least 27 credits in the online program at Dominican College to be able to graduate from the program.

Course Descriptions for the Master of Science Degree in Organizational Leadership and Communication

OL/MB 607  The Dynamics of Leadership (3)
Leadership has emerged as one of the most critical and controversial topics in our current business environment. In this course, different styles of leadership are explored along with the techniques and practices that are used by successful leaders. This course will include the
analysis of cases that demonstrate effective as well as non-effective leadership behaviors and their impact on organizational effectiveness.

**OL 610 Research and Writing (3)**
This course will assist students in refining their written communication skills in order to successfully complete their graduate degree. The ability to be an effective writer is necessary whether students will be doing basic research or applied/action research. Students will be introduced to the principles of excellent academic writings as well as the fundamental components of research. This course will also help students develop and produce effective email writing, business reports, business plans, and projects.

**OL 611 Organizational Change and Development/Transformational Leadership (3)**
This course focuses on the process of implementing change as the key facet and fundamental challenge in managing organization change. Its purpose is to help students gain an understanding of how organizational change is achieved and what is needed to develop the skills needed to be a transformational leader. Students will examine the various theories and concepts of change, along with experiences and dilemmas in practice that will help them gain an understanding of what contributes to the carrying out of successful and lasting change.

**OL/MB 500 Critical and Ethical Decision Making (3)**
Strength in critical and ethical thinking skills has become predictive of employee effectiveness and successful business outcomes. Business professionals must be able to better apply their knowledge to analyze problems and to formulate and evaluate business decisions and solutions in an ethical way. Critical thinking is at the heart of these abilities. Business leaders are increasingly becoming aware that excellent problem solvers will enable a company to succeed in today's global and hyper-competitive markets.

**OL 612 Research Methods and Design (3)**
This course will provide an overview of the important concepts of research design, data collection, statistical and interpretative analysis, and final report presentation. The focus is not on mastery of statistics, but on the ability to recognize which methods are best suited for specific projects and how to design such research to attain useful results. Students will be introduced to quantitative and qualitative methods for conducting meaningful inquiry and research. They will gain an overview of research intent and design, methodology and technique, format and presentation. The course will develop each student's ability to use this knowledge to become more effective as leaders. Students will learn how to develop a hypothesis, a research problem and related questions; frame the problem with the correct research method; collect data that accurately addresses the research problem; and use data to make decisions.

**OL/MB 613 Organizational Communication (3)**
Students will be introduced to a variety of communication strategies and learn how to use them effectively as a leader and professional in communicating with an organization’s stakeholders. The contents of this course include personal communication styles, media and tools for the manager, organizational communications climate, cross-cultural communications challenges, the process of adapting communication to the specific needs of the audience, and cultivating and nourishing communication networks.

**OL 614 Strategic Planning and Leadership (3)**
This course focuses on questions of mission, vision, strategy, and implementation. All organizations face challenges that require strategic responses. To work effectively with these challenges, leaders need knowledge and skills in strategic planning, setting and aligning goals with the organization’s mission; understanding demand for services and resource constraints; leading organizational change; defining measures of success; improving work processes; motivating staff and other stakeholders; cultivating relationships and working through crises and environments in transition.

**OL 615 Leadership and Diversity (3)**
Leadership skills are essential to lead and manage diverse, high-performing goal organizations. This course delivers critical knowledge and skills in ethical cross-cultural leadership and aims to develop leaders. The students will be asked to demonstrate depth of knowledge required to participate as leaders in local and global societies.

**OL 616 Conflict Resolution and Negotiation (3)**
Every professional will have to manage conflict and negotiate effectively in a wide variety of situations. Through readings, discussions, and case studies, students will take on the identity of “reflective practitioners” to develop an understanding of conflict and its dynamics; strategies and processes for eliciting cooperation and producing supportive professional environments; the skills and strategies that can be applied to everyday work.

**OL 617 Technology for Leaders (3)**
This course explores the intersection of leadership, technology, and innovation in today’s fast paced and ever evolving environment. Through the lens of organizational effectiveness, students will recognize ways to build personal power and use technology to influence an organization. Broadly, students will learn to use technological tools to communicate effectively with outside stakeholders and drive growth of an organization.

**OL 618 Organization Culture and Team Building (3)**
The course will focus on relevant social, personality, and cognitive psychological theories and models used to create and maintain effective work groups and teams in organizations. Students will become familiar with current theories and practices concerning composition, size, types of tasks, resources, leadership diversity, roles, goals, organizational factors, interpersonal processes (including decision-making), training, interventions (including conflict resolution), to help aligning groups get back on track, commitment and other elements that contribute to the construction of effective teams.

**OL 625 Capstone (3)**
This course will further develop a project or paper initiated in the Research Methods course that demonstrates proficiency in the topic chosen. It must be approved by faculty and demonstrate research design and development. Each student is required to submit their written work and prepare a power point/prezi/google docs presentation of their work and participate in an oral defense. The defense may be delivered on-campus or remotely via technology (Adobe Connect, Zoom, etc.).
Doctor of Physical Therapy Program

(845) 398-4800, extension 6049 or fax: (845) 398-4892

The program is fully accredited by CAPTE, (Commission on Accreditation in Physical Therapy Education) CAPTE, 1111 N. Fairfax Street, Alexandria, VA 22314; phone (703) 684-2782.

The role of the physical therapist is an exciting and challenging one. Using therapeutic intervention, the professional helps to improve the quality and satisfaction of the lives of diverse clients throughout their life span. Clientele may include children with disabilities, victims of trauma, and seniors with generalized weaknesses. Working with patients, caregivers, and other health care professionals, physical therapists promote the achievement of their patients’ goals by fostering their recovery. The focus of therapy may consist of programs to increase strength, to relieve pain, and to assist one to achieve optimal function in the environment.

Physical therapists also serve as teachers, providing important instruction in a wide array of areas, including on-going rehabilitation in the activities of daily living, prenatal and post-natal programs, and overall fitness and health promotion. Physical therapists can work in a variety of fields, such as rehabilitation, community health, industry, sports, private practice, neonatal intensive care, school, research, education, and administration.

Entry-level physical therapy program

The entry-level physical therapy program is an accredited full-time weekend program dedicated to preparing motivated graduates to become skilled, ethical and respectful doctors of physical therapy with a commitment to evidence-based practice, lifelong learning and service. Through a strong science foundation and a challenging yet supportive environment, congruent with the mission of Dominican College, graduates are prepared to deliver the highest standards of practice and leadership to meet the ever-changing societal needs related to movement, function and health.

The Program’s goal is to graduate autonomous physical therapists who are able to provide professional services by addressing the needs of the “whole” client in an ever-changing health care environment, in addition to serving as teachers, consultants, researchers, and administrators.

Dominican College offers a Physical Therapy Program leading to
a. two degrees, Bachelor of Arts in Biology (Pre-Med) and Doctor of Physical Therapy, for the traditional or transfer student in a combined 3 + 3 (over 10 trimesters. Refer to entry-level Doctor of Physical Therapy Professional Sequence)

b. a Doctor of Physical Therapy degree for the student who has already earned a baccalaureate degree

Completion of the Doctoral portion of the Physical Therapy degree requires each student to complete 99 credits in ten trimesters over 3.3 years.

As part of Dominican’s Weekend College, the professional courses are scheduled on a trimester system — summer, fall, winter/spring. The Doctor of Physical Therapy Program meets eight weekends per trimester. Each instructional weekend includes all-day Friday, all-day Saturday, and all-day Sunday. On occasion, students may be asked to come in during the week to fulfill academic requirements (e.g. Field trips to hospitals, proficiency checkouts, Capstone testing, etc.). There are various learning experiences (e.g. open labs, proficiency checkouts, student-driven group work, student/faculty meetings, etc.) during the instructional weekend. It is mandatory that students are regularly available during that day. The four full-time clinical affiliations, totaling 36 weeks, are scheduled during the regular work days of the facility. During the full-time clinical affiliations, weekend classes are scheduled to promote learning and integration of physical therapy skills. Working is not permitted while performing a clinical affiliation due to the high demand of a full-time clinical affiliation and coursework. The non-traditional format schedule allows a student to continue part-time employment, to maintain family responsibilities, and to pursue other interests. Students are cautioned, however, that long work hours are incompatible with success in the Program, which requires extensive study time, and that the Program cannot consider competing work obligations as a substitute for the maintenance of academic standards. In particular, an absence for more than 1/8 of the total contact hours in any professional course, for any reason, will result in a failing grade. Absence of the first day of class will also result in a failing grade. Acceptance to the program is contingent that the accepted student attends the new student orientation.

Transitional Doctor of Physical Therapy Program
The Transitional Doctor of Physical Therapy program (or t-DPT Program) allows licensed and practicing physical therapists who hold either a bachelor’s or a master’s degree in Physical Therapy to earn a Doctor of Physical Therapy through a combination of online coursework and professional experience.

Admission to the Entry-Level Doctor of Physical Therapy

The following prerequisites must be completed prior to admission to the entry-level Doctor of Physical Therapy Program.

Biology I, II 4, 4 cr
Statistics 3 cr
Anatomy and Physiology I, II 4, 4 cr
Physics I, II 4, 4 cr
Psychology I, II 3, 3 cr
Chemistry I, II 4, 4 cr

Prerequisite courses are offered by Dominican College in a traditional semester-based weekday schedule. Although the prerequisite courses may be taken at other accredited colleges or universities, preference for admission to the Physical Therapy Program is given to the most qualified applicants who have taken 30 or more credits at Dominican.

The overall grade point average, as well as in the prerequisites grade point average must be at least a (3.0), with no course grade lower than a C. However, depending on the applicant pool, it is common that the overall and prerequisite grade point minimum of the accepted DPT students is higher than the 3.0 (e.g., the average of the incoming students have been 3.2-3.4 GPA). A 3.0 GPA is also required for the last 60 credits of the student’s most recent coursework as a whole.

Applicants whose native language is not English must obtain a minimum score of 550 on the Test of English as a Foreign Language (T.O.E.F.L.) or 213 on the computer-based T.O.E.F.L. (C.B.T.).

All candidates must apply online utilizing the APTA's Centralized Application Service (www.ptcas.org).

Admission to Bachelor of Arts in Biology (Pre-Med)/Doctor of Physical Therapy

Dominican College traditional students and transfer students have the option to satisfy some of the requirements of the Bachelor of Arts in Biology (Pre-Med track) while fulfilling the prerequisites of the Physical Therapy Program in the first three years of their academic career.
During Year Three, the student will make application to the Physical Therapy Program. The Biology degree must be completed with no grade lower than a C (2.0 GPA) in required science and math courses, and with the minimum average of 3.0 in all coursework. If the student is accepted, Year Four will consist of the final requirements of the baccalaureate program in Biology integrated with the first year of the Physical Therapy Program, following the weekend format.

Students in this program will still need to meet all admission requirements and formally apply to the Entry-Level Doctor of Physical Therapy Program as outlined in Entry-Level Admission Section.

Upon successful completion of the biology requirements and the Physical Therapy curriculum, the student will be awarded the dual degree B.A./DPT (a Bachelor of Arts in Biology and a Doctor in Physical Therapy, respectively). Should an individual successfully complete the first two trimesters of the articulated Biology/Physical Therapy professional sequence, but not the remainder of the Physical Therapy Program, and if all other requirements for the Bachelor’s degree have been met, the student earns a Bachelor of Arts in Biology.

Clinical Experience Admissions Requirement:
In addition to the prerequisite courses, all applicants must document a total of 60 hours (100 hours is recommended) of voluntary or work experience in settings where a licensed physical therapist is employed. These hours must be completed in diverse healthcare settings providing exposure to therapeutic intervention across the life span.

Deferral of Admissions to the Entry-Level Program:
If an applicant is accepted into the program, but is unable to fulfill the requirements (e.g. submit deposits, attend orientation) to begin the program for that admission year, the applicant will be unable to defer their admission to a later date. The applicant must reapply for the following year.

Admission to the Transitional Doctor of Physical Therapy (T-DPT) Program
The physical therapist who has previously received an entry-level Bachelor or Masters physical therapy degree can apply to the Transitional Doctor of Physical Therapy Program. The entire T-DPT program is 16 credits in length and can be completed in 18-36 months. T-DPT Program courses are 2-credit, fully online courses. The student must receive a grade of at least a C, in order for the course to count towards graduation.

Upon successful completion of the Doctor of Physical Therapy curriculum, the student will be awarded a Doctor of Physical Therapy.

The Process (Transitional DPT)
All applicants are required to submit: The Graduate Application Form, official transcript(s) of physical therapy education or certified copies, a copy of U.S. physical therapy license, curriculum vitae (resume), three letters of recommendation, and a written statement of intent/goals to Graduate Admissions.

Deferment Of Admissions To The Transitional-Doctor of Physical Therapy Program:
Deferrals will be handled on a case by case basis. The applicant must submit their request for deferment in writing to the Office of Graduate Admission.

Academic Requirements and Standards for the Doctor of Physical Therapy Program
Students accepted to the Doctor of Physical Therapy Program must adhere to the standards and policies set forth by the College, the Doctor of Physical Therapy Program, and the profession throughout their academic tenure.

Students are responsible and are required to sign the Essential Functions for Physical Therapy Practice form found in the Doctor of Physical Therapy Student handbook. This document will become part of their student file in the DPT office.

In practicing psychomotor skills, students will abide by policies and procedures as indicated in the course syllabi and through course instruction. Psychomotor skill assessments are adapted from the Clinical Performance Instrument (CPI) and assessed through the use of proficiency check-outs as well as lab practical exams. Lab Practical Assessments require 100% (or Passing grade) in professional behaviors and safety and a minimum of 80% in designated skills.

Students must comply with the Program standards by attaining an overall 3.0 grade point average (GPA) throughout the Program, a grade of C or better in all course work and the Independent Component, as well as a grade of B- or better in all clinical lab practical exams is required. The Physical Therapy professional courses must be taken in the sequence outlined in the Professional Sequence. The DPT Professional Sequence must be completed within 150% of the entire projected curriculum (no more than 15 trimesters) to earn the DPT degree. Absence of the first instructional weekend or more than one class session (usually equivalent to 1/8 of the total contact hours) in any professional course will result in a failing grade.

A failure of a course is unacceptable, and will result in dismissal from the program. If a student is dismissed from the program, the Committee on Admissions and Academic Performance determine: 1) if s/he may be reinstated into the program following the appeal process, and 2) if s/he returns to the program, recommends the logical point for the student to enroll in the Professional Sequence that directly addresses the learning issue.

If a student’s overall GPA falls below 3.0 or if the student attains a B-grade in a single trimester, he/she is immediately placed on academic probation. The remediation during academic probation consists of an Action Plan, mutually established by the student and faculty and/or Program Director, to identify the concerns, pertinent strategies with a timeline, and the expectations of the student and faculty. A student on academic probation must attain the required overall 3.0 GPA or above and no grade of B- or below by the end of the two subsequent trimesters. While on probation, the student may not receive a final grade in a class of a C or below. A student has no more than two trimesters to improve the academic standard to the required 3.0. If the student is unable to attain the minimum academic standing of 3.0 by the end of the two subsequent trimesters, the student warrants dismissal. The student has the option to appeal the dismissal. Should an individual complete only the first two trimesters of the articulated Biology/Physical Therapy professional sequence, the student earns a Bachelor of Arts in Biology (Pre-Med track) at the end of the second trimester, contingent upon successful completion of the required courses for the Bachelor’s degree.

To ensure a quality educational experience, all students are expected to complete their academic work in an ethical manner, and to maintain the professional standards as outlined by the APTA Code of Ethics, The APTA Standard of Practice, and Guide for Professional Conduct. (See the APTA Guide to Physical Therapy Practice.) A serious breach of ethical and professional behaviors is cause for disciplinary action up to, and including, course failure or dismissal from the Program.

In addition, all DPT students are responsible to abide by the Dominican College Student Code of Conduct. Refer to the Dominican College Student Handbook, which is also on the DC website (dc.edu).

Students are expected to continue the learning and integration of all
course content as part of the incremental physical therapy professional education. To be eligible to take the combined written and lab practical capstone examinations, students are to be in good academic and professional behavior standing in the DPT Program.

**Off-Site Requirements**
The Clinical Experience is a significant and critical component of the professional physical therapy curriculum. Students observe and are mentored by expert clinicians working in their respective specialized clinical settings. These experiences are concurrent with weekend classes.

The physical therapy curriculum provides the student with four full-time clinical affiliations throughout the ten trimesters of study for a total of thirty-six weeks. During these four blocks of clinical practice, each student will have experiences with patients/clients across the lifespan in a variety of settings that encompass a range of conditions from acute to chronic. The student’s clinical experiences will provide them with the entry-level knowledge and skills they need in the general practice of physical therapy.

**Capstone and Final Requirements**
To demonstrate ongoing competency and integration of the required minimal skills at specific points in the professional sequence, all students must pass the written and clinical lab practical capstone examinations that cover all material in the courses and learning experiences prior to the scheduled examination. Typically, the alternate weekends are used for the capstone examinations. The first capstone written and clinical lab practical examinations are administered at the end of Year I Trimester 3. The second capstone written and lab practical examinations are administered at the end of Trimester 5 to demonstrate mastery of required minimal skills. The third capstone written examination is administered as part of the Professional Development class at the end of Year IV Trimester 10, at the end of all required course work of the professional sequence. Students are expected to achieve all required CPI criteria to successfully complete all clinical affiliations.

A student must pass both the written and lab practical capstone examinations in order continue in the Program. Only one retake of the Capstone Written and Lab Practical Examinations is permitted. Students who do not pass the capstone exams are subject to dismissal from the program.

**Curricular Outline and Plan for Biology (Pre-Med) to Entry-Level Physical Therapy Program**

**Freshman Year**

**Semester I (Fall)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tr>
<td>EN 119 or 120</td>
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<tr>
<td>BI 221S</td>
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<td>CH 221S</td>
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</tr>
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<td>MA 221</td>
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</tr>
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<td>FS 111</td>
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**Semester II (Winter/Spring)**

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<td>EN 123</td>
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</tr>
<tr>
<td>BI 222S</td>
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</tr>
<tr>
<td>CH 221S</td>
<td>4</td>
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<td>MA 222</td>
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<tr>
<td>CS 111</td>
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**Sophomore Year**

**Semester I (Fall)**

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<tr>
<td>BI 223S</td>
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<tr>
<td>PY 211S</td>
<td>4</td>
</tr>
<tr>
<td>CH 331S</td>
<td>3</td>
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<td>GEC II</td>
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**Semester II (Winter/Spring)**

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<tr>
<td>BI 224S</td>
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<tr>
<td>PY 222S</td>
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</tr>
<tr>
<td>CH 332S</td>
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**Summer Session**

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<tr>
<td>PS 213</td>
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<tr>
<td>PS 214</td>
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**Junior Year**

**Semester I (Fall)**

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<tr>
<td>BI 226S</td>
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<tr>
<td>BI 228S</td>
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<td>MA 225</td>
<td>3</td>
</tr>
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<td>BI 440</td>
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<td>GEC III</td>
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**Semester II (Winter/Spring)**

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<td>BI 225S</td>
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<tr>
<td>BI 334S</td>
<td>4</td>
</tr>
<tr>
<td>MA 226</td>
<td>3</td>
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<tr>
<td>BI 441S</td>
<td>3</td>
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<td>3</td>
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**Professional Sequence (Weekend Format: Start of PT Sequence)**

**Trimester I (Fall)**

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**Trimester II (Winter/Spring)**

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<tr>
<td>BI 533</td>
<td>3</td>
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<tr>
<td>PT 541</td>
<td>4</td>
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<td>2</td>
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143
### Curricular Outline and Plan for Entry-Level Physical Therapy Program

<table>
<thead>
<tr>
<th>Year One (32 Credits)</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>Summer</strong></td>
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<tr>
<td>BI 542</td>
<td>Gross Anatomy I</td>
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<tr>
<td>PT 540</td>
<td>Overview of the Physical Therapy Profession</td>
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<tr>
<td>PT 544</td>
<td>Introduction to Critical Inquiry</td>
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<tr>
<td>BI 532</td>
<td>Biomechanics and Kinesiology</td>
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<td>Neuroscience</td>
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<td>PT 541</td>
<td>Basic Principles of PT</td>
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<td>Clinical Education Seminar I</td>
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<td><strong>Summer</strong></td>
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<tr>
<td>PT 560</td>
<td>Physical Agents, Mechanical and Electrotherapeutic Modalities</td>
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<tr>
<td>PT 561</td>
<td>MS Assessment and TX I</td>
</tr>
<tr>
<td>PT 621</td>
<td>Cardiopulmonary Assessment and Treatment</td>
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<tr>
<td>PT 623</td>
<td>Teaching and Learning</td>
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<tbody>
<tr>
<td>PT 562</td>
<td>Clinical Medicine: Musculoskeletal Management</td>
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<tr>
<td>PT 566</td>
<td>Clinical Education Seminar III</td>
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<tr>
<td>PT 624</td>
<td>Neuromuscular Assessment and Treatment I</td>
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<tr>
<td>PT 862</td>
<td>Physical Therapy Pharmacology</td>
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<tr>
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<tbody>
<tr>
<td>PT 637</td>
<td>Clinical Experience I</td>
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<tr>
<td>PT 634</td>
<td>Neuromuscular Assessment and Treatment II</td>
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<tr>
<td>PT 639</td>
<td>Research I</td>
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<td>Special Topics in PT I</td>
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<tr>
<td>PT 616</td>
<td>Clinical Education Seminar IV</td>
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<tr>
<td>PT 882</td>
<td>Diagnostic Imaging</td>
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<td>PT 846</td>
<td>Advanced Principles of PT</td>
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<tbody>
<tr>
<td>PT 757</td>
<td>Clinical Experience II</td>
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<td>PT 884</td>
<td>Medical Screening</td>
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<td>PT 844</td>
<td>Advanced Clinical Seminar</td>
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<td>PT 842</td>
<td>Special Topics in PT II</td>
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### Year Four (8 Credits)

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<td>Clinical Experience IV</td>
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<tr>
<td>PT 889</td>
<td>Research III</td>
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### Curricular Outline and Plan for Transitional Doctor Physical Therapy Program

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<tr>
<th>Winter/Spring</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PT 740</td>
<td>PT Administration &amp; Management</td>
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<td>Clinical Experience III</td>
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<td>PT 789</td>
<td>Research II</td>
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<tr>
<td>PT 860</td>
<td>Health Promotion and Wellness</td>
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### Procedures

**Advisement:**
All students enrolled in the Physical Therapy Program are assigned a faculty advisor. Additionally, course coordinators/instructors will provide advisement related to specific course objectives, content and requirements, and professional development. The Director of Clinical Education (DCE) is responsible for advisement related to the Clinical Education Sequence and Clinical Experiences such as Clinical Experience I, II, III and IV. The Research Coordinator will also provide advisement concerning student research projects developed during the last two years of the professional sequence. Faculty will inform students of their office hours during course orientations, in the course outlines, and /or student advisement.

When necessary, an Action Plan is used to develop appropriate strategies for students who either are not at the expected levels of Professional Behavior or where there is a marked discrepancy between the student’s self-assessment and faculty observations. Action Plans will be discussed and monitored during faculty meetings. An Action Plan may also be used as a written avenue to reach a learning goal or identified achievement (not remediation). The student will meet with the course coordinator/instructor or advisor to devise an Action Plan which will state the expectation to be accomplished within a specified time. The student is responsible for maintaining communication with the faculty advisor/course coordinator/instructor regarding his/her ability or inability to master the objective.

**Residency:**
The DPT Professional Sequence must be completed within 4.6 years (14 trimesters) to complete the program.

**Health:**
All required health forms are to be completed and updated regularly and after any student health incident requiring medical attention. Evidence should be submitted at the beginning of each academic year in the Clinical Education course sequences (Summer Trimester) and maintained electronically via the [certifiedbackground.com](http://certifiedbackground.com).
The Dominican College Physical Therapy Program faculty have developed a set of “essential functions”. “Essential function” refers to all nonacademic criteria used for admission and participation in a program. Essential functions are applied to all students and evolve with physical therapy practice. They are created so that students and practitioners may perform their job responsibilities in a safe and effective manner at a high standard. They are not established to discriminate against a person with a disability. The ability of a student to perform these essential functions, therefore, is a factor that will affect his or her acceptance to, progression in, and successful completion of the program. The extensive list of the essential functions may be requested from the PT program.

Leave of Absence:
A student may request a leave of absence from the Program, which, when granted, permits the student to return the following academic year without applying for readmission. The student must first request permission from the Program Director and provide supporting documents for their request. To be official, this request must be submitted in writing to the Registrar once approval from the Program Director has been attained.

Students who have been away from the College for more than one year may reapply and restart the program from the beginning.

Withdrawal:
Except in unusual circumstances, a student who wishes to withdraw from a course without academic penalty may only do so within a prescribed time frame; the symbol “W” will be entered on the transcript when the approved withdrawal occurs before two-thirds of the scheduled sessions of the course or prior to the start of the 6th weekend of the trimester. The course instructor and the Program Director must be informed prior to the student’s intended withdrawal.

Insurance:
While enrolled in the DPT Program, students are required to maintain currency in the following: individual professional liability insurance (with the coverage of at least one million dollars per occurrence/three million aggregate), APTA student membership, and CPR and First Aid certification.

Licensing and Standardized Examinations
It is required to have a Physical Therapy license in order to practice in the United States. Upon successful completion of the program, students are eligible to take the Physical Therapy license examination. It is up to the student to apply for the state in which they choose to practice and ensure they fill out the necessary paperwork to sit for the examination.

Course Descriptions for Entry-Level Physical Therapy Program

BI 532 Biomechanics and Kinesiology (3)
This course is designed to study and analyze human movement, in a regional format, relevant to the physical therapy practice. More specifically, the course encompasses biomechanics, anatomy, and neuromuscular physiology. Additionally, students are provided with the opportunity to analyze motor performance as it is encountered in physical therapy practice. Analysis of forces and laws of physics shall be applied to knowledge of motion, posture and gait. The use of clinical cases assists in fostering the clinical application of knowledge to physical therapy practice. This course is complemented by the lab based course PT 546.

BI 533 Neuroscience (3)
The goal of this course is for the student to develop an advanced understanding of the neuroanatomy and neurophysiology of the normal human brain with a focus on the specific needs of the physical therapy student. Special attention is paid to the interaction between structure and function in the nervous system. An emphasis is placed on sensory and motor systems that may be damaged by disease or injury. Functional deficits and the potential for recovery, for specific neurological disorders, are addressed through case presentations.

BI 538 Physiology of Exercise (3)
Presents the cardiovascular and respiratory responses and adaptations to exercises in health and diseases. Emphasis is on muscular physiology, metabolism, cardiovascular and pulmonary adaptations, aging, thermoregulation, strengthening, training, exercise prescription, and wellness as it relates to physical therapy. Article abstracting assignments and lab reports provide opportunities for students to develop their writing skills and the ability to critique literature.

BI 542 Gross Anatomy (4)
An in-depth study of the human body, with emphasis on neuromusculoskeletal systems. Structural interrelationships shall be examined as the basis for human movement and as a means to understand abnormalities in structure and function. Directed laboratory experiences are focused on cadaver dissection. Learning is facilitated through textbooks, anatomical models, and audiovisual material. The case-based format fosters clinical application of knowledge to physical therapy practice.

PT 540 Overview of the Physical Therapy Profession (2)
Physical therapy and the professional role of the physical therapist are outlined in a variety of settings. Topics that are addressed include the history of the profession (including an overview of the role of clinical education), the clinical decision making process along with models of disablement, evidence based practice, critical inquiry, the importance of documentation in clinical practice, ethics and legal practice standards. The use of cases develops the clinical application of information to physical therapy practice.

PT 541 Basic Principles of Physical Therapy (4)
Introduces students to basic physical therapy skills. Among the topics covered are the following: patient draping, goniometry, manual muscle testing, vitals assessment, transfers, bed mobility & position and gait training with assistive devices. The clinical decision-making process is reviewed using a case-based format.

PT 544 Introduction to Critical Inquiry (3)
Introduces the critical inquiry process relevant to basic and clinical research. Students will learn the basic language, logic and methods of research, as they relate to physical therapy. Specifically, the course will provide the student with a basic understanding of evidence-based practice, research ethics and research design. This course will begin the process to enable the student to become an informed consumer of research literature.

PT 546 Clinical Education Seminar I (2)
The complementary lab to BI 532. Designed for Doctor of Physical Therapy students to develop basic PT assessment skill with an introduction to observation, posture analysis, and surface palpation. Students will practice fundamental identification and palpation skills as part of their development of assessment and treatment proficiency. Students will identify and palpate skeletal muscles, bony landmarks, tendons, joint boundaries, ligaments and inert structures of the head, trunk and extremities as material is covered in a regional format. An introduction to the essential principles of therapeutic exercise, posture analysis and anthropometric testing to promote the enhancement of physical and functional abilities is also provided. Students will learn soft tissue mobilization techniques and the physiological effects, indications, contraindications and precautions associated with this treatment. Students will integrate their concurrent course work and utilize cases as they apply their knowledge to address clinical scenarios. Professional behaviors for clinical practice are also introduced.
PT 556 Clinical Education Seminar II (2)
Introduction to the essential principles of therapeutic exercise to promote the enhancement of physical and functional abilities. Students will describe areas of physical function toward which therapeutic exercise interventions are directed. A comprehensive and systematic approach to patient management is used that applies critical thinking and sound decision-making. Areas of study include posture awareness, muscle lengthening, range of motion techniques, strength, balance and endurance training. Students have the opportunity to further develop their clinical decision making skills as they are exposed to a variety of case scenarios.

PT 560 Physical Agents, Mechanical and Electro-Therapeutic Modalities (2)
This is a practical course designed to introduce a variety of physical therapy procedures and modalities that are used to manage patient problems with skin, connective tissue and pain. The students will be trained in the use of the following physical modalities: superficial and deep thermal agents, hydrotherapy, traction & compression. Patient education, treatment preparation and performance, indications and contraindications will be covered for each modality. Supervised laboratory sessions provide a safe atmosphere for the administration of these agents as well as direct observation of clinical effects. Laboratory sessions and group discussions will be case study driven to foster critical thinking and collaborative learning.

PT 562 Clinical Medicine I: Musculoskeletal Management (4)
The course relates normal body functioning to disease processes that occur as a result of illnesses as well as the body’s ability to compensate for these changes. Signs, symptoms, and treatments of major systemic, neurological, musculoskeletal, cardiopulmonary disorders across the lifespan are covered. Specific areas of study include: common alterations secondary to injury, trauma, infection, congenital disorders, metabolic diseases, endocrine disorders, cardiopulmonary disorders, musculoskeletal disorders, hematologic and oncologic disorders. Current medical and surgical management as well as pharmacological implications for these disorders are identified. Relevant physical therapy approaches are explored. Additionally, the use of cases fosters clinical application of knowledge to physical therapy practice.

PT 564 Musculoskeletal Assessment and Treatment I (4)
This course focuses on the acquisition and integration of knowledge, manual skills and problem solving skills, as well as differential diagnosis, involved in developing and implementing an intervention for patients with musculoskeletal conditions. Lectures emphasize the comprehension of procedures and techniques related to the evaluation and management of current and potential musculoskeletal conditions. Laboratory sessions address skill development for performing examination and manual treatment techniques safely and effectively, and the integration of these techniques with therapeutic exercise, soft tissue mobilization and physical agents. The use of cases develops the clinical application of information to physical therapy practice.

PT 566 Clinical Education Seminar III (1)
This course emphasizes the use of the patient–client management model focused primarily on the acute care hospital setting. Topics reviewed include, but are not limited to acute care specific examination techniques, transfers, bed positioning/environmental set up, orthopedic, pulmonary and cardiac care, and post-surgical physical therapy evaluation and intervention. In addition, roles, relationships and responsibilities of the healthcare team, including but not limited to documentation, discharge planning, and the use of appropriate ancillary services and equipment, are covered. Case studies are integrated throughout the course to foster clinical decision-making skills. Students will also be introduced to commonly seen lines, tubes and equipment in bedside treatment.

PT 611 Motor Learning and Control (2)
This introductory course has been designed to assist students in the understanding and integration of the principles of motor control and learning into practice for the advancement of motor skill acquisition. Learning is an essential feature of human perceptual–motor behavior. This course provides an introduction to the principles of learning skills, as well as a preliminary application of the principles to therapeutic practice. Theory is explored as it relates to learning, performance and skill acquisition. Principles of learning as they pertain to task analysis and characteristics of learner and learning environment are also addressed.

PT 614 Musculoskeletal Assessment and Treatment II (4)
This course focuses on the acquisition and integration of knowledge, manual skills and problem solving skills, as well as differential diagnosis, involved in developing and implementing an intervention for patients with musculoskeletal conditions. It will introduce the student to the principles of physical therapy evaluation and management of the patient with musculoskeletal conditions of the spine. Lectures emphasize the comprehension of procedures and techniques related to the evaluation and management of current and potential musculoskeletal conditions. Laboratory sessions address skill development for performing examination and manual treatment techniques safely and effectively, and the integration of these techniques with therapeutic exercise, soft tissue mobilization and physical agents. The use of cases develops the clinical application of information to physical therapy practice.

PT 616 Clinical Education Seminar IV (1)
This course will provide an opportunity for students to build upon their knowledge from the Basic Clinical Affiliation in order to prepare for Advanced Clinic Affiliations I and II. Students will discuss their learning experiences in the acute care, sub-acute and outpatient setting, including similarities and differences across diagnoses, practitioners and facilities. Students will explore how these same patients may present across the continuum of care. Emphasis will be on musculoskeletal, neuromuscular or cardiovascular/pulmonary patients with a variety of co-morbidities. A variety of case studies and clinical scenarios will be utilized to promote critical thinking and decision-making skills as well as provide an opportunity to review previous coursework and clinical skills. The course also will prepare students to enter the clinical environment by providing them with a short review of major coursework in musculoskeletal, neuromuscular, basic examination and interviewing skills. Students will be introduced to Case Report Methodology, introduced to journaling with an awareness of self and expectations of the rest of the Clinical Internship courses.

PT 621 Cardiopulmonary Assessment and Treatment (4)
Cardiac and pulmonary systems and the pathological conditions of these systems encountered by the physical therapist during patient care are reviewed. Understanding of ECG, stress testing, pulmonary function tests and clinical laboratory tests in the development of therapeutic programs will be stressed. Emphasis is placed on basic examination of patients, development of therapeutic interventions and understanding of normal and abnormal responses of the cardiopulmonary system to therapeutic exercise. Case studies are integrated throughout the course to foster skills in clinical decision-making, as well as differential diagnosis.

PT 623 Teaching and Learning (1)
The role of the physical therapist as an educator of the client, caregiver, and interdisciplinary team member is examined. Current theories of teaching and learning, including a range of teaching and learning styles, are covered with reference both to the students themselves
and their prospective clients. Students will have the opportunity to use the teaching skills for health promotion to a selected audience in the community.

PT 624 Neuromuscular Assessment and Treatment I (4)
This course emphasizes the use of the patient-client management model focused primarily on patients with a neurological diagnosis. Examination using standardized and non-standardized instruments and tests will be presented. Examination and intervention skills will be taught using a disability model and a contemporary model of motor control, with an emphasis on task analysis. The focus of the course is on integrating material from previous courses and applying it to the comprehensive (from admission to discharge) management of patients with the following neurological diagnoses: spinal cord injury, cerebral vascular accident, Parkinson’s disease, multiple sclerosis, and traumatic brain injury. Case studies are integrated throughout the course to foster clinical decision-making skills, as well as differential diagnosis.

PT 634 Neuromuscular Assessment and Treatment II (4)
Normal and abnormal movement patterns in children are presented and the developmental and long term effects of neuromuscular and musculoskeletal dysfunction, as they relate to movement, are reviewed. Emphasis is placed the examination and intervention techniques of selected movement problems and explores use of adaptive equipment and the role of the pediatric physical therapist in a variety of contexts and environments. Examination and interventions for subtle and complex neurological conditions will be explored. Interventions appropriate for a variety of service delivery settings including NICU, home-based EI, and schools are considered. The physical therapist role in transitions between delivery settings is also addressed. Students will examine evidence for therapeutic methodology as well as that of alternative and complementary therapeutic regimes. Video and paper cases will be integrated throughout the course to foster clinical decision making skills, as well as differential diagnosis, based on best available evidence.

PT 637 Clinical Experience I (3)
Clinical Experiences provide the student with opportunities to integrate and implement didactic knowledge with practical experiences. Experiences are available in a wide variety of practice settings, each with specific objectives and expectations. These settings include: acute care, hospital based outpatient, private practices, inpatient rehabilitation, and home care. This experience is full-time for a duration of 8 weeks, typically.

PT 639 Research I (3)
An introduction to research design, data collection procedures, instrumentation, critical analysis of results, and interpretation of findings. Emphasis is placed on critical appraisal of the professional literature and its application to evidence-based practice. The course culminates in the student’s submission of a written preliminary research proposal.

PT 740 Physical Therapy Administration and Management (2)
The business and administrative perspective of physical therapy as well as practice building and management will be covered in this course. The course will explore the managerial skills and organizational knowledge imperative to professional practice. It will cover different managerial styles, discuss leadership skills, and explore how to best implement different styles. Various world health care systems will be identified and compared in relation to government involvement and funding. Additionally, strategic planning, marketing, business organization and pertinent reimbursement and legislative issues will be addressed. The course will culminate in a presentation of all components related to a formal business plan for an allied health care related business.

PT 742 Special Topics in Physical Therapy I (2)
The physical therapist is responsible for working with a wide variety of patient problems and must be competent in the management of these problems. This course will provide instruction in special topics related to physical therapy practice. Methods of evaluation, assessment and treatment of issues related to wound care, protheses and orthotics, gait analysis, lymphedema management, and clinical reasoning skills will be discussed in this course. Various methods of web-based instruction will be used to facilitate learning including web-based modules, lab activities, group work and didactic instruction.

PT 757 Clinical Experience II (4)
Clinical Experiences provide the student with opportunities to integrate and implement didactic knowledge with practical experiences. Experiences are available in a wide variety of practice settings, each with specific objectives and expectations. These settings include: acute care, hospital based outpatient, private practices, inpatient rehabilitation, schools, and home care. All experiences are full-time for a duration of 8-10 weeks. Formerly PT 758: Advanced Clinical Affiliation I.

PT 767 Clinical Experience III (3)
Clinical Experiences provide the student with opportunities to integrate and implement didactic knowledge with practical experiences. Experiences are available in a wide variety of practice settings, each with specific objectives and expectations. These settings include: acute care, hospital based outpatient, private practices, inpatient rehabilitation, schools, and home care. All experiences are full-time for a duration of 8-10 weeks. Formerly PT 768: Advanced Clinical Affiliation II.

PT 770 Professional Development (2)
Students analyze the behaviors assessed by professional behaviors, learning styles and Clinical Performance Instrument forms, completed throughout the professional curriculum. Specific areas of strength and areas to be improved are identified. Students develop an action plan for ongoing professional growth. Self-reflection and peer and faculty evaluations foster the students’ plan for community service, lifelong learning, support and involvement in professional organizations, and the expanding role of the physical therapist. License preparation is an essential component of this course.

PT 772 Independent Study (2)
Special topics in specific system therapeutics, such as musculoskeletal, neuromuscular, cardiopulmonary and/or integumentary are covered. The emphasis is to foster skills in scientific writing in developing the literature review and discussion of the application and rationale of selected approaches in specific physical therapy settings. A minimum of two credits of Independent Study is required over two trimesters.

PT 789 Research II (3)
This course is the second of two courses, begun in PT639, that are related to an entry level research experience in physical therapy. The Research Proposal begun in PT639 will be further developed, refined, and ultimately completed. Emphasis will be on furthering the development of critical appraisal skills among students. Students will analyze their data sets and ultimately present their project at the Research Symposium.

PT 797 Clinical Experience IV (4)
Clinical Experiences provide the student with opportunities to integrate and implement didactic knowledge with practical experiences. Experiences are available in a wide variety of practice settings, each with specific objectives and expectations. These settings include: acute care, hospital based outpatient, schools, private practices, inpatient rehabilitation, and home care. This experience is full-time for
a duration of 10 weeks, typically. Each student is expected to receive a grade of “entry-level” for each item that is applicable on the CPI.

**PT 842  Special Topics in Physical Therapy II (2)**
Advanced topics including women’s health, vestibular rehab, TMJ, oncology, hand physical therapy and splinting; and therapeutic exercise related to the geriatric individual with pathology are covered. Students will build on previous didactic course work as well as previous and current clinical affiliations. Research literature—review will be employed to insure the physical therapy practice is current and evidence-based. Lab proficiencies will be conducted for vestibular rehabilitation, TMJ, and hand physical therapy/splinting topics.

**PT 844  Advanced Clinical Seminar (3)**
This course covers topics related to unique physical therapy therapeutic interventions that may be useful for treating patients with a variety of neuromuscular and orthopedic conditions. Emphasis is on the rationale, selection and application of the chosen approaches in managing distinct populations. Advanced clinical topics addressed include the following: Neural Mobilization, Thrust Manipulations, Mulligan Techniques, and Advanced Exercise Principles for patients across the life-span. Students will be required to demonstrate effective understanding of the rationale for technique selection during oral case presentations. Additionally, demonstration of basic proficiency in the application of these techniques is required as students participate in practical exams. Case studies require students to examine the literature and use critical thinking skills so as to provide the evidence-based rationale for treatment prescription as well as implementation. Students must then progress and modify treatment according to patient status.

**PT 846  Advanced Principles of Physical Therapy (3)**
The course focuses on the principles and techniques necessary to perform a competent entry level physical therapy examination and develop an intervention program for complex musculoskeletal and patients with various co-morbidities. Case studies are presented to the students who are then expected to perform a complete history, examination and select and perform appropriate treatment intervention(s). Students are expected to have the knowledge base information to complete this process. Principles from the Guide to Physical Therapist Practice are followed. Case studies require critical thinking and decision-making skills, as well as differential diagnosis for the examination to be performed and treatment to be implemented based on the best available evidence. Students will also be expected to incorporate patient education that includes but is not limited to prevention and wellness. The students will also be instructed in and required to perform proficiency check-outs in grade V manipulations. Principles and techniques for NDT/SI for the neurologically impaired will be discussed and integrated in case studies with principles of application in patient populations reviewed.

**PT 860  Health Promotion and Wellness (2)**
This course is structured to develop a knowledge base, foster critical analysis skills, and develop implementation strategies related to the role of the physical therapist in preventative healthcare including health promotion, injury prevention, fitness and wellness across the lifespan. Areas of focus include cardiopulmonary and musculoskeletal wellness through detection of risk factors and prevention of injury and disease processes with consideration for specific populations including pediatric/adolescent, adult, female, geriatric and special populations. Students are exposed to public health issues, screening techniques, and strategies for establishing wellness programs in a variety of settings.

**PT 862  Physical Therapy Pharmacology (2)**
This course presents a description of the most commonly used pharmacologic agents seen in physical therapy practice. The basic principles of pharmacodynamics and pharmacokinetics will be reviewed. The purpose, action and side effects of medications used to manage cardiac, pulmonary, neurologic, pain, endocrine, psychiatric and other disorders will be presented. Recognition and management of drug side effects and interactions will be presented.

**PT 864  Healthcare and Leadership (2)**
Leaders in the healthcare industry must have an understanding of issues currently facing our healthcare system today combined with a drive to achieve the best in themselves, their employees, and their organization in order to survive. In this course, we will examine the expected changes and concerns/potential issues in our healthcare system resulting from the passage of the Patient Protection and Affordable Care Act of 2010. We will study the financing of our healthcare system, access and socioeconomic issues, and review current models of healthcare and universal health care programs utilized in other countries today. Knowledge of these issues provides leaders with a foundation from which to cultivate teamwork, competency, motivation and improved performance in an organization. In addition, self-awareness of leadership qualities and style will be examined.

**PT 882  Diagnostic Imaging (2)**
This course introduces the DPT student to modern musculoskeletal imaging. Emphasis is placed on the interpretation of plain films, magnetic resonance (MR) and computed tomography (CT) imaging. The course is taught using a regional anatomic approach. Within each region, information will generally be presented in the following order: a brief review of the clinical anatomy of the region, normal imaging, and pathology. Material from the textbook will be supplemented with links to peer-reviewed articles from the radiologic literature. Throughout the course, emphasis will be placed on the relevance of diagnostic imaging in everyday physical therapy practice. Clinical case scenarios are utilized to further develop critical thinking skills of students.

**PT 884  Medical Screening (2)**
This course will explore the role of the physical therapist as an independent practitioner working in a collaborative medical model. The physical therapist has a responsibility to recognize clinical manifestations that suggest physician contact is warranted regarding a client's health status. Medical screening procedures that are useful to physical therapists to identify non-musculoskeletal pathology are reviewed. Additionally, the use of medical diagnostic procedures and laboratory tests in diagnosing various conditions will be addressed. The referral process is addressed allowing the physical therapist to optimize the use of other health care team members and their services accordingly. The lecture, text and case-base format is used to foster application in the physical therapy setting.

**PT 889  Research III (2)**
The research team, consisting of a small group of students, practicing clinicians, and/or assigned faculty, continue the implementation of the research project and the refinement of the proposal written in Research II. Students express and exchange ideas through various modes of communication. To sharpen practical communication skill, the research is presented to peers and faculty through platform and poster formats at the program’s Annual Research Symposium.

**Course Descriptions for Transitional Doctor of Physical Therapy Program**

**PT 886t  Critical Inquiry (2)**
This course is a prerequisite for PT888t: Evidence Based Practice. This course introduces the critical inquiry process relevant to basic and clinical research. Students will learn the basic language, logic and
methods of research, as they relate to Physical Therapy. Specifically, the course will provide the student with a basic understanding of evidence-based practice, research ethics and research design. This course will begin the process to enable the student to become an informed consumer of research literature.

**PT 882t  Diagnostic Imaging (2)**
This course introduces the DPT student to modern musculoskeletal imaging. Emphasis is placed on the interpretation of x-ray films, magnetic resonance (MR) and computed tomography (CT) imaging. Advanced imaging techniques such as SPECT, PET, US, bone scans, and videofluoroscopy will also be covered. Using a regional anatomic approach, information is generally presented in the following order: a brief review of the clinical anatomy for each region, normal imaging followed by pathology. Material from the textbook is supplemented using peer-reviewed articles from the radiologic literature. Throughout the course, emphasis is placed on the relevance of diagnostic imaging in everyday Physical Therapy practice. Clinical case scenarios are utilized to further develop critical thinking skills of students.

**PT 888t  Evidence Based Practice (2)**
Evidence-based practice is the integration of best research evidence with clinical expertise and patient values. In this course, clinicians will learn to form precise clinical questions and seek answers through analysis of scientific research. The clinical relevance of studies will be examined, as clinicians become confident in their ability to apply research findings to their practice.
Prerequisite: a passing grade in PT 888t

**PT 860t  Health Promotion and Wellness (2)**
This course is structured to develop a knowledge base, foster critical analysis skills, and develop implementation strategies related to the role of the physical therapist in preventative healthcare including health promotion, injury prevention, fitness and wellness across the lifespan. Areas of focus include cardiopulmonary and musculoskeletal wellness through detection of risk factors and prevention of injury and disease processes with consideration for specific populations including pediatric/adolescent, adult, female, geriatric and special populations. Students are exposed to public health issues, screening techniques, and strategies for establishing wellness programs in a variety of settings.

**PT 864t  Healthcare Leadership (2)**
Leaders in the healthcare industry must have an understanding of issues currently facing our healthcare system today combined with a drive to achieve the best in themselves, their employees, and their organization in order to survive. In this course, we will examine the expected changes and concerns/potential issues in our healthcare system resulting from the passage of the Patient Protection and Affordable Care Act of 2010. We will study the financing of our healthcare system, access and socioeconomic issues, and review current models of healthcare and universal health care programs utilized in other countries today. Knowledge of these issues provides leaders with a foundation from which to cultivate teamwork, competency, motivation and improved performance in an organization. In addition, self-awareness of leadership qualities and style will be examined.

**PT 772t  Independent Study: Focus - Scientific Writing (2)**
This course provides an introduction to various methods and styles of scientific writing and communication essential to the clinical doctorate in physical therapy. Weekly sessions emphasize principles of scientific writing, as applied to different forms of scientific communication to further develop each student’s eclectic abilities. Topics include basic guidelines for writing in the sciences, strategies for getting started, parts of a research article, review paper/integrated paper, specific aims page, and developing an presentation using PowerPoint. Writing assignments provide an opportunity for students to apply writing principles and learn how to edit, proofread and revise their own work.

**PT 884t  Medical Screening and Referral (2)**
Medical screening procedures that are useful to physical therapists to identify non-musculoskeletal pathology are reviewed. The referral process is addressed allowing the physical therapist to optimize the use of other health care team members and their services accordingly. The lecture, text and case-base format is used to foster application in the physical therapy setting.

**PT 862t  Physical Therapy Pharmacology (2)**
A review of basic principles of pharmacology impacting clinical physical therapy practice using a case-based approach is addressed. The course covers the mechanism of action of drugs, pharmacokinetics, side effects and therapeutic use. Students will learn the application of pharmacological interventions and their influence on physical therapy care plans.
Graduate Programs in Teacher Education

(845) 848-4090 or fax: (845) 359-7802

Accredited by the Council for the Accreditation of Educator Programs (CAEP), 1140 19th St NW, Suite 400, Washington, DC 20036.

Dominican College offers six programs of study leading to the Master of Science degree (M.S. Ed.) and to eligibility for New York State certification:

1) Teacher of Childhood Education (Grades 1-6)
2) Teacher of Childhood Education/Students with Disabilities (Dual Program)
3) Teacher of Adolescence Education–Grades 7–12 (Mathematics, Social Studies, Science [Biology, Chemistry, Earth Science, Physics], English & World Languages)
4) Teacher of Adolescence Education/Students with Disabilities (Dual Program)–Generalist Grades 7–12 (Mathematics, Social Studies, Science [Biology, Chemistry, Earth Science, Physics], English & World Languages)
5) Teacher of Students with Disabilities (Grades B–2; 1–6; 5–9 and 7–12) (including additional annotation/extension for severe and multiple disabilities)
6) Teacher of Students who are Blind or Visually Impaired (Birth to Grade 12).

Graduates of the program who hold certification in additional areas such as Early Childhood, Childhood, Middle Childhood, or Adolescence (Biology, Chemistry, English, Math, Physics, Social Studies or World Languages) are also eligible to apply for their professional certification in those areas.

Students in the Childhood and Adolescence Education programs take 27 credits in studies directly related to teaching students in grades 1–6 or 7–12, as per New York State certification requirements, and 6 credits in supervised student teaching/integrative seminar. Knowledge and skills gained from course work and student teaching lead to eligibility for certification as a teacher of Childhood or Adolescence Education in the content area (Math, Social Studies, Sciences, English or World Languages). Students must meet State Education Department pre-requisite requirements in liberal arts and content.

Students in the Dual Childhood Education/Students with Disabilities program take 39 credits in academic studies directly related to teaching students in general and special education settings, as per New York State certification requirements, and 6 credits of supervised student teaching/integrative seminar. Knowledge and skills gained from course work and student teaching lead to eligibility for dual certification as a teacher of Childhood Education and Students with Disabilities or Adolescence Educator/Students with Disabilities Generalist–Grade 7–12 with content area (Math, Social Studies, Sciences, English or World Language specialization). Students must meet State Education Department pre-requisite requirements in liberal arts and content.

Students in the Teacher of Students with Disabilities program take 30–33 credits in studies directly related to teaching students with disabilities, including those with severe or multiple disabilities, and 6 credits of supervised student teaching/seminars. Knowledge and skills gained from program course work and student teaching lead to eligibility for certification as both a teacher of Students with Disabilities as well as a special New York State annotation in severe and multiple disabilities which extends eligibility to teach beyond the traditional Students with Disabilities certification area.

Students in the Teacher of Students who are Blind or Visually Impaired program take 21 credits in academic studies directly related to teaching students who are blind or visually impaired, a 3-credit supervised student teaching/seminar experience, and additional course work related to health, behavioral, and other disability concerns. Knowledge and skills gained from course work and student teaching lead to eligibility for certification as a teacher of the blind and visually impaired.

All six graduate education programs are offered through the quarter schedule; 2 courses are offered each quarter. There are five weekends per quarter, meeting every other weekend. Programs in Childhood and Adolescence Education and the dual Childhood Education or Adolescence Education/Students with Disabilities have extended quarters in the second year of the program where students engage in student teaching Monday through Friday, attend student teaching seminar and conduct research. As presently structured, the single certification programs in Childhood or Adolescence Education and Students with Disabilities are completed in 1 1/2 years, the Teacher of the Blind/Visually Impaired program in 7 quarters and the dual certification program in Teachers of Childhood Education or Adolescence Education/Students with Disabilities within two years. All programs meet during the summer; however, the TVI program is offered through a hybrid–online model, minimizing time on campus while the SWD single and dual SWD programs incorporate the hybrid–online model for several courses which are delineated in their course descriptions. Access to an off-campus computer/internet is a requirement for all programs as all courses have Blackboard components.

All programs provide a master’s level curriculum to prepare teachers with the knowledge, skills, and professional ethics/attitudes to work with learners in the general education classroom or with learners who have various special educational and/or health-related needs, including severe cognitive, emotional, visual, auditory, and physical impairments, and who may be medically fragile as well. In doing so, these programs address an increasing need in society and, more specifically, in schools and agencies that require personnel adequately trained to work with growing populations of students with special needs. Most courses require a minimum 10 hour field component or laboratory experience, and all graduate programs require a 3-credit Research in Education course.

Admissions

Application forms are obtained online from the Dominican College website (www.dc.edu) or from the Office of Graduate Admissions.

- Completed form, accompanied by the application fee (non-refundable), must be returned to the Office of Graduate Admissions together with
  - a current resume
  - three letters of recommendation (at least one from former professor)
  - official transcripts (not student copies) of all undergraduate and graduate records
  - results of the GRE/MAT/SAT or ACT scores.

- A self-reflective essay highlighting the reasons for the applicant’s desire to become an educator and to pursue the program, as well as highlighting strengths/challenges that the candidate recognizes is required.
Graduates of Dominican College should contact the Office of the Registrar requesting that an official transcript be sent to the Office of Graduate Admissions. Verification of teaching certificates must also be submitted for Students with Disabilities and Blind/Visually Impaired programs. An on-site, phone or email interview with the Program Director is required of all applicants. Graduate students are expected to demonstrate proficient written and oral communication skills in English.

An applicant to one of the programs may be admitted either as 1) a matriculated student, one seeking to fulfill the requirements for a degree, or 2) as a non-matriculated student, one earning graduate credit for specific courses (typically for state certification purposes) but not for the degree. Before beginning graduate courses, all applicants must hold a bachelor's degree from an accredited college or university acceptable to Dominican College. Applicants who file an application before the baccalaureate degree has been conferred may be provisionally accepted pending successful completion of undergraduate work. Applicants who have completed curricular requirements for a New York initial teaching certificate in one of four student developmental levels (Early Childhood, Childhood, Middle Childhood, or Adolescence), but who have not yet passed the New York State Teacher Certification Exams, may also be provisionally accepted to the Students with Disabilities or Blind/Visually Impaired programs and must submit documentation to meet outstanding requirements prior to the beginning of their second quarter.

These processes are the same for students seeking either the degree or certification only.

Undergraduate seniors with a 3.0 GPA, who are enrolled in an Education/Special Education program may pursue the College's S.Y.R.O.P. (Senior Year Overlap) option, an opportunity to start Year I of the six quarter M.S.in Ed. degree program while simultaneously completing the bachelor's degree. This option is intended to enable completion of both the bachelor's and the master's degree within a five-year period. Undergraduate applicable courses are SE 330, 336, 441 and 465. Seniors interested in teaching individuals who are blind or visually impaired may also apply to take 9 selective credits in the Graduate Program in Teachers of the Blind/Visually Impaired to obtain advanced standing in the TVI program. Application to S.Y.R.O.P. should be made to the Program Director early on during the undergraduate's studies.

At least a B average in the overall undergraduate or graduate record is required for admission, although other factors will be considered in the decision, such as years of professional experience, grade point average in the major field, and academic development beyond the baccalaureate degree. Students not meeting the stated criteria may be admitted on a conditional basis. In order to maintain matriculated status, such students must then achieve a minimum grade of B for the first six credits attempted and provide evidence of having remediated any deficiencies.

**Academic Requirements and Standards**

**General Requirements:**

The expectation is that all courses for the degree will be taken at Dominican College. A maximum of six credits may be considered for transfer. Equivalent graduate course work may be considered for transfer credit if (a) the grade was a minimum of B and (b) the course was taken within five years of the term in which the student wishes to register for it.

All requirements (courses, papers, projects) must be completed within a maximum of five years from the beginning of the term in which the candidate is awarded the first credits towards the degree, whether the credits were earned on a non-matriculated or matriculated basis. Extension of this time cannot be granted. Courses are offered in a cycle according to a regular curriculum pattern. It is the responsibility of the student to register for courses in the sequence in which they are offered and to plan his or her progress so as to complete all requirements within the five-year period. In exceptional circumstances, a student may be granted permission to take courses out of sequence.

The College reserves the right, at its discretion, at any time, to terminate matriculation if the student fails to make sufficient progress towards the degree. Candidates for the degree not in attendance for two calendar years will have their matriculation terminated. To reactivate their matriculation, these candidates must receive permission from the Program Director. In order to be readmitted, such candidates must be able to meet all degree requirements within the five-year period dating from their original quarter.

All students must maintain a minimum cumulative G.P.A. of at least 3.0 (B). A course in which a student earns less than "B" must be repeated. No more than one course can be repeated.

**Non-Matriculated Certification:**

Students seeking individual transcript certification (non-matriculated certification status) without completion of the entire TVI program must take: VI 532, VI 533, VI 534, VI 535, VI 538, VI 539, VI 641, VI 642 and VI 717 and (3-6) credits in Special Education course work, based on transcript review. Students in areas other than TVI who are seeking non-matriculated Certification Only status must take courses as prescribed by the NYS Education Department based on transcript review by the Certification Officer at the College.

Students are expected to maintain at least a 3.0 cumulative GPA with no course lower than a B to be considered in “good standing.”

Students whose cumulative GPA is at least 3.75 will be awarded graduate honors upon graduation.

**Off-site Requirements**

Graduate faculty supervise both student teaching and field work, and students work with experienced, certified cooperating teachers. In programs that require prior certification and student teaching, in-service teachers, if they are working with the appropriate population, can complete student teaching in their own classroom with the Program Director's permission. Those courses of study that culminate with a student teaching experience meet on a regular basis for seminar. Seminar is viewed as integrative in nature, meshing theory with practical application. Depending on the program, the seminar is delivered on campus or online.

All programs leading to institutional endorsement for certification require 150 hours of clinically rich field work as a prerequisite to student teaching. Students observe, interact, evaluate and reflect in classrooms that correlate with their teaching certification. A full semester of student teaching experience is mandated for all candidates who do not possess an initial teaching certification. Student teachers observe, observe and gradually teach individuals, small groups and the whole class according to prescribed grade curricula that correspond to their certification developmental level. Candidates with prior certification in another area will participate fully in a quarter based student teaching/practicum experience. They will be responsible for planning, implementation and assessment of instruction while being mentored by a certified teacher and a College supervisor.

**Capstones and Final Requirements**

The student teaching experience, linked with the seminar and the research course, comprise the capstone experience for program completers. Students who have successfully fulfilled all coursework requirements in Teacher Education are invited to engage in a professionally rich venture where they spend a full semester planning, instructing and
assessing in preparation for their role as teacher. They participate in two 8 week long field experiences—one focusing on the lower range of their certification area and the other on the higher end. They are formally observed by their faculty supervisor at least twice in each venue and participate fully in self-reflection and weekly seminar meetings on campus. Additionally, student teachers select, under advisement, a topic germane to their classroom on which they complete an action research proposal.

Students must complete all prerequisites such as outstanding liberal arts credits and all graduate coursework prior to student teaching. In order to receive NYS certification all candidates must complete, in addition to all Dominican College program requirements, the NYS Education Department’s mandated tests which include Educating All Students (EAS), the appropriate content specialty tests (CSTs) and the performance assessment (edTPA) as well as complete an application and clear mandated fingerprinting procedures and requisite workshops that are provided through the student teaching seminar.

Curricular Outlines and Plans

**Teacher of Childhood Education**

<table>
<thead>
<tr>
<th>Year 1:</th>
<th>Quarter 1 (6 credits)</th>
<th>Quarter 2 (6 credits)</th>
<th>Quarter 3 (6 credits)</th>
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<tbody>
<tr>
<td></td>
<td>ED 531 Fundamentals of Literacy (3):</td>
<td>ED 532 Strategies for Literacy Growth (3)</td>
<td>ED 563 Methods for Mathematics Instruction (2):</td>
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<td>SE 510 Psychosocial Aspects of Exceptionality (3):</td>
<td>SE 511 Strategies for the Inclusive Classroom (3):</td>
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<td>ED 565 Methods for Social Studies Instruction (2):</td>
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<td>Year 2:</td>
<td>Quarter V (extended) (9 credits)</td>
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<td>ED 674 Student Teaching (3):</td>
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<td>ED 675 Student Teaching Seminar (3):</td>
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<td>ED 616 Research in Education (3):</td>
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**Teacher of Adolescence Education**

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<tr>
<th>Year 1:</th>
<th>Quarter 1 (6 credits)</th>
<th>Quarter 2 (6 credits)</th>
<th>Quarter 3 (6 credits)</th>
<th>Quarter 4 (6 credits)</th>
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<tr>
<td></td>
<td>ED 542 Inclusive Literacy Strategies for the Adolescent Learner (3):</td>
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<td></td>
<td>ED 522 Educational and Developmental Psychology (3):</td>
<td>SE 510 Psychosocial Aspects of Exceptionality (3):</td>
<td>SE 511 Strategies for the Inclusive Classroom (3):</td>
<td>ED 566–580 Methods and Materials in Adolescent Education ED 566 Math (3) or ED 567 Social Studies (3) or ED 568 Science (3) or ED 569 English (3) or ED 580 World Languages (3):</td>
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<td>ED 672 Student Teaching (3):</td>
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<td>ED 673 Student Teaching Seminar (3):</td>
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<td>ED 616 Research in Education (3):</td>
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### Teacher of Childhood Education/Students with Disabilities

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<tr>
<th>Year 1: Quarter 1 (6 credits)</th>
<th>Quarter 2 (6 credits)</th>
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<tbody>
<tr>
<td>ED 520 Foundations of Education (3):</td>
<td>ED 531 Fundamentals of Literacy (3)</td>
<td>ED 532 Strategies for Literacy Growth (3)</td>
<td>ED 563 Methods for Mathematics Instruction (2)</td>
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<td>ED 522 Educational and Developmental Psychology (3)</td>
<td>SE 510 Psychosocial Aspects of Exceptionality (3)</td>
<td>SE 511 Strategies for the Inclusive Classroom (3)</td>
<td>ED 564 Methods for Science Instruction (2)</td>
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<td>ED 565 Methods for Social Studies Instruction (2)</td>
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<td>Year 2: Quarter V (6 credits)</td>
<td>Quarter VI (extended) (9 credits)</td>
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<tr>
<td>SE 537 American Sign Language (3)</td>
<td>SE 565 Curriculum and Instructional Strategies (3)</td>
<td>ED 672 Student Teaching (3)</td>
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<tr>
<td>SE 541 Psychoeducational Diagnosis and Assessment (3)</td>
<td>SE 625 Positive Behavior Approaches (3)</td>
<td>ED 673 Student Teaching Seminar (3)</td>
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<td>ED 616 Research in Education (3)</td>
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### Teacher of Adolescence Education/Students with Disabilities

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<tr>
<th>Year 1: Quarter 1 (6 credits)</th>
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<tbody>
<tr>
<td>ED 520 Foundations of Education (3):</td>
<td>ED 531 Fundamentals of Literacy (3)</td>
<td>ED 542 Inclusive Literacy Strategies for the Adolescent Learner (3)</td>
<td>ED 519 Growth, Development and Cognition in the Adolescent Learner (3)</td>
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<tr>
<td>ED 522 Educational and Developmental Psychology (3)</td>
<td>SE 510 Psychosocial Aspects of Exceptionality (3)</td>
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<td>ED 566-580 Methods and Materials in Adolescent Education ED 566 Math (3) or ED 567 Social Studies (3) or ED 568 Science (3) or ED 569 English (3) or ED 580 World Languages (3)</td>
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<td>SE 565 Curriculum and Instructional Strategies (3)</td>
<td>ED 674 Student Teaching (3)</td>
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<tr>
<td>SE 541 Psychoeducational Diagnosis and Assessment (3)</td>
<td>SE 623 Positive Behavior Approaches (3)</td>
<td>ED 675 Student Teaching Seminar (3)</td>
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<td>ED 616 Research in Education (3)</td>
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### Teacher of Students with Disabilities with Severe/Multiple Extension

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<tr>
<th>Year 1: Quarter 1 (6 credits)</th>
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<th>Quarter 3 (6 credits)</th>
<th>Quarter 4 (6 credits)</th>
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</thead>
<tbody>
<tr>
<td><strong>SE 530</strong> Psychology of Learners with Academic and Behavioral Challenges (3):</td>
<td><strong>SE 565</strong> Curriculum and Instructional Strategies for Teaching Students with Disabilities (3)</td>
<td><strong>SE 622</strong> Collaboration and Teaming to Support All Students (3)</td>
<td><strong>SE 616</strong> Research in Special Education (3)</td>
</tr>
<tr>
<td><strong>SE 537</strong> American Sign Language (3)</td>
<td><strong>SE 623</strong> Positive Behavior Approaches (3)</td>
<td><strong>SE 624</strong> Linking Curriculum, Assessment and Instruction for Students (3)</td>
<td><strong>SE 617</strong> Student Teaching and Seminar (3)</td>
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</tbody>
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<thead>
<tr>
<th>Year 2: Quarter V (6 credits)</th>
<th>Quarter VI (6 credits)</th>
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<tbody>
<tr>
<td><strong>SE 541</strong> Psychoeducational Diagnosis and Assessment (3)</td>
<td><strong>SE 625</strong> Communication, Technology and Literacy (3)</td>
</tr>
<tr>
<td><strong>SE 621</strong> Adaptive Methods for Developing Motor Skills in Students with Health/Physical Disabilities (3)</td>
<td><strong>SE 717</strong> Student Teaching and Advanced Seminar: Person Centered Planning (3)</td>
</tr>
</tbody>
</table>

### Teacher of Students Who Are Blind/Visually Impaired

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<thead>
<tr>
<th>Year 1: Quarter 1 (6 credits)</th>
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<th>Quarter 4 (6 credits)</th>
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<tbody>
<tr>
<td><strong>VI 532</strong> Psychosocial Aspects and Evaluation of Blindness/Visual Impairments (3)</td>
<td><strong>VI 535</strong> Literary Braille and Instructional Strategies (3) (continued from Quarter 1)</td>
<td><strong>VI 533</strong> Assessment and Functional Implications of Blindness/Visual Impairment (3)</td>
<td><strong>VI 534</strong> Orientation and Mobility for Teachers (3) 2 day on-campus lab</td>
</tr>
<tr>
<td><strong>VI 537</strong> American Sign Language (3)</td>
<td><strong>VI 533</strong> Assessment and Functional Implications of Blindness/Visual Impairment (3)</td>
<td><strong>VI 538</strong> Nemeth and Other Specialized Braille Codes (2)</td>
<td><strong>VI 641</strong> Methods for Academic Learners who are Blind/Visually Impaired (3) 3 ½ day residency on campus</td>
</tr>
<tr>
<td><strong>VI 534</strong> Positive Behavior Approaches (3)</td>
<td><strong>VI 538</strong> Nemeth and Other Specialized Braille Codes (2)</td>
<td><strong>VI 537</strong> American Sign Language (3)</td>
<td><strong>VI 641</strong> Methods for Academic Learners (3) 3 ½ day residency on campus</td>
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<tr>
<th>Year 2: Quarter V (6 credits)</th>
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<tbody>
<tr>
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<td><strong>SE 623</strong> Positive Behavior Approaches (3)</td>
<td><strong>SE 537</strong> American Sign Language (3)</td>
</tr>
<tr>
<td><strong>VI 717</strong> Student Teaching and Advanced Seminar (3)</td>
<td><strong>VI 642</strong> Methods for Young and/or Multiply Impaired Learners with Visual Impairments/Blindness (3)</td>
<td><strong>SE 616</strong> Research in Special Education (3)</td>
</tr>
</tbody>
</table>
Procedures
Students are advised to refer to the Dominican College Student Handbook and the Master of Science in Education Handbook for additional information.

Advisement:
Advisement for all courses in the MS in Education programs is on-going and provided to each student quarterly by the Coordinator and/or Director of the program. Students register online for appropriate courses according to the calendar that is provided each quarter.

Courses that require fieldwork require students to document their field hours on a timesheet that is issued at the onset of the course. All timesheets are signed by the instructor and filed in the students’ folders. Students should keep copies of their timesheets for their own records.

Specialized residency requirements for the TVI Program take place in the Summer quarter. See course descriptions for VI 534, VI 539 and VI 641.

Health:
All student teaching placements require medical clearance; forms are obtained from the Teacher Education Graduate Program office located in Casey 105 and must be completed/submitted before placements begin.

Leave of Absence and Withdrawal:
Students who wish to apply for a leave of absence or course/program withdrawal must confer with the Program Director after submitting the appropriate forms which can be obtained from the Teacher Education Graduate Program office.

Certification
Satisfactory completion of all requirements for the MS in Education programs in Childhood Education, Childhood Education/Students with Disabilities, Adolescence Education, Adolescence Education/Students with Disabilities, Students with Disabilities with Annotation Extension in Severe/Multiple Disabilities and Teachers of the Blind/Visually Impaired lead to institutional recommendation for both initial and professional certification through the NYS Education Department. In addition to degree conferral, all candidates for certification must meet NYS Education Department requirements as follows:

Initial Certification:
- Application to www.nysed.gov for TEACH account
- Satisfactory completion of the following mandated tests:
  - Educating All Students (EAS)
  - Content Specialty Tests—per certification area:
    - Childhood Education: Multisubject Grades 1-6
    - Adolescence Education: Content Specialty Test in Academic Area—English, Math, Science, Social Studies, World Languages
    - Students with Disabilities
    - Multisubject Grades 7-12/SWD Generalist (Adolescence)
    - Teacher of the Blind/Visually Impaired
  - Educative Teacher Performance Assessment (edTPA)
- Successful fingerprinting clearance through www.ident-to-go.com
- Completion of mandated seminars in Child Abuse Identification/Reporting, Project SAVE, Dignity for All Students Act (DASA)

Professional Certification:
- 3 years of compensated teaching experience
- Verification of first year mentorship
- Application to www.nysed.gov for additional certification
- Content Specialty Tests in additional certification area

Course Descriptions for the Master of Science Degree in Education

ED 519 Growth, Development and Cognition in the Adolescent Learner (3)
Explores the unique developmental period of adolescence as a major stage of progressing from childhood into adulthood. Early, middle, and late adolescent development will be covered in depth through the challenges presented at each stage. Global and specific nuances that are indigenous to each stage will be included in the topics presented. The realities and myths of adolescence will be examined, as well as the contributions of researchers and relevant empirical studies that can be applied to the understanding of this critical period. Field experience required.

ED 520 Foundations of Education (3)
Historical, philosophical, economic and sociological trends impacting education and schooling in America; analysis of current issues which influence outcomes and trends in education and the role of the school in modern society. With that background, students will then turn to the ‘nitty-gritty’: diagnosis of instructional needs; planning and financing educational outcomes, both long and short term; assessment and instructional strategy. Aligning strategy to different types of learners and to various age groups will be examined. The New York State Learning Standards are introduced. Field experience required.

ED 522 Educational and Developmental Psychology (3)
Psychological principles applied to the teaching/learning process: growth and maturation of the learner from birth through adolescence; overview of various approaches, such as cognitive-adaptive, Piaget, Erikson, Vygotsky; factors of efficient learning/teaching; scaffolding and constructivist theory; individual differences; motivation; classroom management; effective study; transfer of learning; and principles and purposes of measurement and evaluation. Field experience required.

ED 531 Fundamentals of Literacy (3)
This course is designed to introduce students to the communication processes of listening, speaking, reading, and writing with special emphasis on information gathering, comprehension, and expression. The underlying theory of natural learning will be explored. The course will stress instructional strategies and materials required for literacy response, critical analysis, and social interaction for learners. Field experience required.

ED 532 Strategies for Literacy Growth (3)
This course is designed to be an extension and refinement of the communication process involved with listening, speaking, reading, and writing as they pertain to differentiated instruction and evaluation for both English speakers and English language learners. Special attention will be paid to reading and writing in the content areas. Emphasis will be placed on the diagnostic/prescriptive model of reading, and students will be required to work with individual learners in the assessment and remediation of reading difficulties. Field experience required.
ED 542  Inclusive Literacy Strategies for the Adolescent Learner (3)
This course strengthens the processes involved with listening, speaking, reading and writing, focusing on content areas within adolescent programs in the middle and high schools, for both English speakers and English Language Learners. Emphasis will be on utilizing content and technical knowledge to make learning accessible for varying student needs and abilities, developing an understanding of assessment at the secondary level and incorporating instructional strategies and approaches, including differentiation, as they pertain to literacy in the heterogeneous adolescent environment.  Field experience required.

ED 563  Methods for Mathematics Instruction (2)
Study and implementation of instructional materials, planning, methods, and assessment procedures appropriate for teaching mathematics to diverse learners.  Focus on strategies for NYS Standards based instruction.  Field experience required.

ED 564  Methods for Science Instruction (2)
Study and implementation of instructional materials, planning, methods, and assessment procedures appropriate for teaching science to diverse learners.  Focus on strategies for NYS Standards based instruction.  Field experience required.

ED 565  Methods for Social Studies Instruction (2)
Study and implementation of instructional materials, planning, methods, and assessment procedures appropriate for teaching social studies to diverse learners.  Focus on strategies for NYS Standards based instruction.  Field experience required.

ED 566  Methods and Materials in Adolescent Education: Mathematics (3)
This secondary methods/materials course provides an arena in which the prospective Mathematics teacher will review the curricula of his/her content area; in addition, the student will have an opportunity to study methods, materials, techniques and evaluation means utilized in the current classroom. An essential component of this course is field experience which will assist the student in becoming comfortable and competent with observing and teaching in the secondary school under the direction of a certified adolescence Mathematics educator.

ED 567  Methods and Materials in Adolescent Education: Social Studies (3)
This secondary methods/materials course in Social Studies will provide an arena in which the prospective Social Studies teacher will review the curricula of his/her content area; in addition, the student will have an opportunity to study methods, materials, techniques and evaluation means utilized in the current classroom. An essential component of this course is field experience which will assist the student in becoming comfortable and competent with observing and teaching in the secondary school under the direction of a certified adolescence Social Studies educator.

ED 568  Methods and Materials in Adolescent Education: Science (3)
This secondary methods/materials course will provide an arena in which the prospective Science (Biology, Chemistry, Earth Science or Physics) teacher will review the curricula of his/her content area; in addition, the student will have an opportunity to study methods, materials, techniques and evaluation means utilized in the current classroom. An essential component of this course is field experience which will assist the student in becoming comfortable and competent with observing and teaching in the secondary school under the direction of a certified adolescence Science Educator.

ED 569  Methods and Materials in Adolescent Education: English Language Arts (3)
This secondary methods/materials course will provide an arena in which the prospective English teacher will review the curricula of his/her content area; in addition, the student will have an opportunity to study methods, materials, techniques and evaluation means utilized in the current classroom. An essential component of this course is field experience which will assist the student in becoming comfortable and competent with observing and teaching in the secondary school under the direction of a certified adolescence English Language Arts educator.

ED 580  Methods and Materials in Adolescent Education: World Languages (3)
This secondary methods/materials course will provide an arena in which the prospective World Languages teacher will review the curricula of his/her content area; in addition, the student will have an opportunity to study methods, materials, techniques and evaluation means utilized in the current classroom. An essential component of this course is field experience which will assist the student in becoming comfortable and competent with observing and teaching in the secondary school under the direction of a certified adolescence World Language educator.

ED 616  Research in Education (3)
This course is designed to assist the graduate student with the acquisition of the knowledge, skills and professional attitudes required to approach current research in the field of education. Through student exercises, critiques of published research, class discussions and reactions to a variety of class readings, graduate students will develop the skills necessary to read, interpret and critique professional literature and to begin to design their own scholarly research. Principles, problems and procedures related to planning and conducting educational research will be discussed, and students will be expected to complete an action research proposal relevant to their interests.

ED 672  Student Teaching (3)
Supervised observation and student teaching in an approved elementary school under a certified teacher. Eight weeks are spent with students in grades 1–3; eight weeks with students in grades 4–6. The student teacher gradually transitions from observation to increasing participation in, and responsibility for, planning and implementing instruction. The student teacher is responsible for maintaining a written reflective log to be submitted weekly to college supervisor and is expected to be involved in all aspects of school life relevant to instruction.

ED 673  Integrative Seminar (3)
This course, a co-requisite with student teaching, offers the prospective childhood education teacher an opportunity to apply educational theory to pedagogical practice. Through structured and goal directed sessions, case studies and discussion, the student teacher will learn to access resources that will enable him/her to maximize children's growth and educational development within the school system. All required seminars for NYS certification will be completed in ED 673. Field experience is the ED 672 co-requisite.

ED 674  Student Teaching (3)
Supervised observation and student teaching in an approved middle/high school under a certified teacher. Eight weeks are spent with students in grades 7–9; eight weeks with students in grades 10–12. The student teacher gradually transitions from observation to increasing participation in, and responsibility for, planning and implementing instruction. The student teacher is responsible for maintaining a written reflective log to be submitted weekly to college supervisor and is expected to be involved in all aspects of school life relevant to instruction.
ED 675  Integrative Seminar (3)  
This course, a co-requisite with student teaching, offers the prospective adolescence education teacher an opportunity to apply educational theory to pedagogical practice. Through structured and goal directed sessions, case studies and discussion, the student teacher will learn to access resources that will enable him/her to maximize children’s growth and educational development within the school system. All required seminars for NYS certification will be completed in ED 675.  
Field experience is the ED 672 co-requisite.

SE 510  Psychosocial Aspects of Exceptionality (3)
Introduction to the area of child/adolescent/adult exceptionality, focusing on the educational, historical, sociological, philosophical, legal, ethical, and psychological issues involved in definition and classification. The student has the opportunity to understand his/her own feelings about exceptionality and to interact indirectly and directly with exceptional individuals in schools and work sites.  
Field experience required.

SE 511  Strategies for the Inclusive Classroom (3)
Provides the prospective teacher with a repertoire of evidence-based, instructionally focused differentiation strategies for students with challenging behaviors. Incorporates Response to Intervention and Universal Design for Learning principles that facilitate inclusive practices in the resource room, self-contained and mainstreamed classroom environments. Field experience in special education classrooms required. Prerequisite: SE 510 or equivalent.

SE 530  Psychology of Learners with Academic and Behavioral Challenges (3)
This needs-based, deliverable strategy-oriented course focuses on teaching the learner with academic and/or behavioral challenges in early childhood/childhood/middle childhood/adolescence. Various etiologies and methodologies are examined and implemented. Importance of legislation and advocacy related to academic, social, behavioral, and emotional issues, as well as importance of transition planning for appropriate IEP goal delivery.  
Field experience required.

SE 537  Introduction to American Sign Language (A.S.L.) (3)
Students will demonstrate receptive and expressive mastery of targeted, context specific commands, questions, statements and dialogue, using the manual alphabet and signing Exact English. Students will develop cross-cultural skills and understanding of the deaf community. Offered as a hybrid/online course.

SE 541  Psychoeducational Diagnosis and Assessment (3)
Assessment techniques necessary for identifying strengths and deficits in the learner with disabilities. Course provides experiences in both formal and informal assessment techniques, task analysis, and the interpretation of psycho-educational data for students with learning problems. The field experience is the development of a case history: selection, administration, and evaluation of testing instruments appropriate to either early childhood, childhood, middle childhood, or adolescence, and completion of comprehensive school and family reports.  
Field experience required.

SE 565  Curriculum and Instructional Strategies for Teaching Students with Disabilities (3)
Examines educational research, appropriate teaching and learning strategies, and supportive materials and technology to maximize educational achievement for the early childhood/childhood/middle childhood/adolescent student with disabilities. Major project is development, implementation, and evaluation of an IEP based on data gathered from SE 541, with focus on NYS learning standards, and addressing the appropriate developmental level of the disability certification area.  
Field experience required.

SE 616  Research in Special Education (3)
Presents an overview of research design as applicable to students with disabilities, including those with multiple and severe disabilities and visual impairments/blindness. Students utilize remote library databases as a research tool. Students prepare an action research proposal with a focus on an issue pertinent to their current or future employment interests. Offered as a hybrid/online course.

SE 617  Student Teaching and Seminar (3)
Student teaching assignment with developmentally appropriate learners for area of certification being sought. Seminar addresses elements of accessible pedagogy, including: community building and positive behavior approaches, culturally relevant curriculum, multiple intelligences, flexible grouping and cooperative learning, multilevel curriculum, and active learning. Focus is on developing IEPs that align with general education curriculum and strategies that include all learners.  
Field experience required.

SE 621  Adaptive Methods for Developing Motor Skills in Students with Health and/or Physical Disabilities (3)
Addresses the needs of students with physical and/or health impairments in order to promote optimal participation in the educational setting. Skills in positioning and physical handling techniques, methods for developing daily living skills competence, modification and adaptation of curriculum and instructional materials, and teaming efforts with related service providers are addressed.  
Field experience required. Offered as an online course.

SE 622  Collaboration and Teaming to Support all Students (3)
Provides students with knowledge and skill to work effectively as members of an instructional team in diverse and heterogeneous classrooms. Students will study effective team design, routines and interactions, and evaluate team experiences in view of standards of interactive efficiency. Models of co-teaching, team teaching, and consultant teaching will be considered. Relationships of teacher to para-educator, related service providers, family, and community members will be addressed.  
Field experience required.

SE 623  Positive Behavior Approaches (3)
Application of behavioral principles and paradigms utilized in the classroom including Positive Behavior Supports, Applied Behavior Analysis and TEACCH; intervention and scheduling; changing, maintaining, and transferring new behaviors. Assessing behavior in environmental context and utilizing positive practices for prevention of behavioral excesses. Offered as a hybrid/online course.  
Field experience required.

SE 624  Linking Curriculum, Assessment, and Instruction for Students (3)
Provides students with alternative assessment strategies and teacher designed assessment strategies applicable to students with disabilities who do not participate in standardized assessments. Emphasis on relationship of assessment to curriculum development and implementation aligned to the general education curriculum. Use of assessment tools to inform and refine curriculum design in a standards-based classroom. Offered as a hybrid/online course.  
Field experience required.

SE 625  Communication, Technology, and Literacy (3)
Review of development of communication skills and an examination of communication options and alternatives for learners who are unable to meet their daily communication needs through natural modes such as speech, gesture or handwriting. Addressed are gestural and touch cues, tangible communication systems, graphic communication systems, communication boards, electronic and other augmentative communication devices as well as functional and beginning literacy skills and technology to support these.  
Field experience required.
SE 717 Student Teaching and Advanced Seminar: Person Centered Planning (3)
Provides students with skills and knowledge to develop person-centered plans based on a capacity view of individuals with disabilities. Students will develop skills in creating M.A.P.S., P.A.T.H. and a Person Centered Plan for an early childhood, childhood, middle childhood, or adolescent student with moderate to severe disabilities. Field experience required.

VI 532 Psychosocial Aspects and Evaluation of Blindness and Visual Impairment (3)
Changing nature of population; definitions; history of services; legislative history; attitudes towards the blind; adjustment to blindness; effects of blindness on cognitive, physical, psychological and social development during early childhood, adolescence, transition, and adulthood; formal and informal evaluation procedures. Field experience required.

VI 533 Assessment and Functional Implications of Visual Impairment (3)
Anatomy and development of the eye; nature and degrees of impairment; optical and non-optical devices for low vision; vision testing in clinical and educational settings; assessment of visual perceptual functioning; learning media assessment; functional vision assessment. Field experience required.

VI 534 Orientation and Mobility for Teachers (3)
Special skills required for successful independent travel. Skills to be stressed are concept development, orientation and spatial awareness, exploration of the environment, and pre-cane techniques. Students will participate in a variety of movement experiences using occluders which simulate both total and partial vision loss. Field experience required as well as 2-day residency on campus.

VI 535 Literary Braille and Instructional Strategies (3)
Reading and writing of standard English Grade II Braille, using both Braillewriter and slate and stylus. Preparation of assignments in both "hard" Braille and "simulated" Braille using computer programs. The teaching of Braille reading and writing, with attention to the New York State Learning Standards for the English Language Arts. Field experience required.

VI 538 Nemeth and Other Specialized Braille Codes (2)
Continuation and reinforcement of literary Braille; instruction in reading and writing of Nemeth code for scientific and mathematical notation; instruction in utilization of Cranmer abacus for math calculation. Braille formatting, foreign language codes, music Braille, and computer Braille code are introduced. Strategies for Braille reading and writing instruction are further developed, with continuing attention to the New York State Learning Standards for English Language Arts. Field experience required.

VI 539 Assistive Technology for Students Who Are Blind or Visually Impaired (1)
Overview of assistive technology for persons who are blind or visually impaired—Braille, enlarged print, speech. Lecture and "hands-on" experience with screen readers, Braille notetakers, Braille translation programs, and screen magnifiers. Representatives from technology companies, the American Printing House for the Blind, and local distributors will explain and demonstrate use of products and assist with instruction of selected devices and programs. Offered as a week-long online course.

VI 641 Methods for Academic Learners Who Are Blind or Visually Impaired (3)
Principles of materials development and teaching strategies for children with visual impairments and total blindness. A sampling of all K-12 subject areas is examined, and special emphasis is placed on reading readiness, reading, the language arts, and visual stimulation. Instruction in developing tactile graphics; students will create tactile graphics to enhance lessons presented in class and/or online. Students will examine means of ensuring that New York State Learning Standards in all identified areas are met by all learners. 3 day residency requirement. Field experience required.

VI 642 Methods for Young and/or Multiply Impaired Learners Who Are Blind or Visually Impaired (3)
Assessment and intervention strategies for working with young and/or older multiply disabled learners who are blind or visually impaired. Emphasis on developing compensatory skills in young children, and functional skills in older blind and visually impaired children with multiple disabilities; perspective is teaming and collaboration. The New York State Learning Standards and Alternate Performance Indicators for Students with Severe Disabilities will be identified and addressed in curriculum planning. Field experience required.

VI 717 Student Teaching and Advanced Seminar (3)
Student teaching either during the academic year, if the student is employed working with learners who are visually impaired, or during the summer. Placements will be determined in consultation with faculty. The seminar refines topics such as working with the para-educator, working with families, developing appropriate I.E.P. goals and objectives, conducting functional vision assessments, learning media assessments, transition plans, and preparing community presentations.
Undergraduate Tuition & Fees 2020-2021

Tuition
12 - 17 credits/semester* $14,930
18 credits & over $425/credit
Fewer than 12 credits $905/credit

General Registration Fees (non-refundable)
12 or more credits $430/term
Fewer than 12 credits $200/term

Resident Students:
Room & Board:
Hertel Hall
Single Room $7,160/semester
Suite $6,915/semester
Double Room $6,875/semester
Triple Room $6,730/semester
Rosary Hall:
Single Room $6,690/semester
Double Room $6,755/semester
Triple Room $6,660/semester
Guzman Hall
Two Singles Units $7,430/semester
Four Singles Unit $7,730/semester

Dorm Damage Deposit $250
Tuition Deposit $300

Special Fees 2020-2021
Undergraduate auditing fee (per course) $650
Graduate auditing fee $750
Portfolio (per credit) $50
Conferring of Degree $200
Transcripts $5
Late Registration $50
Nursing (pre-licensure) support and
test preparation (non-refundable) $75/Semester
ABSN support and test prep (non-refundable) $150/Term
WABSN support and test prep
(non-refundable) $75/Semester
DNP Continuance Fee $200/Session
Nursing UG Clinical Fee $150/Term
FNP Online Text Fee $50/Term
ID Card Replacement Fee $20

Partial Withdrawal from the College:
On or before the first day of class 100%
After the first class, before the end of the
first week of class 100%
Within the second week of class 80%
Within the third week of class 60%
Within the fourth week of class 50%
After the fourth week of class No refund

Weekend Withdrawals:
For weekend sessions, refunds will be granted as follows:
On or before the first class meeting or the
first weekend 100%
Before the second weekend 80%
Before the third weekend 50%
After the third weekend No refund

For DC Online courses, refunds will be granted as follows:
On or before the first class meeting 100%
On or before the second week 80%
On or before the third week 50%
After the third week No refund

Illustrative examples of refund calculations are available in the
Bursar’s Office.

Special Session (Winter/Summer) Withdrawals:
On or before the first class meeting 100%
After the first class meeting No refund

DC Online Tuition & Fees 2020-2021
Tuition (per credit, DC Online students only): $640

Graduate Tuition & Fees 2020-2021
Master’s programs tuition (per credit):
DPT and DNP $1,060
MSN-FNP and OT $995
MBA, MSED, MSIM $975
MSOLC $715

Graduate Registration Fees 2020-2021 (nonrefundable):
Application fee $50
Full-time registration (12+ credits/term) $430
Part-time (fewer than 12 credits/term) $200

The College reserves the right to modify the Schedule of Tuition
and Fees at its discretion. Billings for tuition and fees and any room
and board charges are due as indicated on the Statement of Student
Accounts. Existing unpaid balances will prevent further registration
and the issuance of official transcripts and diplomas. Checks should
be made payable to Dominican College. A certified check, money
order or cash must replace checks dishonored for any reason. A ser-
vice fee of $25 is charged for rejected checks. Students will be re-
ponsible for attorney’s fees and other reasonable collection costs and
charges necessary for the collection of any amount not paid when
due. Interest will be charged on unpaid balances at the annual rate
of 12%.
Refunds

Regular Day and Evening Withdrawals:

Complete Withdrawal from the College:
Students withdrawing from all courses may be entitled to full or partial refunds according to College policy, which has been formulated in accordance with Title IV Federal Regulations. The policy provides for a refund of tuition, but not fees, corresponding to the percentage of calendar days in the term during which the student is in attendance. No refunds will be given after 60% of the term has elapsed.

College policy requires that a request in writing or in person be made to the Registrar; the date the Registrar receives this notice is the date of official withdrawal. In the event that a student fails to follow the proper withdrawal procedure, the refund will be based on the last day of recorded attendance in class.

Treatment of Financial Aid When a Student Withdraws
Students are awarded financial aid to attend school. If a student ceases attendance or withdraws prior to the completion of an enrollment period, a “return of funds” calculation must be performed to determine the amount of aid a student has earned and may keep based on Federal Title IV, State of New York, and/or Institutional policies and regulations.

POLICIES FOR RETURN OF FUNDS

- Federal Title IV “return of funds” calculation is determined in accordance with the Return of Title IV Funds policy. Changes to federal law may affect this policy.
- State “return of funds.” In all cases, the refund to the state must represent its “fair share” of the total available refund as determined by the institutional refund policy.
- Institutional “return of funds” calculation is determined based on the same rate the student will be charged in accordance with the Institutional Refund Policy as prescribed by the Bursar’s Office.

PROCEDURE FOR DETERMINING THE FEDERAL RETURN OF TITLE IV FUNDS

Procedures for determining the Return of Title IV Funds are federally mandated. The law specifies how a school must determine the amount of Federal Title IV program assistance that a student earns if they withdraw from school. The Title IV programs that are covered by this law are: Federal Pell Grants, TEACH Grants, Direct (Stafford) Loans, Direct PLUS Loans, Direct Grad PLUS and Federal Supplemental Educational Opportunity Grants (FSEOG). The amount of financial aid that a student earned is determined on a prorata basis based on the withdrawal date. For example, if a student completes 30% of the payment period, 30% of the financial aid originally scheduled to receive is earned. Once a student completes more than 60% of the payment period, all of the financial aid scheduled to receive for that period is earned. If a student did not receive all of the funds earned, a Post-withdrawal disbursement may be due to the student. Dominican College must get the student’s permission before it can disburse these funds.

The procedures for determining the calculation are as follows:
1. Determine the Withdrawal Date
2. Calculate the percentage of the enrollment period completed
3. Calculate the amount of Title IV Assistance the student can keep
4. Determine the amount of Title IV funds to be returned or repaid to the financial aid programs in the following order:

If the student officially withdraws (with proper notification):
The withdrawal date is the date Dominican College determines the student either began the withdrawal process or the date the student provided official notification to Dominican, in writing or orally, of his or her intent to withdraw.

If the student unofficially withdraws (ceases attendance without proper notification):
The withdrawal date is the date Dominican College documents as the student’s last date of attendance at an approved academic related activity. If attendance cannot be determined in all courses, 100% of the federal aid must be returned.

If a student has questions about Title IV program funds, information is also available on the Web at www.studentaid.ed.gov

PROCEDURE FOR DETERMINING THE RETURN OF STATE FUNDS

New York State requires the college to report tuition liability to the NYS Higher Education Services Corporation. As TAP is driven by the cost of tuition, the TAP reduction is relative to withdrawal date and liability incurred.
Accreditation and Memberships

Dominican College is accredited by:

Middle States Commission on Higher Education
Board of Regents of the University of the State of New York

**Dominican College holds membership in the following associations:**

Acadeum College Consortium
American Council on Education
Association for the Advancement of Sustainability in Higher Education
Association of American Colleges and Universities
Association of Catholic Colleges and Universities
Association of Governing Boards
College and University Professional Association for Human Resources
College Board
Commission on Independent Colleges and Universities
Council for Advancement & Support of Educators
Council for Higher Education Accreditation
Council of Independent Colleges
Dominican Colleges & Universities Consortium
Dominican Higher Education Council
Hispanic Association of Colleges and Universities
Lower Hudson Valley Catholic Colleges and Universities Consortium
National Association Of College And University Business Officers
National Association of Independent Colleges and Universities
National Collegiate Athletic Association
National Council of State Authorization of Reciprocity Agreements
New York Campus Compact
Society for College and University Planning
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Affinity Federal Credit Union

Edward Cicalese
Tilcon New York, Inc.

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Jacobs Project Management Company

William Hind
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Douglas Katz
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Hilda A. Kogut
Public Safety Consultant
Adjunct Dominican College

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Michael Shilale Architects, LLP

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Lenox Hill Hospital

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Chancellor, Dominican College

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Noreen Walsh, O.P.
Healthcare Coordinator,
Sisters of St. Dominic

Barbara Werner, O.P.
Volunteer Assistant to Special Services
Dominican College

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U.S. District Judge for the Southern District of New York
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R. Popowitz, M.D., Athletic Training Medical Director
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Maureen Valdes, Administrative Assistant
Heather Alexander, M.S.I.S., Assistant Librarian for Access Services
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Brendan Grella, A.A., Library Clerk
Kathy Strickland, A.A., Library Evening Supervisor
Karen Ko, B.A., Library Clerk
Maureen O’Keeffe, Library Clerk
Sierra Sheridan, Library Clerk
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Brendan Torres, Library Clerk

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Katie Anderson, M.S., Director

Office of Retention and Student Success
Ryan O’Gorman, M.S., Director
Enrollment Management
Brian G. Fernandes, M.B.A., Vice President for Enrollment Management
   Anna Desposati, Executive Assistant

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   Ashley Scales, B.A., Assistant Director of Graduate Admissions
   Robert Tyrrell, M.S. Ed., Assistant Director of Admissions for Transfer and On-Line Programs
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   Michelle Wendt, B.A., Transfer Counselor
   Monique Lalanne, B.S., Freshman Admissions Counselor
   Melani Salibian, B.S., Freshman Admissions Counselor
   Hannah Ameen, B.A., Freshman Admissions Counselor
   Timothy Heinzinger, B.A., Admissions Systems Coordinator
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   Janet Barron, B.A., Office Assistant

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      Eleanor Klepper, Accounts Payable Clerk
      Pauline Teahan, A.A., Accounting Clerk
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   Kenneth Flug, M.B.A., Staff Accountant
   Kathleen Rosenberger, B.S., Bursar
      Elizabeth Fontes, B.B.A., Assistant Bursar
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      Linda Scheulen, Student Accounts Representative
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   Eileen Taylor, B.A., Administrative Assistant
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   Charles Behman, B.A., IT Support Specialist
   Joseph Picini, B.S., IT Support Specialist
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   Gaetchine Louis, B.S., Mailroom Supervisor

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   Harry Hagopian, B.A., Public Safety Official
   Maureen Keane, Public Safety Official
   Brien Olivo, Public Safety Coordinator
   William Quirk, M.P.A., Public Safety Official
   John Wintersteiger, Public Safety Official

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   Christine Dils, M.S., Assistant Dean for Student Development
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      Jonathan Delgado, B.A., Assistant Director of Residence Life
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   Kelly Ann Diglio Light, M.S.L., Associate Athletic Director/SWA, Director of Sports Information
   Rick Giannetti, B.S., Assistant Athletic Director, Men’s Head Baseball Coach
Joseph Burbridge, M.A., Assistant Athletic Director,
  Recruiting Coordinator, Women's Head Softball
Thomas Gavigan, B.S., Assistant Athletic Director,
  Compliance Officer
Gerianne Coffey Lyons, Administrative Assistant
Samantha James, M.S., ATC., Head Athletic Trainer
  John Galvany, ATC., Assistant Athletic Trainer
  John Caputo, B.S., Assistant Athletic Trainer
Joseph Gartner, B.S., Statistician
Jim DeVlas, M.S., Women's Head Lacrosse Coach
Daniel Steigert, B.S., Men’s Head Lacrosse Coach
Maria Hedbeck, B.A., Women’s Head Volleyball Coach
Bill Diener, A.A., Women's Head Basketball Coach
Keith Prokop, B.S., Men’s Head Golf Coach
Colin Hodge, B.S., Men's Head Soccer Coach
Sean McCarthy, A.A., Women’s Head Soccer Coach
Kimberly Piard., Head Women’s and Men’s Cross
  Country and Track and Field Coach
Joseph Gravagna, B.A., Head Women’s and Men’s
  Tennis Coach

Institutional Advancement

Joseph Valenti, M.A., Vice President for Institutional
  Advancement
Anne Reeves., Executive Assistant
Brett Bekritsky, M.P.A., Director of Marketing and
  Communications Services
Eileen Reilly, Marketing Assistant
Susan Cerra, B.A., Director of Communications
Mary Lichtman, B.S., Director of Special Events
Mary McHugh, M.B.A., Director of Alumni Relations
Salvatore Pennino, M.B.A., Senior Advancement Officer
  Jennifer Melendez, A.S., Administrative Assistant
  Bridget Shalvey, Development Associate

Institutional Research

TBA, Director of Institutional Research, Planning
  & Assessment
Alice Donohue, B.S., Coordinator, Institutional Research,
  Planning & Assessment
Acquaye-Doyle, Lucinda A., Assistant Professor and Director of the Social Work Program (2014)
B.A., University of Buffalo
M.S.W., Stony Brook University
Ph.D., Howard University

Ainette, Michael, Associate Professor of Psychology (2011)
B.A., Lehman College
M.A., Yeshiva University
Ph.D., Yeshiva University

Alvarez, Regina, Assistant Professor of Biology (2017)
B.A., Lehman College, CUNY
M.A., Lehman College, CUNY
M.Phil., Graduate Center of the City University of NY
Ph.D., Graduate Center of the City University of NY

Amir, Mark, Assistant Professor of Physical Therapy (2017)
B.S., Brooklyn College
B.S., M.A., Touro College
tDPt., Evidence in Motion
M.P.H., City University of NY School of Public Health

Arden, Alice, Instructor in Nursing (2013)
B.S., University of Scranton
M.A., New York University

Bencivenga, Anthony, Assistant Professor of Teacher Education (2009)
B.A., Rutgers University
M.A., New York University

Blitzer, Yvette M., Assistant Professor of Special Education and Coordinator of the TVI Program (2012)
B.A., Dominican College
M.S., Hunter College of New York City

Bonk, Paul S., Assistant Professor of Political Science (1996)
B.A., University of Toronto
M.A., University of Toronto
Ph.D., Rutgers University

Burns, Andrew, Assistant Professor of Communications (2007)
B.A., The State University of New York at New Paltz
M.A., The State University of New York at New Paltz
Ed.D., Union University

Cavaliere, Catherine, Assistant Professor in Occupational Therapy and Coordinator of Research (2018)
B.A., Catholic University
Post Baccalaureate Certificate in OT, Quinnipiac University
Ph.D., Seton Hall University

Chun, David, Assistant Professor of Psychology (2017)
B.S., Rutgers University
M.A., University of California
Ph.D., University of California

Connors, Bernadette, Associate Professor of Biology (2009)
B.S., State University of New York, College of Environmental Science and Forestry
Ph.D., State University of New York, College of Environmental Science and Forestry

Crawley, James T., Assistant Professor and Program Director of the Athletic Training Program and Faculty Athletics Representative (1998)
B.S., Towson State University
M.Ed., University of Virginia
M.S., Dominican College
ATC, PT

Czander, Giovanna, Associate Professor of Religious Studies (2009)
B.A., and M.A., Universita Cattolica del Sacro Cuore
Milan, Italy
M.A., Fordham University
M.Phil., Fordham University
Ph.D., Fordham University

Davies, Christine, Instructor in Nursing (2015)
A.A.S., Rockland Community College
B.S.N., Dominican College
M.A., Pace University Nursing Education
M.S.N., Family Nurse Practitioner, Pace University
D.N.P., Dominican College

DelliPizzi-Citardi, AnnMarie, Associate Professor of Biology and Director of the Honors Program (2004)
B.S., Manhattan College
M.S., New York Medical College
Ph.D., New York Medical College

DeLorenzo, Margaret C., Assistant Professor and Coordinator of The Traditional Option Nursing Program (2007)
A.A.S., Rockland Community College
B.S.N., Dominican College
M.S.N., University of Medicine and Dentistry of New Jersey
Ed.D., Northeastern University

DeSimone, Barbara B., Professor and Coordinator of the ABSN Program of Nursing (1987)
B.S.N., Georgetown University
M.A., New York University
M.Ed., Teachers College, Columbia University
Ed.D., Teachers College, Columbia University
R.N.-BC, Board Certified in Medical-Surgical Nursing, American Nurses Association

DiDonata, Nancy, Professor and Director of the Division of Nursing (1995)
B.S.N., Pace University
M.S., C.N.S., College of New Rochelle
M.Ed., Teachers College, Columbia University
Ed.D., Teachers College, Columbia University
RNC-MNN, National Certification Corporation
DiSiena, AnnMarie, Associate Professor of Communication Studies, Academic Advisor for DC Online and Director of Special Sessions (1994)
B.A., Iona College
M.A., Fordham University
Ed.D., Argosy University, Sarasota

DiSpagna, Diane, Assistant Professor and Director of the Division of Teacher Education (2009)
B.A., Dominican College
M.S., Long Island University
P.D., Long Island University

Dolgin, Ellen, Professor and Coordinator of the English Program (1996)
B.S., Syracuse University
M.A., Vanderbilt University
Ph.D., New York University

Eder, Ayse Ozcan, Associate Professor of Physical Therapy (2012)
B.S., Hacettepe University School of P.T. and Rehab. (Turkey)
M.S., Institute of Health Sciences Dokuz Eylul University (Turkey)
Ph.D., Institute of Health Sciences Dokuz Eylul University (Turkey)

Estwick, Daphne, Assistant Academic Dean (2015)
B.A., St. Lawrence University
M.A., Columbia University
M.S., Columbia University
Ed.D., Columbia University Teachers College

Euaparadorn, Emil, Associate Professor and Director of the Physical Therapy Program (2016)
B.S., Touro College
M.S., Touro College
D.Sc. in Physical Therapy, Andrews University

Evans, Colleen Adell, Assistant Professor of Chemistry (2008)
B.S., Ouachita Baptist University, Arkansas
M.S., University of Missouri-Columbia, MO
Ph.D., Seton Hall University

Filippelli, James A., Assistant Professor of Fine and Performing Arts (1980)
B.A., Saint Leo College
M.F.A., Brooklyn College of the City University of New York Professional Diploma, Fordham University
Ed.D., Manhattanville College

Furlong, Mary Patricia, Assistant Professor of Nursing (2006)
B.S.N., College of Mount Saint Vincent
M.A., New York University
Post Master's Certificate, Health Care Administration, New York University
Post Master's Certificate, Acute Care Nurse Practitioner, New York University
D.N.P., Fairleigh Dickinson

Hach, Jennifer Michelle Tacinelli, Assistant Professor and Clinical Education Coordinator of the Athletic Training Program (2007)
B.S., Canisius College
M.S., Canisius College
ATC, Certified Athletic Trainer
CCT, Certified Cardiographic Technician
CKTP, Certified Kinesio Taping Practitioner
ITAT, ImPACT Trained Athletic Trainer

Henderson, Lori, Assistant Professor of Nursing (2005)
B.S.N., University of Texas, El Paso
M.S.N., N.N.P., Columbia University
RNC-LRN Certification
C., Certified as an Advanced Board Certified Holistic Nurse (AHN-BC)

Hermberg, Kevin, Professor of Philosophy and Coordinator of General Education Curriculum (2007)
B.A., Fort Lewis College
M.A., Marquette University
Ph.D., Marquette University

Hickey, Kathleen, Professor of English (2004)
B.A., Queens College
M.S., Queens College
Ed.D., Teachers College, Columbia University

Hinge, Kathleen, Assistant Professor of Physics and Mathematics and Coordinator of Science (2006)
B.S., Rensselaer Polytechnic Institute
M.S., Rensselaer Polytechnic Institute
Ph.D., Rensselaer Polytechnic Institute

Hoffman, Michael, Assistant Professor of Accounting (2016)
B.S., Fairfield University
CPA, State of New York
M.B.A., Fordham University

Hoplight II, Blair, Assistant Professor of Psychology (2018)
B.A., State University of New York
M.S., University of Connecticut
Ph.D., University of Connecticut

Hsu, Donald K., Associate Professor of Computer Information Systems (1988)
B.S., Taiwan Cheng Kung University
M.S., Fordham University
Ph.D., Fordham University

Hyppolite, Melody, Assistant Professor of Social Work (2018)
B.S., Kentucky Wesleyan College
M.S.W., Spalding University
Ph.D., University of Louisville

Johnson, Kelly, Associate Professor and Coordinator of Psychology (2005)
B.S., University of Southern California
M.A., California State University, Northridge
Ph.D., University of Delaware

Kelly, Michael W., Associate Professor and Director for Graduate Teacher Education Programs (1987)
B.A., Iona College
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Kielehian, Patricia, Instructor in Nursing and FNP Clinical Coordinator (2017)
B.S.N., Hunter College
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Libertini, Christopher, Assistant Professor of History and Director of the Division of Social Sciences (2006)
B.S., Boston College
M.A., Boston College
M.Ed., Boston College
Ph.D., Boston College
M.S.S.I., National Intelligence University
M.S.S., U.S. Army War College

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**McDermott, Annemarie**, Assistant Professor of Nursing (2011)
A.S.N., Nassau Community College
B.S.N., Pace University
M.S.N., Pace University
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**Meachem, Mark**, Associate Professor of Communications and Director of the Division of Arts and Sciences (2004)
B.A., St. Michael's College
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**Mias, Kenneth**, Assistant Professor of Business Administration and MBA Program Director (2008)
B.S., St. John's University
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**Mulligan, Margaret E.**, Assistant Professor of Mathematics (2002)
B.S., University of Scranton
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**Nowak, Thomas S.**, Associate Professor of English and Academic Dean / Vice President for Academic Affairs (1992)
B.A., SUNY at Binghamton
Ph.D., SUNY at Stony Brook

B.A., Dominican College
M.A., Manhattan College
M.A., Teachers College, Columbia University
Ph.D., Fordham University

**O'Sullivan, Catherine**, Instructor in Nursing (2015)
A.S.N., Herbert H. Lehman College
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ANP
RN-BC – Medical Surgical Nursing

**Parrello, Tara**, Assistant Professor of Sociology and Criminal Justice and Coordinator of the Criminal Justice Program (2007)
B.A., Manhattanville College
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Ph.D., Fordham University

**Pennino, Clare**, Associate Professor of Business Administration (2003)
B.A., Fordham University
M.B.A., Iona College
Ph.D., New York University

**Pizzi, Michael**, Associate Professor of Occupational Therapy (2015)
B.S., Elizabethtown College
M.S., Towson University
Ph.D., The Union Institute and University
FAOTA, Fellow American Occupational Therapy Association

**Polowczyk, Barbara**, Instructor in Nursing and Coordinator of the Accelerated RN to BSN Nursing Program (2016)
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M.S.N., Pace University
F.N.P., Pace University
D.N.P., Dominican College

**Raab, Bonni**, Assistant Professor of Social Work (1978)
B.S.W., Fairleigh Dickinson University
M.S.W., Fordham University
Added Graduate Study, Columbia University, School of Social Work
DCSW, Diplomat in Clinical Social Work

**Radford, Tanya A.**, Assistant Professor of English (2007)
B.A., University of Utah
M.A., University of Utah
Ph.D., City University of New York

**Reiter, James**, Associate Professor of English (2011)
B.A., State University of New York at Oswego
M.F.A., Brooklyn College of the City of New York
Ph.D., The University of Louisiana at Lafayette

**Reyes, Juanita**, Instructor in Spanish (2020)
B.A., University of Kansas
M.A., University of Kansas
Doctor of Philosophy candidacy, University of Albany

**Roche, Mary Walsh**, Instructor in Occupational Therapy and Coordinator of Academic Studies and Field Work (2016)
A.O.S., Swedish Institute
B.A., Iona College
M.S., Columbia University

**Rodriguez, Stephen**, Assistant Professor of Physical Therapy (2017)
M.P.S., Upstate Medical University, Syracuse
DPT, Upstate Medical University, Syracuse
DScPT, Andrew University

**Rudolph-Shabinsky, John**, Assistant Professor and Director of the Business Administration (2019)
B.A., Cornell University
M.B.A., Columbia University
C.F.A., International

**Ruschi, Karl**, Assistant Professor of Physical Therapy (2015)
B.S., Quinnipiac University
D.P.T., Sacred Heart University

**Rust, Nadia**, Assistant Professor of Occupational Therapy (2017)
B.O.T., University of Kwazulu-Natal
O.T.D., Chatham University

**Sarro, Emma C.**, Assistant Professor of Biology (2014)
B.S., Brown University
Ph.D., New York University

**Sassano, Jennifer**, Assistant Professor and Coordinator of Mathematics (1992)
B.A., SUNY, Potsdam College
M.A., SUNY, Potsdam College
Ed.D., Mathematics, Teachers College, Columbia University

**Sciame, Philip J.**, Assistant Professor of Computer Science (1982)
B.S., Manhattan College
M.S., Fairleigh Dickinson University
M.B.A., Iona College

**Shelton, Gina M.**, Head Librarian (2014)
B.A., William Smith College
M.S.I.L., Pratt Institute
Spillner, John, Assistant Professor of Business Administration (1996)
B.B.A., Pace University
M.B.A., New York University
C.M.A., Institute of Management Accountants

Stauffer, Robert, Associate Professor of English (2012)
B.A., New York University
M.A., Brooklyn College
Ph.D., Arizona State University

Story, Pamela, Assistant Professor of Occupational Therapy and Director of the Division of Allied Health and Director of the Graduate Occupational Therapy Program (2015)
B.S., Utica College of Syracuse University
OTD, Rocky Mountain University of Health Professionals

Strax, Carol, Associate Professor of Teacher Education (2000)
B.A., Dominican College
M.S., College of New Rochelle
P.D.L., College of New Rochelle
Ed.D., Fordham University

Sullivan, Sr. Kathleen, O.P., Assistant Professor of French and Chancellor (1968)
B.A., Good Counsel College
M.A., St. John's University
Foreign Study, Universite Laval, Canada

Szerko, Victoria, Assistant Professor of Business Administration (1994)
B.A., Barnard College
M.B.A., Columbia University Graduate School of Business

Valentine, Colby, Assistant Professor of Criminal Justice (2012)
B.A., University of the Pacific
M.S., San Diego State University
Ph.D., Florida State University

Vapolizza, Ann, Assistance Professor of English and Associate Academic Dean (1983)
B.A., College of Mt. St. Vincent
M.A., SUNY at New Paltz
Ed.D., Teachers College, Columbia University

Vega-Woo, Nelly, Assistant Professor and Nursing Skills Laboratory and Simulation Coordinator (2013)
B.S.N., College of Mount Saint Vincent
M.S., SUNY Downstate Medical Center
Family Nurse Practitioner (FNP-BC)
D.N.P., University of Massachusetts

Vitale, Lorraine, Instructor in Nursing (2011)
A.S., Westchester Community College
B.S., (Gerontology) Mercy College
B.S., (Health Management) Mercy College
A.A.S., Cochran School of Nursing, RN
M.S., Mercy College

Weissman, Lynne, Assistant Professor of Nursing and Coordinator of the M.S.F.N.P./DNP Nursing Program (1999)
R.N., Englewood Hospital School of Nursing
B.S.N., Dominican College
M.S., P.N.P., Columbia University
C., Certified in Pediatrics, National Certification Board of Pediatric Nurse Practitioners and Nurses
D.N.P., Columbia University
F.N.P.-BC, Certified American Nurses Credentialing Center
National Affiliate American Academy of Pediatrics
C.L.C. Certified Lactation Certificate

White, Scott, Assistant Professor of History (2019)
B.A., West Virginia University
M.A., University of South Dakota
Ph.D., Arizona State University

Wolinsky, Vita, Assistant Professor of Nursing (2004)
B.S., Cornell University
B.S.N., New York University
M.A., New York University
Doctoral Study, Fordham University
CNS: BC Psychiatric Mental Health Nursing Clinical
Part-time Faculty

Abplanalp, Mary Rose, Clinical Lecturer in Nursing (2010)
A.A.S., Rockland Community College
B.S.N., SUNY New Paltz
M.S.N., The College of New Rochelle

Albrecht, Julie, Lecturer in Nursing (MSFNP) (2008)
B.S.N., University at Buffalo
M.S.N., Pace University

Alioto, Lisa, Clinical Lecturer in Nursing (2013)
A.S.N., Bronx Community College
B.S.N., University of Phoenix
M.S.N., University of Phoenix

Anderson, Katie, Lecturer in English, History and Teacher Education (2011)
B.A., Dominican College
M.S., Long Island University

Anderson, Laura, Lecturer in Special Education (2005)
B.S., Barton College
M.S. Ed., Dominican College

Barbera, William, Lecturer in Criminal Justice (2010)
A.A.S., Rockland Community College
B.S., St. Thomas Aquinas College
M.SADMIN., University of Phoenix

Basso, Dianne, Lecturer in Graduate Teacher Education and Coordinator of Field Placements in Teacher Education (2003)
A.A., Rockland Community College
B.A., Iona College
M.A., Montclair State College
M.S., Iona College

Block, Sandra, Lecturer in Occupational Therapy (2015)
B.S., Dominican College
M.S., Dominican College
OTD, Chatham University

Bogen, Donna, Lecturer in Graduate Special Education (1995)
B.S., Marywood College
M.S., St. Thomas Aquinas College

Bompensiero, Bernadette, Clinical Lecturer in Nursing (2008)
B.S.N., Mount Saint Mary College
M.S.N., Mount Saint Mary College

Botsford, Kathryn, Lecturer in Graduate Special Education (2017)
B.A., Williamette University
M.A., Washington State University
M.A., University of Arizona
Ph.D., University of Northern Colorado

Brenner, Kendell, Lecturer in Management (2013)
A.O.S., (Association of Occupational Studies-Culinary Arts)
Culinary Institute of America
B.S., Nyack College
M.B.A., Dominican College

Breslin, Vivian, Lecturer in Physical Therapy (2007)
B.S., College of Mt. St. Vincent
M.S., Long Island University
M.S.N., Pace University

Brier, Thomas, Lecturer in Business Administration (MBA) (2009)
B.S.M.E., University of Detroit
M.B.A., Iona College

Cabouli, Diana, Lecturer in Art (2009)
B.A., City University of NY Queens College
M.F.A., City University of NY Queens College

Calivas, Demitri, Lecturer in Communications (2016)
B.F.A., St. John’s University
M.A., Montclair State University

Caputo, John, Lecturer in Athletic Training (2017)
B.S., Dominican College

Carlo, Joseph, Lecturer in History (2018)
B.A., Dominican College
M.A., Iona College

Cerbasi, Joyce, Lecturer in Graduate Teacher Education (2005)
B.A., Tufts University
M.Ed., Boston University

Chicchiero, Michael, Adjunct Assistant Professor of Physical Therapy (2013)
B.S., Penn State University
B.A., College of Staten Island
M.P.T., Rutgers/UMDNNJ D.P.T., Massachusetts General Hospital

Clinton, Edward, Lecturer in Science (1984)
B.S., Villanova University
M.S., Fordham University

Conover, Deidre, Lecturer in Chemistry (2016)
B.S., Fordham University
M.A., New York University

Costanzo, Jason, Lecturer in English (2007)
B.A., Dominican College
J.D., Pace University School of Law

Couch, Kristin L., Lecturer in Communications (2013)
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M.S.E., Long Island University

Culliton, Catherine, Lecturer in Physical Therapy (2007)
B.A., Ithaca College
M.P.A., Pace University

DeBellis, Lisa, Lecturer in Psychology (2012)
B.S., Fordham University
M.A., Fordham University
Ph.D., Fordham University
Dellicari, Anthony, Lecturer in Political Science and Criminal Justice (2005)
B.A., Columbia University
J.D., University of Miami

Diamond, Kathleen, Lecturer in Graduate Special Education (1999)
B.S., The College of New Jersey
M.S., Ramapo College

A.A.S., Academy of Aeronautics
B.S., Mercy College
M.S., Marist College

DiDonna, Gregory, Lecturer in English (2005)
B.A., Dominican College
M.F.A., Brooklyn College

Dilts, Christine, Lecturer in Social Sciences (2014)
B.A., Villanova University
M.S., Loyola University

Dinan, Joan Ann, Lecturer in Nursing (2009)
B.S.N., Dominican College
M.S., Mercy College

DiSiena, DaynaMarie, Lecturer in Mathematics (2012)
B.A., Dominican College
M.S., Iona College

Dopwell, Andrea, Lecturer in Nursing (2009)
B.S.N., Hunter College
M.P.H., C.W. Post Long Island University
M.S.N., Mercy College

Dubil-Craig, Jacqueline, Lecturer in Graduate Special Education (2012)
B.S., University of Scranton
M.A., New York University

Dunlavy, Gerard, Lecturer in MBA (2013)
B.B.A., Iona College
D.C., Palmer College
M.B.A., Iona College

Dyczko, Mary Jean, Lecturer in Graduate Special Education (2012)
B.A., Queens College
M.A., Queens College

Edelman, Scott, Lecturer in Business Administration (2008)
B.B.A., Iona College
M.B.A., Iona College

Eder, Christine, Lecturer in Mathematics (2018)
B.S., Montclair State University
M.S., University of Oregon

Falcón, Elizabeth, Clinical Lecturer in Nursing (2010)
A.A.S., Rockland Community College
B.A., Dominican College
M.S.N., Mercy College

Ferrara, Jennifer, Clinical Lecturer in Nursing (2014)
B.S.N., Dominican College
M.S.N., Dominican College

Fettes, Tara, Lecturer in Occupational Therapy (2014)
A.A.S., Union County College
B.S./M.S., Dominican College

Fisher, Randy, Lecturer in Nursing (MSFNP) (2014)
AASn, Excelsior College
B.S.N., University of Phoenix
B.S., Excelsior College
M.S.FNP, Dominican College

B.S.W., Dominican College
M.S.W., New York University

B.A., Union College
LL.B., Albany Law School
J.D., Albany Law School

Freeman, Allyn, Lecturer in Business Administration (MBA) (2008)
B.A., Brown University
M.B.A., Columbia University Business School

Galarneau, Judith, Lecturer in Criminal Justice and Leadership (1996)
B.A., Economics and Women Studies, Binghamton University
J.D., St. John’s University School of Law

Gillen, Kim, Clinical Lecturer in Nursing (2011)
A.S.N., Brookdale Community College
B.S.N., Dominican College
M.S.N., Ramapo College

Gimpelev, Marina, Lecturer in Chemistry (2016)
B.S., Pace University
M.Phil., Columbia University
Ph.D., Columbia University

Gold, Marni, Lecturer in Communication Studies (2014)
B.A., SUNY Plattsburgh
M.S.Ed., Pace University

B.A., Rutgers University
M.S.W., New York University

Goodman, Jeffrey, Lecturer in Biology (1999)
B.S., Syracuse University
Ph.D., University of Texas Health Science Center
Postdoctoral Fellow, University of Texas Health Science Center

Gorgiine, Diana, Lecturer in Health Care Management (MBA) (2015)
B.S., James Madison University
M.B.A., Baruch College

Gorman, Robyn, Lecturer in English (2009)
B.A., University of Pennsylvania
M.S., University of Pennsylvania
J.D., Benjamin N. Cardozo School of Law, Yeshiva University

Gruner, Michele, Lecturer in Nursing (2007)
B.S.N., William Paterson University
M.S., New York University
D.N.P., University of Medicine and Dentistry of New Jersey

Guerra, Deborah, Lecturer in Nursing (DNP & MSFNP) (2015)
B.S.N. Lehman College
M.S., Dominican College
D.N.P., Case Western Reserve University

Hallinan, Kim, Lecturer in Nursing (2014)
B.S.N., Dominican College
M.S.N./F.N.P., Pace University
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Institution, Years</th>
<th>Degrees/Diplomas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Haskel, Chantal</td>
<td>Lecturer in Art (1993)</td>
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<td>M.A., Pius XII Institute, Italy</td>
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<tr>
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<td>A.A.S., Bronx Community College</td>
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<tr>
<td>Hertzlich, Helaine</td>
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<tr>
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<tr>
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<tr>
<td>Higgins, Christine</td>
<td>Lecturer in Teacher Education (2019)</td>
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<tr>
<td>Hodges, Felicia</td>
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</tr>
<tr>
<td>Honey, Marianne</td>
<td>Lecturer in History (2007)</td>
<td>B.A., Dominican College</td>
<td>M.A., Iona College</td>
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<tr>
<td>Husq, Lubna</td>
<td>Lecturer in Biology (2005)</td>
<td>B.S., University of Strathclyde, Glasgow, Scotland</td>
<td>Ph.D., University of Strathclyde</td>
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<tr>
<td>Hylton, Pamela</td>
<td>Clinical Lecturer in Nursing (2013)</td>
<td>A.A.S., Kingsborough Community College</td>
<td>B.A., State University of New York at New Paltz</td>
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<tr>
<td>Jacob, Swapnamole</td>
<td>Lecturer in Biology (2014)</td>
<td>MBBS (Medicine and Surgery), Vinayaka Mission’s Medical College, Salem, India</td>
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<tr>
<td>James, Samantha</td>
<td>Lecturer in Athletic Training (2004)</td>
<td>B.A., SUNY, Stony Brook</td>
<td>M.S., Long Island University</td>
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<td>Johnson, Danette J. Gray, Lecturer in Graduate Special Education (2016)</td>
<td>B.S.Ed., Illinois State University</td>
<td>M.S.Ed., Northern Illinois University</td>
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<tr>
<td>Kaywork, Jennifer</td>
<td>Adjunct Associate Professor of Teacher Education (2005)</td>
<td>B.S.Ed., University of Georgia</td>
<td>M.S., Virginia Tech</td>
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<tr>
<td>Kepes, Rochelle</td>
<td>Lecturer in Nursing (2009)</td>
<td>B.S.N., Dominican College</td>
<td>M.S.N., Columbia University</td>
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<tr>
<td>Kerchner, Mariel</td>
<td>Lecturer in Biology (2015)</td>
<td>B.S., Stony Brook University</td>
<td>M.S., New York Medical College</td>
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<tr>
<td>Kiarashi, Kiuomars</td>
<td>Lecturer in Business Administration (MBA) (2015)</td>
<td>B.S., College of Massachusetts</td>
<td>M.S., Polytechnic University – Operating Research</td>
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<td>Kleinheger, Douna</td>
<td>Lecturer in Nursing (2009)</td>
<td>A.A.S., Pace University</td>
<td>M.A., Pace University</td>
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<tr>
<td>Klint, Michaela</td>
<td>Lecturer in Criminal Justice (2008)</td>
<td>A.A., Rockland Community College</td>
<td>M.S.W., Ramapo College</td>
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<tr>
<td>Knorr, Christine</td>
<td>Lecturer in Social Work (2017)</td>
<td>B.A., SUNY Oneonta</td>
<td>M.S.W., Michigan State University</td>
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<tr>
<td>Kogut, Hilda</td>
<td>Lecturer in Criminal Justice (2008)</td>
<td>B.A., University of Massachusetts</td>
<td>M.P.A., Long Island University</td>
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<tr>
<td>Konschak, Ruth</td>
<td>Lecturer in Nursing (2011)</td>
<td>B.S., Marymount College</td>
<td>M.B.A., Pace University</td>
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<tr>
<td>Kroczak, Julie</td>
<td>Lecturer in Nursing (2010)</td>
<td>A.A.S., Rockland Community College</td>
<td>B.S.N., Dominican College</td>
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<tr>
<td>Kroczak, Julie</td>
<td>Lecturer in Nursing (2010)</td>
<td>A.A.S., Rockland Community College</td>
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</table>
Lee, Jason, Lecturer in Nursing (2007)
B.S., Centro Escolar University/Mary Chiles College
M.S., College of Mount Saint Vincent

Lerman, Barbara, Lecturer in Nursing (2008)
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B.S.N, Dominican College
M.P.A., New York University

Levin, Toby, Lecturer in Epidemiology Graduate Nursing (2016)
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M.P.H., CUNY-Hunter College
Ph.D., Walden University

Lewis, Theresa, Lecturer in Teacher Education (2018)
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Ed.D., Teachers College, Columbia University

B.A., Purchase College
M.S.W., Fordham University

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M.S., Mercy College

Lucas, Taletia, Clinical Lecturer in Nursing (2015)
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M.S.N., Mercy College

Luu, My Thuy, Clinical Lecturer in Nursing (2012)
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B.S.N., Dominican College
M.S.N., Chamberlain College of Nursing

Mahan, Patricia, Lecturer in Occupational Therapy (2015)
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B.S./M.S., Dominican College
OTD, Chatham University

Marcus, Lorne, Lecturer in Criminal Justice (2008)
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M.A., St. Thomas University Graduate School
J.D., St. Thomas University School of Law

Marsico, Robert, Adjunct Assistant Professor of Physical Therapy (2014)
B.S., Florida International University
M.P.T., UMDNJ and Rutgers University
Ed.D., Columbia University Teachers College

Martini, Randy, Lecturer in Occupational Therapy (2014)
B.A., Rutgers University
B.S., Cebu Doctor’s College (Philippines)
M.A., Cebu Doctor’s College
M.S., Seton Hall University
Ph.D., Ed, Northcentral University

Martin, Jennifer, Lecturer in Graduate Teacher Education (2017)
B.A., Dominican College
M.A., Teachers College of Columbia University

Martin, Linda, Lecturer in Health Care (MBA) (2016)
B.S., University at Albany (SUNY)
J.D., Pace University School of Law

Martin, Thomas, Lecturer in Psychology (2003)
A.A., Rockland Community College
B.A., Dominican College
M.A., Teacher's College, Columbia University

Mason, Bruce, Lecturer in Business Administration (MBA) (2005)
B.A., Colgate University
M.B.A., Fairleigh Dickinson University

Maynard, Lydia, Lecturer in Mathematics (2012)
B.S., Virginia Tech
M.A., Virginia Tech
M.Phil., Teacher’s College, Columbia University
Ph.D., Teacher’s College, Columbia University

McCue, Carole, Lecturer in Nursing (2004)
R.N., Cochran School of Nursing
B.S., Pace University
M.S., Pace University

McGraith, Mildred, Lecturer in Nursing (MSFNP) (1996)
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M.S.N., Seton Hall University

McMahon, Jacqueline, Lecturer in Nursing (2009)
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B.S.N., Pace University
M.S.N., Pace University

Melville, Thomas, Lecturer in English (2008)
B.A., St. Peter's College
M.A., Seton Hall University
M.S., William Paterson University
Ed.D., Rutgers University

Metzger, Nathan, Lecturer in Philosophy (2008)
B.A., University of Wisconsin
Ph.D., The City University of New York

Mickler, James, Lecturer in Business Administration (1997)
B.S., St. John’s University
CPA, New York
M.B.A., Long Island University

Mitchell, Diane, Lecturer in Graduate Special Education (2015)
B.S., SUNY Oneonta
M.S., Fordham University
Ed.D., St. John’s University

Moniz, Debra, Lecturer in Math (2006)
B.S., Pace University
M.S., Pace University
Ed.D., Argosy University

Mooney, Gregory, Lecturer in Business Administration (MBA) (2016)
B.A., Rider University
M.B.A., Iona College

Morphy, Hannah, Lecturer in Physics (2015)
A.A., Rockland Community College
B.S., Mercy College
M.S.Ed., Lehman College

Myers, Lori, Lecturer in English (2015)
B.A., Temple University
M.A., Wilkes University

Nany-Mathieu, Kathy, Lecturer in Nursing (2016)
B.S.N., Herbert Lehman College
M.S.N., Mercy College

Newcombe, Christine, Lecturer in Psychology (1993)
B.A., Loyola College
M.S., Fordham University
<table>
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<tr>
<th>Name</th>
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| **Nuti-Paternoster**, Stephanie | Lecturer in Pharmacology (2011)           | B.S., St. John's University  
|                       |                                            | M.S., St. John's University                                                   |
| **O'Brien**, Amy      | Lecturer in Graduate Teacher Education (2013) | B.A., Nazareth College of Rochester  
|                       |                                            | M.S., Hunter College of the City of N.Y.                                     |
|                       |                                            | M.S., The College of Saint Rose                                               |
| **O'Keefe-Bloomer**, Noreen | Lecturer in Occupational Therapy (2011)     | A.A.S., SUNY Rockland Community College  
|                       |                                            | B.S./M.S., Dominican College                                                  |
|                       |                                            | O.T.D. Chatham University                                                     |
| **Olson**, Valerie    | Lecturer in Physical Therapy (tDPT) (2016) | B.S., Southern Connecticut State University                                 |
|                       |                                            | M.S., University of Massachusetts                                             |
|                       |                                            | B.H.S., University of Florida                                                |
|                       |                                            | Ph.D., Seton Hall University                                                 |
| **Orth**, John D.    | Adjunct Professor of Political Science (2008) | B.S., William Paterson University  
|                       |                                            | J.D., Pace University School of Law                                          |
| **Otolowski**, Joan  | Lecturer in Art (2012)                     | A.B.A., Rockland Community College                                             |
|                       |                                            | B.A., St. Thomas Aquinas College                                              |
|                       |                                            | M.A., College of New Rochelle                                                |
| **Paikin**, Nicole    | Lecturer in Psychology (2014)              | B.A., Lehigh University                                                       |
|                       |                                            | M.A., New York University                                                     |
|                       |                                            | Ph.D., New York University                                                    |
| **Piren**, Corinne    | Lecturer in Occupational Therapy (2015)    | B.S./M.S., Dominican College                                                  |
| **Quinn**, Paul       | Lecturer in Nursing (2015)                 | B.S.N., Pace University                                                       |
|                       |                                            | M.S.N., College of Mount Saint Vincent                                       |
|                       |                                            | Ph.D., City University of New York                                           |
| **Quinn-O'Neil**, Beth | Lecturer in Nursing (2006)                  | B.S., Hunter College                                                          |
|                       |                                            | M.Ed., Teachers College, Columbia University                                  |
| **Rempel**, Michael   | Clinical Lecturer in Nursing (2014)        | B.S., Iona College                                                            |
|                       |                                            | B.S.N., Pace University                                                       |
| **Riviera**, Pietra   | Lecturer in Occupational Therapy (2010)    | B.S., Dominican College                                                       |
|                       |                                            | M.S., Dominican College                                                       |
| **Riviera**, Scott    | Lab Assistant in Physical Therapy (2016)   | B.S., Quinnipiac University                                                   |
|                       |                                            | D.P.T., Quinnipiac University                                                 |
| **Roberts**, Katrina  | Lecturer in Social Work (2016)             | B.S.W., Dominican College                                                     |
|                       |                                            | M.S.W., Fordham University                                                    |
| **Robertson**, Matthew | Lecturer in History (2014)                 | B.A., Dominican College                                                       |
|                       |                                            | M.S.Ed., Iona College                                                         |
| **Rosenblum**, L. Penny | Lecturer in Graduate Special Education (2019) | B.S., Kutztown University                                 
|                       |                                            | M.Ed., Vanderbilt University                                                 |
|                       |                                            | Ph.D., University of Arizona                                                 |
| **Ruddy**, Rose Ann   | Clinical Lecturer in Nursing (2009)        | A.S.N., St. Vincent's Catholic Medical Center School of Nursing               |
|                       |                                            | B.S.N., Dominican College                                                     |
|                       |                                            | M.S., New York University                                                     |
| **Rusch**, Lisa       | Lecturer in Physical Therapy (2016)        | B.S., Sacred Heart University                                                 |
|                       |                                            | D.P.T., Sacred Heart University                                               |
| **Safae**, Saeed      | Lecturer in Physics (1995)                 | B.S., New Jersey Institute of Technology                                     |
|                       |                                            | M.S., Rutgers University                                                     |
|                       |                                            | M.S., State University of New York at New Paltz                              |
| **Santos**, Margaret Cotter | Lecturer in Nursing (2010)              | A.A.A., Rockland Community College                                           |
|                       |                                            | B.S.N., Dominican College                                                     |
|                       |                                            | M.S., State University of New York at New Paltz                              |
| **Scanlon**, Isabel   | Lecturer in Nursing (2008)                 | A.A.S., Bronx Community College                                               |
|                       |                                            | B.S., Mercy College                                                           |
|                       |                                            | M.S.N., Columbia University                                                   |
| **Schneider**, Rachelle | Lecturer in English (2018)                   | A.A., Rockland Community College                                             |
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|                       |                                            | M.A., Mercy College                                                           |
| **Sheehy**, Elizabeth | Lecturer in Graduate Special Education (2013) | B.A., Dominican College                               
|                       |                                            | M.A., Columbia University                                                   |
|                       |                                            | New York                                                                     |
| **Sheth**, Manisha    | Lecturer in Occupational Therapy (2017)    | B.Sc., University of Bombay, India                                            |
|                       |                                            | M.S.C., University of Bombay, India                                           |
|                       |                                            | OTD, Boston University                                                        |
| **Shine**, Mary       | Lecturer in Nursing (2006)                 | B.S.N., Mount St. Mary College                                                |
|                       |                                            | M.S., Iona College                                                            |
| **Silverman**, Debra  | Lecturer in Biology (2015)                 | B.A., Brandeis University                                                     |
|                       |                                            | M.D., Columbia College of Physicians and Surgeons                            |
|                       |                                            | M.S.Ed., Dominican College                                                    |
| **Simard**, Claude    | Lecturer in Chemistry (2016)               | A.S., Dutchess Community College                                              |
|                       |                                            | B.S., Binghamton University M.S., Lehigh University                          |
| **Simpkins**, Susan   | Adjunct Associate Professor of Physical Therapy (2012) | B.S., Boston University                                  
|                       |                                            | M.A., Teachers College, Columbia University                                 |
|                       |                                            | M.Ed., Teachers College, Columbia University                                 |
|                       |                                            | Ed.D., Teachers College, Columbia University                                 |
| **Siu**, Yue-Ting     | Lecturer in Graduate Teacher Education (2016) | B.S., Boston University                               
|                       |                                            | M.A., University of Arizona                                                  |
|                       |                                            | Ph.D., University of California at Berkeley                                  |
Smelter, Kathryn, Lecturer in Graduate Teacher Education (2010)
B.S., Eastern Michigan University
M.Ed., Wayne State University
Ed.D., Wayne State University

Smith, Gerri, Lecturer in Psychology (2015)
B.A., State University of New York at Albany
M.A., Nova University
Ph.D., Walden University

Stanghellini, David, Clinical Lecturer in Nursing (2012)
B.A., Iona College
A.S.N., Cochran School of Nursing
B.S.N., Dominican College
M.S.N., Benedictine University

Stolove, Renee, Adjunct Assistant Professor of Physical Therapy (t-DPT) (2014)
B.S., Brooklyn College
B.S., Hunter College
M.A., Teachers College
M.P.H., New York Medical College School of Public Health

B.A., Marshall University
M.S.W., Fordham University
Ph.D., Capella University

Tyler, Scott, Lecturer in Mathematics (2018)
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M.A., Lehman College

Vallo, Mary, Lecturer in English (2009)
B.A., SUNY Oswego
M.A., Manhattanville College

Waitman, Heather, Adjunct Professor in Business Administration (MBA) (2015)
B.S., Fordham University
M.H.R., Manhattanville College
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Weiss, Diane, Lecturer in Occupational Therapy (1987)
B.Sc. (OT), University of Western Ontario, Canada
M.A., Fairleigh Dickinson University
FAOTA, Fellow American Occupational Therapy Association

Welfeld, Joseph, Lecturer in Health Care Management Graduate Nursing (MBA) (2014)
B.E., Cooper Union School of Engineering and Science
M.B.A., Baruch College/CUNY

Whyte, Kaye, Nursing Skills Laboratory Assistant (2011)
B.S.N., Dominican College
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Wilfred, Manuel, Lecturer in Physical Therapy (2017)
B.P.T., KMCH College of Physiotherapy
D.P.T., University of Montana

Wilkins, Diana, Lecturer in English (2009)
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M.A., Queens College
M.F.A., Lesley University

Yan, Zhonghui Michelle, Lecturer in Chemistry (2010)
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Athletic Training Clinical Instructors and Sites

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Leah Ann Dior, ATC
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Penny Foland, Head Athletic Trainer
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Hendrick Hudson High School
Montrose, NY

Carol Guzinski, Head Athletic Trainer
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Ultimate Rehab
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Christopher Lauretani, PT
Symmetry Physical Therapy
Pelham, NY

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Monroe, NY

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Rockland Paramedic Services, Inc.

Vinny Maugeri
Monroe College
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John R. McCullough, EMT-P
Rockland Paramedic Services, Inc.

Dr. Joshua Mitgang
Orlin and Cohen Orthopedic Group
Cedarhurst, NY

Michael Murphy, RN, EMT-P
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New Rochelle, NY

Alexander Rosado, DPT
Bardonia Physical Therapy
New City, NY

Christine Stathes, PT, DPT
Sleepy Hollow Physical Therapy
Hawthorne, NY

**Family Nurse Practitioner Preceptors**

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<th>CONNECTICUT</th>
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<tr>
<td>Samuel Taylor, MD</td>
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<td>HSS, Stamford, CT</td>
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<th>NEW JERSEY</th>
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<tr>
<td>Michele DeAntonio, MD</td>
<td>Laurie Dicorcia, NP</td>
<td>Marciano Figueroa, MD</td>
</tr>
<tr>
<td>DeAntonio Pediatrics</td>
<td>Valley Physician Services</td>
<td>Valley Hospital Medical Group</td>
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<tr>
<td>Alexander Fruchter, MD</td>
<td>Raja Gangaram, MD</td>
<td>Odessa Hokinis, MD</td>
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<tr>
<td>All Bergin Pediatrics</td>
<td>Advanced Laser and Skin Care Center</td>
<td>Bergen Geriatric Care Associates</td>
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<tr>
<td>Kristyn Papageorgou, MD</td>
<td>Patty Ann Romanik, NP</td>
<td>Jatinder Sawhney, MD</td>
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<tr>
<td>Teaneck Primary Care Doctors</td>
<td>The Englewood Medical Group</td>
<td>Private Practice Gerontology</td>
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<tr>
<td>Rita Suri, MD</td>
<td>Amanda Tinucci, NP</td>
<td>Rebecca Varghese, MD</td>
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<tr>
<td>Geriatric Medicine and Hospice</td>
<td>Valley Health Medical Group</td>
<td>Lifeline Urgent Care</td>
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<tr>
<td>Daniel Wilkin, MD</td>
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<tr>
<td>Bergen Primary Care Associates</td>
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<td>Gomathi Adiyaman, MD</td>
<td>Carmen Atromante, MD</td>
<td>Lubin Augustin, MD</td>
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<tr>
<td>Gomathi Pediatrics</td>
<td>Rockland Medical Group</td>
<td>Augustin Pediatrics</td>
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<tr>
<td>Thomas Avella, MD</td>
<td>Karen Baldwin, CNM</td>
<td>Kathy Begley-Pritzker, NP</td>
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<tr>
<td>Crystal Run Healthcare Center</td>
<td>Hudson River Health Care</td>
<td>Rockland Pulmonary</td>
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<tr>
<td>Peter Bezdieck, MD</td>
<td>Maureen Cooney, MD</td>
<td>Leslie Cooper, FNP</td>
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<tr>
<td>Goshen Medical Associates</td>
<td>Nyack Pediatrics</td>
<td>Cornerstone Family Healthcare at Jawonio</td>
</tr>
<tr>
<td>Sandra Costley, MD</td>
<td>George Cox, MD</td>
<td>Ani Davenport, FNP</td>
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<tr>
<td>S &amp; K Medical Associates</td>
<td>Bon Secour Medical Group</td>
<td>Gregory Martocci Pediatrics</td>
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<tr>
<td>Brooke Davidson, MD</td>
<td>Ellen Dempsey, NP</td>
<td>Kenneth Desa, MD</td>
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<tr>
<td>Vlakmir Zeleksko Medical &amp; Specialty Care</td>
<td>Clarkstown Medical Associates</td>
<td>Hudson River Health Care</td>
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<tr>
<td>Kerry Donovan, FNP</td>
<td>Michelle Doyle, FNP</td>
<td>Robin Epstein, NP</td>
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<tr>
<td>Clarkstown Pediatrics</td>
<td>Port Jervis Family Health Center</td>
<td>Crystal Run Healthcare Center</td>
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<tr>
<td>Makar Eskarous, MD</td>
<td>Karen Feliciano, NP</td>
<td>Jennifer Ferrara, FNP</td>
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<tr>
<td>IMHOTEP Medical</td>
<td>Newburgh Neurology</td>
<td>Padre Pediatrics</td>
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<tr>
<td>Debby Gilhooly, NP</td>
<td>Rachel Haley, MD</td>
<td>Elizabeth Jacob, MD</td>
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<tr>
<td>OB/GYN of Rockland, P.C.</td>
<td>Rockland Medical Group</td>
<td>Helping Kids Pediatrics</td>
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<tr>
<td>Noble Jacob, MD</td>
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<tr>
<td>Crystal Run Healthcare Center</td>
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<table>
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<tr>
<th>Christine Kerr, MD</th>
<th>Richard Klein, MD</th>
<th>Lily Kung, MD</th>
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<tr>
<td>Hudson River Health Care</td>
<td>Northern Westchester Internal Medicine</td>
<td>Mamaroneck Medical Center</td>
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<tr>
<td>Linda Kurtz, MD</td>
<td>Seth Kurtz, MD</td>
<td>Lori Lambert-DeRario, MD</td>
</tr>
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<td>Airmont Pediatrics</td>
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<td>Partners in Pediatrics</td>
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<td>Meir Malmazada, MD</td>
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<td>Beatrice Marseille, FNP</td>
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<td>Libby Mathew, MD</td>
<td>Patricia Meade-D’Alsera, DNP, NP</td>
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<td>Amy Pipperato, MD</td>
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<td>Rita Rackwitz, FNP</td>
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<td>Perel Schneid, MD</td>
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**Occupational Therapy Fieldwork Supervisors**

### Connecticut

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<tr>
<td>Abbott Terrace–Athena Healthcare Systems</td>
<td>Capital Regional Education Council, Joyce Rioux, EdD, OTR/L</td>
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<td>Children’s Therapy Services</td>
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<td>Danbury Hospital–For Pediatric</td>
<td>Day Kimball Healthcare, Jeffrey Sheridan, OTR/L</td>
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<td>Institute for Living</td>
<td>Jumpstart Therapy and Fitness Network, Catherine Risigo-Wickline, OTR/L</td>
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<td>Senior Philanthropy of Cheshire, LLC</td>
<td>University of Connecticut Health Center, Mark Warren, OT/L</td>
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<td>Wheeler Clinic (Northwest Village School), Adrienne Smith, OTR/L</td>
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### Delaware

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<td>Miami Children’s Hospital Dan Marino Center, John McDonough, OTR/L</td>
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<td>United Cerebral Palsy of Central Florida, Solina Brainin, OTR/L</td>
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<td><strong>Hands on Therapy</strong></td>
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<td>Candy Diamond, OTR/L</td>
<td>Kristen Masci, MS, OTR/L</td>
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<td>Brian Frese, OTR/L</td>
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<td>Lorna Mercado, OTR/L</td>
<td><strong>Michelle Blumenstyk, OTR/L</strong></td>
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<td>Lynne Quada, MS, OTR/L</td>
<td>Dana Nazarechuk, PT, FW Coordinator</td>
<td><strong>Suzanne Schneiderman, OTR/L</strong></td>
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<td>Betty Thomas, MPA, OTR/L</td>
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<td>Betsey Hemmerle, OTR, L</td>
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| Organization                                      | Location                  | Name                                           | Role                          
|--------------------------------------------------|---------------------------|------------------------------------------------|-------------------------------
| Ridgewood Pediatric Therapy Association          | Ridgewood Public Schools  | Rose Santos-Martinez, OTR/L                    | Robert Wood Johnson University Hospital at Rahway Pamela Ferreira, OTR/L    
| Sensory Smart Therapy Services, Inc.             | Shore Kid's Pediatric Therapies | Tracy Garguilo, MS, OTR/L                      | St. Clare’s Health System    
| Catherine Cavaliere, PhD, OTR/L                  | Robert Wood Johnson University Hospital at Rahway | Monika Eller, OTR/L              | Kimberly O’Brien, Manager of PMR Department    
| St. Josephs Regional Medical Center              | St. Josephs Wayne Hospital | Margaret Bresko, OTR/L                        | St. Luke’s Hospital Warren Campus Karen Llanos, OTR/L, CHT      
| Margaret Bresko, OTR/L                          | Robert Wood Johnson University Hospital at Rahway | Teaneck Community Charter School | The Buckingham at Norwood Irene Caballero, DOR, OTR/L    
| Ilena Miller, OTR/L                             | Tender Touch Rehabilitation Services, LLC | Laura Murphy, MA, OTR/L                      | The Therapeutic School and Preschool Donna Hicks, OTR/L    
| Sensory Smart Therapy Services, Inc.             | The Phoenix Center         | Shira Marks, OTR/L                            | Tiny Tots Therapy Rebecca Dean, OTR/L    
| Robert Wood Johnson University Hospital at Rahway | The Phoenix Center         | Barbara McCroary, OTR/L                        | The Valley Hospital Center for Child Development        
| Catherine Cavaliere, PhD, OTR/L                  | The Phoenix Center         | Natalie Simons, MOT, OTR/L                     | Tiny Tots Therapy Rebecca Dean, OTR/L    
| Monika Eller, OTR/L                             | Trinitas Children’s Therapy Services | Jennifer Agosto, OTR/L                      | Universal Rehabilitation VA New Jersey Healthcare System Lynn Ryan, MS, OTR/L   
| Ilene Miller, OTR/L                             | Bon Secours Charity Health System, Inc. Dan Wood, MS, OTR/L | Warren Township Public Schools Alison Hales, DOR, OT/L | Complete Rehab. Barbara Heim, OTR/L    
| Maria Scalia, MAEd, OTR/L                        | Coney Island Hospital      | Jeanne Campbell, OTR/L                        | Convour Rehabilitation and Nursing Home Dennis Wagner, OTR/L   
| Creative Wonders                                | Access Physical Therapy and Wellness | Victoria Meehan, OTR/L                      | Dynamic Kids Hartsdale, NY Robbie Levy, MA, OTR/L     
| David Green, MA, OTR/L                           | Ahava Medical and Rehab Center | A Starting Place Laurie Lupien, MS, OTR/L | Anderson School Cathyl Miller, MS, OTR/L       
| Abigail Meekan, OTR/L                           | Bon Secours Charity Health System, Inc. | Elizabeth Seton Pediatric Center Carmelia Senese, MA, OTR/L | First Step, LLC Lina Zhitnik, OTR/L     
| Carmen Lamont, MS, OTR/L                         | Forest View Center for Rehabilitation And Nursing George Robinson Center Pre School Learning Experience Margaret Amatuta, OTR/L | Elan at Fishkill Donna Frazier, OTR/L | Elan at Goshen Yudelis Quilain, OTR/L       
| Kevin Cullen, OT/L                              | Goshen School District Marian Hammaren, OTR/L | Greenwood Lake School District Stacey Gove, OTR/L | Gurwin Jewish Nursing Home and Rehab Center Wendy Gurman, OTR/L   
| Michael Frazier, OTR/L                          | Hand Therapy of Rockland Shari Federbusch, MA, OTR, CHT | Helen Hayes Hospital Terry Berg, OTR/L | Inclusive Sports and Fitness, Inc. Alexander Lopez, JD, OT/L    
| Russ Tavroff, OTR/L                             | Inspire                   | Jawniono Eileen Goldberg, OTR/L               | Kassimir Hand Therapy Joanne Kassimir, OTR/L, CHT    
| Jennifer Morse, OTR/L                           | Kidabilities              | Lakeland Central School District Jennifer Maria Dzialga- Kalbfell, OTR/L | Manhattan Veterans Administration Hospital Roxanne Disa, OTR/L   
| Sue Seiler, OT/L                                | Mid-Hudson Psychiatric Hospital Kimberly Baird, OTR/L | Motion PT Group MetroSports Med Park Slope Ann Marie Feretti, OTR/L | Monroe Woodbury School District Crystal Cardone, MS, OTR/L     
| Jennifer Dzialga- Kalbfell, OTR/L               | New York City Health and Hospitals Corporation (Metropolitan Hospital) Sharon Martinez, OTR/L | Northeast Center for Special Care Annmarie Belfiglio, MS, OTR/L | Northern Riverview Jay Qu, OTR/L       
| Jennifer Dzialga- Kalbfell, OTR/L               | Norwegian Christian Home Oscar Rubin, OTR/L | Nyack Public School System Lori Zawel, OT/L | Nyack Manor Nursing Home Kim Barrio, OTR/L     
| Nyack Public School System                      | NYU Hospitals Center-North Campus (Rusk Institute for Rehabilitation) Nandita Singh, MPH, OTR/L | NYU Langone Health-South Campus NYU Langone Orthopedic Hospital Angela Carama, OTR/L | Orange Regional Medical Center Ann McEnroe-Director Outpatient Therapy |

NEW YORK

| ABC for Kids Occupational Therapy                | Access Physical Therapy and Wellness | Victoria Meehan, OTR/L | AFYA Foundation Danielle Butin, MS, OTR/L     
| Ahava Medical and Rehab Center                  | A Starting Place Laurie Lupien, MS, OTR/L | Ahava Medical and Rehab Center Arielle Eisman, MS, OTR/L | Anderson School Cathyl Miller, MS, OTR/L       
| Morryam Ladason, MS, OTR/L                      | Beth Abraham Family of Health Services John Matos, OTR/L | Beth Abraham Family of Health Services John Matos, OTR/L | B.D. Manual Rehabilitation Mun Shieh, OTD, OTR/L   
| Banbridge Adult Day Care Center                 | Complete Rehab. Barbara Heim, OTR/L | Complete Rehab. Barbara Heim, OTR/L | Concour Rehabilitation and Nursing Home Dennis Wagner, OTR/L   
| Dr. Vincent Povloki, DPT                        | Department of Education Jamie Pearson MS, OTR/L | Department of Education Jamie Pearson MS, OTR/L | Dynamic Kids Hartsdale, NY Robbie Levy, MA, OTR/L     
| Bon Secours Charity Health System, Inc. Dan     | Cornwall Hospital Jeanne Campbell, OTR/L | Cornwall Hospital Jeanne Campbell, OTR/L | Cove Lakes Nursing Home Denise Galante, OTR/L       
| Bon Secours Charity Health System, Inc. Dan     | East End Occupational Therapy, PLLC Elan at Fishkill Donna Frazier, OTR/L | Elan at Fishkill Donna Frazier, OTR/L | Elan at Goshen Yudelis Quilain, OTR/L       
| Wood, MS, OTR/L                                 | Eger Health Care and Rehabilitation Center Kevin Cullen, OT/L | Eger Health Care and Rehabilitation Center Kevin Cullen, OT/L | First Step, LLC Lina Zhitnik, OTR/L     
| Eger Health Care and Rehabilitation Center     | George Robinson Center Pre School Learning Experience Margaret Amatuta, OTR/L | George Robinson Center Pre School Learning Experience Margaret Amatuta, OTR/L | Giant Leaps Occupational Therapy, PC Amy Hagopian, OTR/L   
| Kevin Cullen, OT/L                              | Goshen School District Marian Hammaren, OTR/L | Goshen School District Marian Hammaren, OTR/L | Gurwin Jewish Nursing Home and Rehab Center Wendy Gurman, OTR/L   
| Marian Hammaren, OTR/L                          | Hand Therapy of Rockland Shari Federbusch, MA, OTR, CHT | Hand Therapy of Rockland Shari Federbusch, MA, OTR, CHT | Inclusive Sports and Fitness, Inc. Alexander Lopez, JD, OT/L    
| Hand Therapy of Rockland Shari Federbusch, MA, OTR, CHT | Inspire                  | Jawniono Eileen Goldberg, OTR/L               | Kassimir Hand Therapy Joanne Kassimir, OTR/L, CHT    
| Inspire                                          | Kidabilities              | Lakeland Central School District Jennifer Maria Dzialga- Kalbfell, OTR/L | Manhattan Veterans Administration Hospital Roxanne Disa, OTR/L   
| Jeanette Morse, OTR/L                           | Mid-Hudson Psychiatric Hospital Kimberly Baird, OTR/L | Mid-Hudson Psychiatric Hospital Kimberly Baird, OTR/L | Monroe Woodbury School District Crystal Cardone, MS, OTR/L     
| Sue Seiler, OT/L                                | New York City Health and Hospitals Corporation (Metropolitan Hospital) Sharon Martinez, OTR/L | New York City Health and Hospitals Corporation (Metropolitan Hospital) Sharon Martinez, OTR/L | Monroe Woodbury School District Crystal Cardone, MS, OTR/L     
| Jennifer Dzialga- Kalbfell, OTR/L               | Norwegian Christian Home Oscar Rubin, OTR/L | Norwegian Christian Home Oscar Rubin, OTR/L | Monroe Woodbury School District Crystal Cardone, MS, OTR/L     
| Nyack Public School System                      | NYU Hospitals Center-North Campus (Rusk Institute for Rehabilitation) Nandita Singh, MPH, OTR/L | Nyack Public School System Lori Zawel, OT/L | Monroe Woodbury School District Crystal Cardone, MS, OTR/L     
<p>| NYU Hospitals Center-North Campus (Rusk Institute for Rehabilitation) Nandita Singh, MPH, OTR/L | NYU Hospitals Center-North Campus (Rusk Institute for Rehabilitation) Nandita Singh, MPH, OTR/L | NYU Hospitals Center-North Campus (Rusk Institute for Rehabilitation) Nandita Singh, MPH, OTR/L | Orange Regional Medical Center Ann McEnroe-Director Outpatient Therapy |</p>
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<td>Tammy Ryan, Director</td>
<td>Center Myra Baltazar, OTR/L</td>
<td>Christine MacMorran, OT/L</td>
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<tr>
<td>The Center for Discovery</td>
<td>The New York Hospital Medical Center of</td>
<td>The New York Presbyterian</td>
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<td>Coleen Visconti, OTR/L, C/NDT</td>
<td>Queens Robin Butler, OTR/L</td>
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<tr>
<td>Constance Ascerno, OTR/L</td>
<td>Jacy McFall, MS, OTR/L</td>
<td>Transitions of Long Island</td>
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<td>Patricia Kearney, OTR/L</td>
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<tr>
<td>The Summit School</td>
<td>The Wartburg Home</td>
<td>United Cerebral Palsy Association</td>
</tr>
<tr>
<td>Gail Grubman, OTR/L</td>
<td>Antoinette Celetti, OTR/L</td>
<td>Gary Grimaldi, PhD, OTR/L</td>
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<td>VA Hudson Valley Health Care System</td>
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<td>UCP Association of Nassau County Inc.</td>
<td>United Cerebral Palsy Association</td>
<td>Castle Point Campus</td>
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<tr>
<td>Diana Forcina, OTR/L</td>
<td>Gary Grimaldi, PhD, OTR/L</td>
<td>Maura Timm, OTR/L</td>
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<tr>
<td>Valley View Center for Nursing Care and Rehabilitation</td>
<td>Variety Child Learning Center</td>
<td>Wappinger Falls School District</td>
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<tr>
<td>Lynn Maxwell, OTR/L</td>
<td>Terrie Lugwig, MS, OTR/L</td>
<td>Nellie Ferraro, OTR/L</td>
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<tr>
<td>Washington School District</td>
<td>Westchester Medical Center</td>
<td>Westchester Institute for Human</td>
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<tr>
<td>Jamie Serra, OTR/L</td>
<td>Taylor Pavilion</td>
<td>Development Izel Obermeyer, OTR/L</td>
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<td>Beverly Kontis, OTR/L, CCE</td>
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<tr>
<td>Westchester School for Special Children</td>
<td>William Floyd School District</td>
<td>Willow Point Nursing Home</td>
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<tr>
<td>Ruma Choudhury, MS, OTR/L</td>
<td>Ed Diaz, OT/L</td>
<td>Judy Duncan, OTR/L</td>
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<td>Winthrop-University Hospital</td>
<td>Workmen’s Circle Multicare Center</td>
<td>Dynamic Kids</td>
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<tr>
<td>Terrence O’Grady, DPT, CI, Center Coordinator of Clinical Education</td>
<td>(Theradynamics Rehab Management)</td>
<td>Hartsdale, NY</td>
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<td></td>
<td>Edmar Goloyugo, OTR/L</td>
<td>Robbie Levy, MA, OTR/L</td>
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**NORTH CAROLINA**

| Cape Fear Valley Health System    | Cumberland County Schools                  | |
| Rhonda Sweitzer, OTR/L            | Exceptional Children’s Office               | |
|                                   | Cindy Weymer, MS, OTR/L                     | |

**OHIO**

| Mercy St. Vincent's Medical Center | Rehab Dynamics, Inc. | |
| Alaina Hartman, OTR/L             | Maureen Kane-Wineland, OT/L | |

**PENNSYLVANIA**

<p>| Colonial Intermediate Unit 20     | Fellowship Community                 | Good Shepherd Rehabilitation Network |
| (Stroudsburg School District)     | John J. McKeon, Jr., OTR/L          | Devon Saltzer, MS, OTR/L, CKTP      |
| Betty Oertner, M.Ed., OTR/L        |                                   |                                      |
| Milford Senior Care and Rehabilitation Ctr. | Bridget Dellert, OTR/L |                                      |</p>
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<tr>
<th>RHODE ISLAND</th>
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<td>Carol Sepe, PT</td>
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<tr>
<td>HealthPro Heritage</td>
<td>Jeanne Andreani</td>
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<tr>
<td>Central Vermont Medical Center</td>
<td>Lauren Briere, MS, OTR/L</td>
<td>Pediatric Play Michelle Bonang, OT/L</td>
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<tr>
<td>Rutland Regional Medical Center</td>
<td>VA Medical Center White River Junction Joe Barry, OT/L</td>
<td>Rutland Area Visiting Nurse Association, Inc. and Hospice Harry Snyder, OTR/L</td>
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<tr>
<td>Fauquier Health (Lifepoint Hospitals)</td>
<td>Bruce Edwards, MSPT, DPT, MDT</td>
<td>Phillips School-Annandale Sara Veley, MS, OTR/L</td>
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<tr>
<td>Virginia Commonwealth University</td>
<td>Robin McNeny, OTR/L</td>
<td>Virginia Health Rehab Jon Sterner, PT</td>
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Physical Therapy Clinical Coordinators

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<tr>
<th>ALABAMA</th>
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<tr>
<td>HealthSouth Lakeshore Hospital</td>
<td>Nancy McCracken, PT, CCCE</td>
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<td>Corona Del Mar Rehabilitation</td>
<td>Michelle Edwards, CCCE</td>
<td>Laguna Beach PT Michelle Edwards, CCCE</td>
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<td>Magnolia Physical Therapy Michelle Edwards, CCCE</td>
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<td>Elim Park Baptist Home</td>
<td>Josh Greene, OT, CCCE</td>
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<td>Georgetown University Child Development Center</td>
<td>Rachel Brady, CCCE</td>
<td>Veteran Affairs Medical Center Physical Medicine &amp; Rehabilitation Heather Malecki</td>
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<td>Beachside Physical Therapy</td>
<td>Chris Wicker, PT, DPT</td>
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<td>Falmouth Hospital</td>
<td>Danielle Godin, CCCE</td>
<td>Jonathan Mullis, CCCE</td>
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<td>Pro Sports Therapy</td>
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<td>Doug Fecko, PT, CCCE</td>
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<td>AllCare PT &amp; Sports Training</td>
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<td>Jason Fahs, CCCE</td>
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<td>Geri Guingon-White, PT, DPT, CCCE</td>
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<td>Center for Physical Therapy &amp; Sports Rehab (AHS)</td>
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<td>David De La Fuente, PT, DPT, CCCE</td>
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<td>Kimberly Papa, CCCE</td>
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<td>Rami Said, PT, CCCE</td>
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<tr>
<td>John Gallucci, PT, DPT, CCCE, Director In West Orange</td>
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<tr>
<td>Katie Dunne, PT, CCCE</td>
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<td>Princeton Orthopedic Associates</td>
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<tr>
<td>Annie Kennedy, CCCE</td>
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| **NEW JERSEY**                                |                                      |                     |
| AllCare Hand & Physical Therapy               |                                      |                     |
| Colleen Fitzsimmons, PT, DPT, CCCE           |                                      |                     |
| At Englewood                                  |                                      |                     |
| Center for Disability                        |                                      |                     |
| Elizabeth Keating, PT                        |                                      |                     |
| Children's Center for Therapy & Learning     |                                      |                     |
| Linda M. Macario, PT, CCCE                   |                                      |                     |
| Children's Specialized Hospital              |                                      |                     |
| Ellen Lloyd, PT, CCCE                        |                                      |                     |
| At Hamilton                                   |                                      |                     |
| Children's Specialized Hospital              |                                      |                     |
| Ellen Lloyd, PT, CCCE                        |                                      |                     |
| At Hamilton                                   |                                      |                     |
| Chilton Memorial Hospital                    |                                      |                     |
| Clara Maas Hospital                           |                                      |                     |
| Cornerstone Physical Therapy                 |                                      |                     |
| David De La Fuente, PT, DPT, CCCE            |                                      |                     |
| Daughters of Miriam                           |                                      |                     |
| Kimberly Papa, CCCE                            |                                      |                     |
| Excel Orthopedic Rehab                        |                                      |                     |
| Rami Said, PT, CCCE                           |                                      |                     |
| At Walduck                                    |                                      |                     |
| Hackensack University Med Center              |                                      |                     |
| Elissa Solow, PT, CCCE                       |                                      |                     |
| Holy Name Hospital                            |                                      |                     |
| Bob Walsh, PT, CCCE                           |                                      |                     |
| Ivy Rehab Mahwah                              |                                      |                     |
| JAG Physical Therapy                          |                                      |                     |
| John Gallucci, PT, DPT, CCCE, Director In West Orange |          |                     |
| Jennifer Barnett, PT, CCCE                   |                                      |                     |
| JAG Physical Therapy                          |                                      |                     |
| John Gallucci, PT, DPT, CCCE, Director In West Orange |          |                     |
| Lauren Snowden PT, CCCE                       |                                      |                     |
| Kids Therapy Center                           |                                      |                     |
| LEDA Network                                  |                                      |                     |
| Beth Vroman, CCCE                              |                                      |                     |
| Montville Physical Therapy                    |                                      |                     |
| M. Benjamin Burton, PT, DPT, CCCE             |                                      |                     |
| New Jersey Center of Physical Therapy         |                                      |                     |
| M. Benjamin Burton, PT, DPT, CCCE             |                                      |                     |
| North Jersey PT Association                   |                                      |                     |
| Carol Cote, CCCE                              |                                      |                     |
| Pediatric Orthopedics                         |                                      |                     |
| Michael Dunne, PT, CCCE                       |                                      |                     |
| At Lyndhurst                                  |                                      |                     |
| Pediatric Orthopedics                         |                                      |                     |
| Michael Dunne, PT, CCCE                       |                                      |                     |
| At Montclair                                  |                                      |                     |
| Pediatric Orthopedics                         |                                      |                     |
| Michael Dunne, PT, CCCE                       |                                      |                     |
| At Secaucus                                   |                                      |                     |
| Pediatric Orthopedics                         |                                      |                     |
| Michael Dunne, PT, CCCE                       |                                      |                     |
| At Secaucus                                   |                                      |                     |
| Pediatric Orthopedics                         |                                      |                     |
| Michael Dunne, PT, CCCE                       |                                      |                     |
| At Secaucus                                   |                                      |                     |
| Pediatric Orthopedics                         |                                      |                     |
| Michael Dunne, PT, CCCE                       |                                      |                     |
| At Secaucus                                   |                                      |                     |
| Pediatric Orthopedics                         |                                      |                     |
| Michael Dunne, PT, CCCE                       |                                      |                     |
| At Secaucus                                   |                                      |                     |
| Pediatric Orthopedics                         |                                      |                     |
| Michael Dunne, PT, CCCE                       |                                      |                     |
| At Secaucus                                   |                                      |                     |
| Pediatric Orthopedics                         |                                      |                     |
| Michael Dunne, PT, CCCE                       |                                      |                     |
| At Secaucus                                   |                                      |                     |
| Pediatric Orthopedics                         |                                      |                     |
| Michael Dunne, PT, CCCE                       |                                      |                     |
| At Secaucus                                   |                                      |                     |
| Robert Wood Johnson University Hospital | St. Barnabas Medical Center | St. Joseph's Regional Medical Center |
| St. Joseph's Wayne Hospital & Rehab | St. Peter's University Hospital | Shore Rehabilitation Institute |
|  | Ann Hayes, PT, CCCE | Tammy Meale, PT, CCCE |
| Somerset Medical Center | Special Strides Therapy | Sports Care Institute |
| Nancy Reger, CCCE | Riding Center | Jennifer Palaia, PT, CCCE |
|  | Laurie Landi, PT, CCCE | At Bergenfield |
| Sports Care Institute | Sports Training Physical Therapy | Sterling Physical Therapy |
| Jennifer Palaia, PT, CCCE | Maureen Wilhelm, PT, Director, CCCE | Sharla Schwartz, PT, CCCE |
|  |  |  |
| Suburban Therapy Center | Trinitas Children's Therapy Services | UMDNJ |
| Michelle Banaag, PT, CCCE | Gerard Power, PT, CCCE | Marcia Downer, PT, CCCE |
|  |  |  |
| Universal Institute | University Med Center @ Princeton | The Valley Hospital |
| Randy Marti, OT, CCCE | Janet Popowitz, PT, CCCE | Sonny Naviamos, PT, CCCE |
| Wayne Physical Therapy & Spine Center | Wayne Township Board of Education | West Milford Physical Therapy Center |
| Catherine Laico, PT, CCCE | Donna Sheilichach, PT, CCCE | Anne Kane, PT, Director |

### NEW YORK

<p>| Adex PT | Abilities First Medical Rehab Clinic | Albany Medical Center Hospital |
| Adewale Adenlola | Janet Graveswright, PT, CCCE | Julie Rieger, PT, DPT,CCCE |
| Alliance Physical Therapy |  |  |
| Jeroen Keessen, PT, CCCE | Peter Anello | Aqua Health Rehab Center |
|  | Peter Anello, PT, CCCE | Julia Burman, CCCE |
| Associated Therapies | Benedictine Hospital | Beck Physical Therapy |
| Joann Ferrara | Kevin Rudolph, PT, CCCE | Robert Beck, PT, CCCE |
| Beth Israel Medical Center | (BIMC)The Continuum Center for Health &amp; Healing | (BIMC) Phillips Ambulatory Care Center |
| Paul Lee, PT, CCCE | Yvonne Johnson, PT, CCCE | Paul Lee, PT, CCCE |
| Blythedale Children's Hospital | Bon Secours Community Hospital | Brookdale University Hospital &amp; Medical Center |
| Linda Fieback, PT, CCCE | Eugenia Tice-Shepard, PT, CCCE | Igor Maskovsky, PT, CCCE |
|  |  | Finnie Lau, CCCE |
| Catskill Regional Medical Center | Center for Child Development | Center for Nursing &amp; Rehab |
| John Pawlowski, PT, CCCE | Michael Weiss, PT, CCCE | Randy Palmaira, PT, CCCE |
| Kristine Conologue, CCCE |  |  |
| Children's Rehab Center | Churchill Orthopedic Rehabilitation | Community Hospital At Dobbs Ferry |
| Magen Kennedy, PT, CCCE | Phil Lombardo | Kate Soliz, PT, CCCE |
| Complete Care Physical Therapy | Dynamic Kids | Early Intervention Center of Brooklyn |
| Eddie Charlton, CCCE | Liz Curran, PT | Huck Ito, CCCE |
| Elant Inc. | Ellenville Regional Hospital | Flushing Hospital Medical Center |
| Donna Frazier, OT, Dir of Rehab | Teresa Marcel, PT, CCCE | Milagros Uviles-Montavo, PT, CCCE |
|  |  |  |
| Frank Nani Physical Therapy | Franklin Center for Rehab &amp; Nursing | Golden Gate Rehab &amp; Health Care Center |
| Frank Nani, PT, Director, CCCE | Martha Mays, PT, CCCE | Naomi Friedman, PT, CCCE |
| Good Samaritan Hospital | Hands on Physical Therapy | Hands on Physical Therapy |
| Howard Wilen, PT, CCCE, Director | Dimitrios Kostopoulos, PT, PhD, CCCE | Dimitrios Kostopoulos, PT, PhD, CCCE |
|  | Of Astoria | Of Bayside |
| Helen Hayes Hospital | Hospital for Special Surgery | Inpura |
| Mary Nishimoto, PT, CCCE | Karen Juliano, PT, CCCE | Deborah Engle, PT, CCCE |
| Island Sports PT Of Coram |  |  |
| Kevin Roden, PT, CCCE | Island Sports PT Of Smithtown | Jamaica Hospital/Brady Center |
|  | Dan Danato, PT, CCCE | Milagros Uviles-Montavo, PT, CCCE |
| Jawanian Inc. | John A. Coleman Children's Rehabilitation Center | John T. Mather Memorial Hospital |
| Jerry Staller, PT, CCCE | Magen Kennedy, PT, CCCE | Dena Promutico, PT, CCCE |
|  | Sue Hausch, PT |  |
| Kids Abilities | Kingsbrook Jewish Medical Center | The Kingston Hospital |
| Katherine Leinart Kirchen, PT, CCCE | Phillipie Nelson, PT,CCCE | Jodie Cesario, CCCE |
| Lenox Hill Hospital | Lutheran Medical Center | Madison PT |
| Teresa Pariezali, PT, CCCE | Enza Navarra, PT, CCCE | Jay Hunt, CCCE |</p>
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<th>Moriarty Physical Therapy</th>
<th>New Interdisciplinary School</th>
<th>New York and Presbyterian Hospital- Weill Cornell Center</th>
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<tbody>
<tr>
<td>John P. Quinn, PT, MS, CCCE</td>
<td>Peter Raalf, PT, CCCE</td>
<td>Franca Gioia, PT, MA, CCCE</td>
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<tr>
<th>The New York Hospital Center – Queens Nicole Manfield, PT, CCCE</th>
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<tbody>
<tr>
<td>Margaret Nawrocki, CCCE</td>
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<td>Isaac Altschuller, PT, CCCE</td>
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<tr>
<th>NYC Board of Education Judy Loebel, PT, CCCE Of Brooklyn</th>
<th>NYC Board of Education Judy Loebel, PT, CCCE Of Newburgh</th>
<th>NYU-RUSK INSTITUTE Angela Stolfi PT, CCCE</th>
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<tr>
<th>One on One PT Joanne Cavaliere, CCCE</th>
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<tr>
<th>Orange-Ulster BOCES Christine Pagana PT, CCCE</th>
<th>Orthopaedic Associates of Manhasset Rachelle Magusi, PT, CCCE</th>
<th>Peak Performance Physical Therapy Chris Thomas, PT, CCCE</th>
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<th>Peak Physical Therapy Dan Fishman, PT, DPT, CCCE, Director Of Middletown</th>
<th>Peak Physical Therapy Dan Fishman, PT, DPT, CCCE, Director Of Newburgh</th>
<th>Peak Physical Therapy Dan Fishman, PT, DPT, CCCE, Director Of New Paltz</th>
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<tr>
<th>Peak Physical Therapy Dan Fishman, PT, DPT, CCCE, Director Of Washingtonville</th>
<th>Pediatric Physical Therapy Services of Hudson Valley Linda Fuller, PT, DPT, CCCE</th>
<th>Mario Peligrino Pediatric OT, PC Mario Peligrino, OT, CCCE</th>
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<th>Phelps Memorial Hospital Center Matt Landfield, PT, CCCE</th>
<th>Physical Therapy in Motion Lori Garone, PT, MS, HPCS</th>
<th>Pine Valley Center for Rehabilitation &amp; Nursing Dawn Kelly, CCCE</th>
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<th>Premiere Physical Therapy of Rockland Gerry Patchadlo, CCCE</th>
<th>Prime Time for Kids Donna Bogin, CCCE Linda Ferraro, CCCE</th>
<th>Procore Physical Therapy Steven McCune, PT, CCCE Of Blauvelt</th>
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<th>Pulmonary Wellness &amp; Rehab Center Noah Greenspan, PT, CCCE</th>
<th>Putnam/North Westchester BOCES Deidre Tooan, PT, DPT, CCCE</th>
<th>Richmond University Medical Center Andrea Myszak, PT, DPT, CCCE</th>
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<th>Rockland BOCES Aileen Cummings, PT, CCCE</th>
<th>Roosevelt Hospital Linda Gonzalez, CCCE</th>
<th>Saugerties Diagnostic &amp; Specialty Ctr Kevin Rudolph, CCCE Barbara Engle, CCCE</th>
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<th>St. Anthony’s Community Hospital Stewart Ross</th>
<th>St. Francis Hospital Brenda Koepp, PT, CCCE</th>
<th>St. Joseph’s Medical Center Susan Levine, PT, Admin, CCCE</th>
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<th>St. Luke’s Cornwall Hospital Jeanne Campbell, OT, CCCE</th>
<th>St. Martin De Porres Infirmary Sr. Martha Cummings, Director</th>
<th>St. Mary’s Children’s Hospital Colleen Martin, OT, CCCE</th>
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<th>Schurrmacher Center for Rehabilitation &amp; Nursing Heta Sheh, PT, CCCE</th>
<th>The Shield Institute Gail Tishcoff, OT, CCCE Of Bayside</th>
<th>The Shield Institute Gail Tishcoff, OT, CCCE Of the Bronx</th>
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<th>The Shield Institute Gail Tishcoff, OT, CCCE Of Flushing</th>
<th>The Shield Institute Gail Tishcoff, OT, CCCE Of New York City</th>
<th>Sound Shore Medical Center of Westchester &amp; Schafer Extended Care Patrick McCarthy, PT, CCCE</th>
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<th>Sports Care Institute Jennifer Palia, PT, CCCE Of New York City</th>
<th>Sports Care Institute Jennifer Palia, PT, CCCE Of Spring Valley</th>
<th>Sports Care Institute Jennifer Palia, PT, CCCE Of West Nyack</th>
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<th>Staten Island University Hospital Rebecca Gonzales, PT, MS</th>
<th>Laura M. Stevens, Physical Therapy &amp; Athletic Training Laura M. Stevens, PT,CCCE, Director</th>
<th>Sunnyview Rehabilitation Hospital Patty Valenza, PT, CCCE</th>
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<th>TOTS Diane Bradford, Program Coordinator</th>
<th>United Cerebral Palsy (UCP) Bonnie Marietta-Glipits, CCCE Of the Bronx</th>
<th>United Cerebral Palsy (UCP) Jill Mandel, CCCE Of Nassau</th>
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<th>UCP Tradewinds Education Kristen Fitzgerald, PT</th>
<th>VA Hudson Valley Healthcare System Maura Timm, OT, CCCE At Castle Point</th>
<th>VA Hudson Valley Healthcare System Maura Timm, OT, CCCE At Montrose</th>
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<th>Vassar Brothers Medical Center Jackie Lamando, PT, CCCE</th>
<th>Visiting Nurse Service David Jajoda, PT, CCCE</th>
<th>Wallkill , PLLC Lori Schneider, PT, CCCE</th>
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<th>Westchester Medical Center Gail Cherry, PT, CCCE</th>
<th>Westchester Physical Therapy Group Betty Gao, PT, CCCE</th>
<th>Westchester Square Physical Therapy Allan Torres, Director</th>
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| White Plains Hospital  
Beth Rose, PT, CCCE | Willcare  
Willyum Bobo, Rehab Supervisor, CCCE | Wingate Healthcare New York  
Regan Romanowski PT, CCCE |
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<td><strong>PENNSYLVANIA</strong></td>
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| HealthSouth  
Tiffany Shue, CCCE | | |
| **RHODE ISLAND** | | |
| Elite Physical Therapy  
Sarah Pacheco, CCCE | | |
| **TENNESSEE** | | |
| Johnson City Medical Center  
Raquel Keithley, CCCE | Johnson County Health Center  
Raquel Keithley, CCCE | Johnson Indian Path Medical Center  
Raquel Keithley, CCCE |
| Johnson Northside  
Raquel Keithley, CCCE | Johnson Northside Hospital  
Raquel Keithley, CCCE | Johnson Rehab Plus Central  
Raquel Keithley, CCCE |
| Johnson Rehab Plus Indian  
Raquel Keithley, CCCE | Johnson Rehab Plus Quillen  
Raquel Keithley, CCCE | Johnson Rehab Plus Wellness Center  
Raquel Keithley, CCCE |
| **VIRGINIA** | | |
| Virginia Hospital Center  
Elaine Stewart, PT, CCCE | | |

**Social Work Field Instructors**

**SENIOR YEAR**

Dr. Lucinda Acquaye-Doyle, MSW Field Supervisor  
*Dominican College*

Lindsay Davis, LMSW  
*Center for Safety and Change*

Ariel De La Cruz, MSW  
*The West Street Child Care Center*

Maureen Fitspatrick, LCSW  
*St. Dominic’s School*

Michelle Goscinsky, LMSW  
*Rockland Psychiatric Center*, Admissions Team

Rose Gabriel Leandre  
*Assemblywoman Ellen Jaffee’s District Office*

Tara LaPenna  
*Meals on Wheels*

Marie Noel, MSW  
*Friedwald Center Adult Day Healthcare*

Helen Rhee, LCSW  
*Rockland Psychiatric Center*

Sharon Watson, LMSW  
*St. Dominic’s Home, Home Quality Assurance and Compliance*

**JUNIOR YEAR**

Marlee Fickes  
*Rockland Psychiatric Center, Recovery Center*

Jean Freer, LMSW  
*Rockland County Probation*

Tara LaPenna  
*Meals on Wheels*

Elliot Markowitz  
*L’Dor*

Boni Raab, DCSW, Field Supervisor  
*Dominican College*

Marianne Terry, LSW  
*Ester Gillow Towers and Yvette & Louis Tekel Senior Residence*

Sharon Watson, LMSW  
*St. Dominic’s Home, Home Quality Assurance and Compliance*
Teacher Education Cooperating Teachers

NEW JERSEY

Suzanne Taylor
_Dumont School District_

Danielle Kirsch
_Midland Park School District_

Roberta Kenyon
_Oradell School District_

Nanci Catalano
Tracie Kimbell
Michele Kiely
Andrea Petrone
_Ridgewood School District_

Gina Cinotti
_Saddle River School District_

Jillian Smith
_St. Joseph’s School for the Blind_

Lisa Nef
_Woodcliff Lake School District_

NEW YORK

Paul Clemente
Sean Enright
Susan Koppel
Donald Mulane
Ann Marie Paquette
Karen Paquette
Mike Pisano
Diane Rudman
Jen Teichmann
_Clarkstown Central School District_

Alison Harter
_Cornwall School District_

Suzanne Barry
_Dutchess BOCES_

Patricia Antisin
Patricia Kuttler
_Goshen School District_

Cathy Holzman
Frances Kiernan
_Hendrick Hudson School_

Sara Piccirilli
_Lakeland School District_

Diane Tucker
_Lavelle School for the Blind_

Nicole Roberts
_Marboro School District_

Christina Buonamano
Katie Menzo
_Monroe-Woodbury School District_

Caroline Miller
Chris Mac Robbie
Kim Stead
_Nanuet School District_

Allison Roberts
_Newburgh School District_

MaryAnn Oyer
_New York BOCES_

Naima Hall
_NYC Board of Education_

Stefania Vukdedaj
_NY Institute of Special Education_

Gladys Cuesta
Carla Curran
Maria Eliakosta
Sarah Flanders
Kristen Goess
Chandra Kapusinsky
Paige Marsala
Peter Mc Govern
Nori Negron
Debra Orlando
Carisa Restrepo
Jim Sentowitz
Rebecca Shefsky
Damaris Veras
Marie Vitulli
Danielle Wallace
Dawn Whelan
_North Rockland School District_

Christina Clark
Penny Parrther
_Nyack School District_

Melissa Fidanza
_Peekskill School District_

Shani Luccketti
_Pinebush School District_

Allison Di Moura
Adam Glass
_Rockland BOCES Jesse Kaplan_

KayLynn Jacobellis
Elizabeth Maliniak
_Somers School District_
Samantha Benaquista
Mathew Borawski
Caralyn Cosgrove
Kathryn Cuccia
Alissa Garbrous
Suzanne Luke
Michelle Murray
Sara Nybro
Anne O’Brien
Dana Stranges
Mary Ann Wood

South Orangetown School District

Rose Gavigan
St. Dominic’s School

Annalisa Doyle
St. Gregory Barbarigo School

Kathleen Meagher
St. Margaret of Antioch School

Dave Grammerstorf
Jeff Meher
Debbie Miller
Jason Miller
Russell Rice
Jay Whalen

Suffern School District

Charles Doyle
Sullivan County BOCES

Kevin Kugler
Summit School

Elizabeth Como
Susan Danu
Kelly Harrison
Heather Jurgens
Tracy Trischitta
Diane Wierl

Valley Central School District

Jaclyn Bebe
Washingtonville BOCES

Tracy Stadler
Washingtonville School District

Laura Campora
Joan Rueckert
Kristen Van De Water

Warwick Valley School District

John Krajovan
Chris Restaino

Yonkers School District
Directions

Visitors are welcome at any time. Prospective students can contact the Office of Admissions to schedule a campus tour and admissions conference. The Office of Admissions is open on weekdays throughout the year and in the evenings and on Saturdays by appointment. Dominican College is located in Rockland County, New York, at Exit 6E of the Palisades Parkway. The College is just west of Route 303 at Orangeburg Road and Western Highway, Orangeburg, NY, minutes from the Bergen County line.

The College is readily accessible from:

New York City
Take the George Washington Bridge to the Palisades Parkway to Exit 6E to second traffic light, and left (Western Highway) to College

Westchester
Take the Tappan Zee Bridge to the NYS Thruway to Exit 12, Route 303 South, right on Orangeburg Road to first traffic light (Western Highway) and right to College.

New Jersey
Take the Garden State Parkway to the New York State Thruway South to Exit 12 to Route 303 South right on Orangeburg Road to first traffic light (Western Highway) and right to College.

Orange County
Take Harriman Interchange (Route 32) to Route 6 to Palisades Parkway. South to Exit 6E to second traffic light, and left (Western Highway) to the College.

The College may be reached using public transportation via Transport of Rockland (TOR) Route 92 or Red and Tan lines Bus #20, to Orangeburg Road and Western Highway.

Dominican College is also located near major airports serving New York and New Jersey.