

DOMINICAN COLLEGE CATALOG 2016-2017



470 Western Highway • Orangeburg, N.Y. 10962 • (845) 359-7800 • www.dc.edu

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 bulletin are necessarily subject to change without notice at any time.

Table of Contents

Academic Calendars.....	3	Liberal Arts Concentrations with the B.S in Education.....	60
Dominican College: An Overview	11	Management.....	61
Student Life.....	15	Mathematics.....	66
Admissions.....	18	Nursing.....	68
Financial Aid.....	21	Occupational Therapy (Pre-Professional)	72
Academic Information and Policies.....	25	Philosophy Minor.....	72
Inventory of Registered Programs	34	Psychology.....	72
Sequence of Study	36	Psychology Minor.....	73
Undergraduate Curricula and Courses of Instruction.....	37	Religious Studies Minor.....	74
General Education Curriculum.....	38	Social Sciences.....	74
Undergraduate Major and Minor Programs.....	40	Social Work	75
Accounting	40	Spanish.....	77
Art Minor.....	42	Teacher Education.....	77
Athletic Training	43	Undergraduate Course Offerings.....	83
Biology.....	45	Graduate Programs.....	127
Biology Minor.....	48	Master's in Business Administration.....	128
Chemistry Minor	48	Graduate Programs in Nursing.....	133
Communication Studies Major.....	49	Graduate Program in Occupational Therapy	141
Communication Studies Minor.....	49	Entry Level Doctor of Physical Therapy Program	147
Computer Information Systems.....	50	Tuition and Fees.....	169
Criminal Justice.....	51	Board of Trustees.....	172
Criminal Justice Minor.....	53	Administration	174
Economics Minor	53	Full-time Faculty.....	177
English.....	54	Part-time Faculty	181
English Minor.....	55	Directions.....	200
Ethnic Diversity Studies Minor	56		
Gender Studies Minor.....	56		
History.....	56		
History Minor.....	57		
Humanities	58		

Academic Calendars

Academic Calendar 2016-2017

FALL TERM 2016

Aug. 22-23 (Mon-Tues)
 Aug. 24 (Wed)
 Aug. 25 (Thurs)
 Aug. 26 (Fri)
 Aug. 25-27 (Thu-Sat)
 Aug. 27 (Sat)

Aug. 29 (Mon)
 Aug. 29-Sept. 1 (Mon-Thu)
 Aug. 30 (Tues)
 Sept. 10 (Sat)
 Sept. 5 (Mon)
 Sept. 9 (Fri)
 Oct. 25 (Tues)
 Nov. 5 (Sat)
 Nov. 7 (Mon)
 Nov. 8 (Tues)
 Nov. 14 (Mon.)
 Nov. 18 (Fri)
 Nov. 23-Nov. 27 (Wed-Sun)
 Dec. 12-16 (Mon-Fri)
 Dec. 24-Jan. 2 (Sat-Sun)

Fall Semester Advisement/Testing/Registration
 COLLEGE CONFERENCE/Division Meetings
 FACULTY CONFERENCE
 Accelerated BSN (ABSN) Fall Trimester begins
 Freshman Orientation (Day/Evening Students)
 Freshman Convocation (Day/Evening Students)
 Graduate Education Quarter I/V begins
 Fall Semester begins
 Late Registration & Drop/Add for Fall Semester
 Dominican College Online/RN-to-BSN/MBA Session I begins
 Weekend ABSN Fall Trimester begins
 Labor Day—**COLLEGE CLOSED**
 OT, PT, and Undergraduate Weekend Fall Trimesters begin
 Dominican College Online/RN-to-BSN/MBA Session II begins
 Graduate Education Quarter II/VI begins
 Last day for withdrawal from Fall Semester classes
 Election Day—**COLLEGE CLOSED**
 HONORS CONVOCATION
 Last day for January graduates to file a "Candidate for Degree" form
 Thanksgiving Recess—**COLLEGE CLOSED**
 Final examination week, Fall semester
COLLEGE CLOSED

WINTERSESSION 2017

Dec. 21-Jan. 13 (Wed-Fri)

Wintersession Classes (no classes Dec. 26 – Jan. 2)

SPRING TERM 2017

Jan. 3 (Tues)
 Jan. 4 (Wed)
 Jan. 6 (Fri)
 Jan. 7 (Sat)
 Jan. 11 (Wed)
 Jan. 12 (Thurs)
 Jan. 16 (Mon)
 Jan. 17 (Tues)
 Jan. 18 (Wed)
 Jan. 18, 19, 23, 24
 (Wed-Thurs, Mon-Tues)
 Jan. 21 (Sat)
 Jan. 27 (Fri)
 Feb. 28 (Tues)
 Mar. 13-Mar. 17 (Mon-Fri)
 Apr. 4 (Tues)
 Apr. 12 (Wed)
 Apr. 13-Apr. 17 (Thurs-Mon)
 May 8-12 (Mon-Fri)
 May 15-19 (Mon-Fri)
 May 17 (Wed)
 May 20 (Sat)
 May 21 (Sun)

Dominican College Online/RN-to-BSN/MBA Session III begins
 Accelerated BSN (ABSN) Spring Trimester begins
 OT, PT and Undergraduate Weekend Spring Trimesters begin
 Weekend ABSN Spring Trimester Begins
 Spring Semester Registration
 COLLEGE CONFERENCE
 Martin Luther King Day—**COLLEGE CLOSED**
 Residence Halls Open for Returning Students
 Spring Semester begins
 Late Registration & Drop/Add for Spring Semester
 Graduate Education Quarter III/VII begins
 Last day for May /August graduates to file a "Candidate for Degree" form
 Dominican College Online/RN-to-BSN/MBA Session IV begins
SPRING BREAK—UNDERGRADUATE CLASSES SUSPENDED
 Last day for withdrawal from Spring Semester classes
 Classes follow Monday schedule
RELIGIOUS HOLIDAYS—CLASSES SUSPENDED/COLLEGE CLOSED
 Final examination week, Spring Semester
 Pre-Commencement Activities
 SERVICE RECOGNITION CEREMONY
 GRADUATION MASS and BACCALAUREATE AWARDS CEREMONY
 COMMENCEMENT

SUMMER TERM 2017

Apr. 8 (Sat)	Graduate Education Quarter IV begins
May 2 (Tues)	Dominican College Online/RN-to-BSN/MBA Session V begins
May 5 (Fri)	OT, PT (Years 2, 3, and 4) and Undergraduate Weekend Summer Trimesters begin
May 6 (Sat)	Weekend ABSN Summer Trimester begins
May 29 (Mon)	Memorial Day— COLLEGE CLOSED
May 30 (Tues)	ABSN Academic Year Begins
May 31-June 15 (Wed-Thur)	Day/Evening Summer Session I
June 2 (Fri)	PT (Year 1) Summer Trimester begins
June 19-July 25 (Mon-Thur)	Day/Evening Summer Session II
June 27 (Tues)	Dominican College Online/RN-to-BSN/MBA Session VI begins
July 4 (Tues)	Independence Day— COLLEGE CLOSED

Alternative Undergraduate Delivery Systems and Graduate Programs, 2016-2017**ACCELERATED B.S.N., 2016-2017:**

Summer Trimester I:	May 31 – August 19, 2016
Fall Trimester II:	August 26 – December 21, 2016
Spring Trimester III:	January 4-April 17, 2017

WEEKEND ACCELERATED B.S.N., 2016-2017:

Fall 2016 Trimester	Spring 2017 Trimester	Summer 2016 Trimester
Sept. 10, 11	Jan. 7, 8	May 6, 7
Sept. 17, 18	Jan. 21, 22	May 13, 14
Sept. 24, 25	Jan. 28, 29	May 20, 21
Oct. 1, 2	Feb. 4, 5	June 3, 4
Oct. 15, 16	Feb. 11, 12	June 10, 11
Oct. 22, 23	Feb. 25, 26	June 17, 18
Oct. 29, 30	Mar. 4, 5	June 24, 25
Nov. 5, 6	Mar. 11, 12	July 8, 9
Nov. 12, 13	Mar. 18, 19	July 15, 16
Nov. 19, 20	Mar. 25, 26	July 22, 23
Dec. 3, 4	Apr. 1, 2	July 29, 30
Dec. 10, 11	Apr. 8, 9	Aug. 5, 6
Dec. 17, 18	Apr. 22, 23	Aug. 12, 13
<i>(Emergency Alternate)</i>	<i>(Emergency Alternate)</i>	<i>(Emergency Alternate)</i>

UNDERGRADUATE WEEKEND COURSES, 2016-2017:

Fall 2016 Trimester	Spring 2017 Trimester	Summer 2017 Trimester
September 9, 10, 11	January 6, 7, 8	May 5, 6, 7
September 23, 24, 25	January 27, 28, 29	June 2, 3, 4
October 14, 15, 16	February 17, 18, 19	June 16, 17, 18
November 4, 5, 6	March 10, 11, 12	July 7, 8, 9
November 18, 19, 20	March 24, 25, 26	July 21, 22, 23
December 9, 10, 11	April 7, 8, 9	August 4, 5, 6
December 16, 17, 18 (Alternate Weekend)	April 21, 22, 23 (Alternate Weekend)	August 11, 12, 13 (Alternate Weekend)

DOMINICAN COLLEGE ONLINE/RN-to-BSN/MBA, 2016-2017:**Session I:**

Aug. 30-Oct. 20, 2016

Session II:

Oct. 25-Dec. 15, 2016

Session III:

Jan. 3-Feb. 23, 2017

Session IV:

Feb. 28-Apr. 27, 2017

Session V:

May 2-June 22, 2017

Session VI:

June 27-Aug. 17, 2017

OCCUPATIONAL THERAPY, 2016-2017:

Fall 2016 Trimester	Spring 2017 Trimester	Summer 2017 Trimester
September 9, 10, 11	January 6, 7, 8	May 5, 6, 7
September 23, 24, 25	January 27, 28, 29	June 2, 3, 4
October 14, 15, 16	February 17, 18, 19	June 16, 17, 18
November 4, 5, 6	March 10, 11, 12	July 7, 8, 9
November 18, 19, 20	March 24, 25, 26	July 21, 22, 23
December 9, 10, 11	April 7, 8, 9	August 4, 5, 6
<i>December 16, 17, 18 (Alternate Weekend)</i>	<i>April 21, 22, 23 (Alternate Weekend)</i>	<i>August 11, 12, 13 (Alternate Weekend)</i>

PHYSICAL THERAPY, 2016-2017:

Weekend	Fall 2016	Spring 2017	Summer 2017	
			Years 2, 3, 4	Year 1
I	September 9, 10, 11	January 6, 7, 8	May 5, 6, 7	June 2, 3, 4
II	September 16, 17, 18	January 20, 21, 22	May 12, 13, 14	June 16, 17, 18
III	September 30, October 1, 2	February 3, 4, 5	June 2, 3, 4	June 23, 24, 25
IV	October 7, 8, 9	February 10, 11, 12	June 16, 17, 18	July 7, 8, 9
V	October 21, 22, 23	February 24, 25, 26	June 23, 24, 25	July 14, 15, 16
VI	November 4, 5, 6	March 3, 4, 5	July 7, 8, 9	July 28, 29, 30
VII	November 18, 19, 20	March 17, 18, 19	July 14, 15, 16	August 4, 5, 6
VIII	December 2, 3, 4	March 31, April 1, 2	July 28, 29, 30	August 11, 12, 13
Alternate Days	<i>December 9, 10, 11</i>	<i>April 7, 8, 9</i>	<i>July 31, Aug 1 (Monday, Tuesday)</i>	<i>Aug 14, 15 (Monday, Tuesday)</i>

GRADUATE TEACHER EDUCATION, 2016-2017:**Quarter I, V**

Aug. 27, 28

Sept. 10, 11

Sept. 24, 25

Oct. 8, 9

Oct. 22, 23

Oct. 29, 30

*(Alternate Days)***Quarter II, VI**

Nov. 5, 6

Nov. 19, 20

Dec. 3, 4

Dec. 17, 18

Jan. 7, 8

Jan. 14, 15

*(Alternate Days)***Quarter III, VII**

Jan. 21, 22

Feb. 4, 5

Feb. 18, 19

Mar. 4, 5

Mar. 25, 26

Apr. 1, 2

*(Alternate Days)***Quarter IV**

Apr. 8, 9

Apr. 22, 23

May 6, 7

June 3, 4

June 17, 18

June 24, 25

(Alternate Days)

Academic Calendar 2017-2018

FALL TERM 2017

Aug. 21-22 (Mon-Tues)	Fall Semester Advisement/Testing/Registration
Aug. 23 (Wed)	COLLEGE CONFERENCE/Division Meetings
Aug. 24 (Thurs)	FACULTY CONFERENCE
Aug. 24-26 (Thu-Sat)*	Freshman Orientation (Day/Evening Students)
Aug. 25 (Fri)	Accelerated BSN (ABSN) Fall Trimester begins
	OT, PT, and Undergraduate Weekend Fall Trimesters begin
Aug. 26 (Sat)	Freshman Convocation (Day/Evening Students)
	Graduate Education Quarter I/V begins
Aug. 28 (Mon)	Fall Semester begins
Aug. 28-31 (Mon-Thu)	Late Registration & Drop/Add for Fall Semester
Sept. 4 (Mon)	Labor Day— COLLEGE CLOSED
Sept. 5 (Tues)	Dominican College Online/RN-to-BSN/MBA Session I begins
Sept. 9 (Sat)	Weekend ABSN Fall Trimester begins
Oct. 31 (Tues)	Dominican College Online/ RN-to-BSN/MBA Session II begins
Nov. 4 (Sat)	Graduate Education Quarter II/VI begins
Nov. 6 (Mon)	Last day for withdrawal from Fall Semester classes
Nov. 7 (Tues)	Election Day— CLASSES SUSPENDED
Nov. 13 (Mon.)	HONORS CONVOCATION
Nov. 17 (Fri)	Last day for January graduates to file a "Candidate for Degree" form
Nov. 22-Nov. 26 (Wed-Sun)	Thanksgiving Recess— COLLEGE CLOSED
Dec. 11-15 (Mon-Fri)	Final examination week, Fall semester
Dec. 22-Jan. 1 (Fri-Mon)	COLLEGE CLOSED

WINTERSESSION 2018

Jan. 2-Jan. 12 (Tues-Fri)	Wintersession Classes
---------------------------	-----------------------

SPRING TERM 2018

Jan. 2 (Tues)	Dominican College Online/RN-to-BSN/MBA Session III begins
Jan. 3 (Wed)	Accelerated BSN (ABSN) Spring Trimester begins
Jan. 5 (Fri)	OT, PT and Undergraduate Weekend Spring Trimesters begin
Jan. 6 (Sat)	Weekend ABSN Spring Trimester Begins
Jan. 10 (Wed)	Spring Semester Registration
Jan. 11 (Thurs)	COLLEGE CONFERENCE
Jan. 15 (Mon)	Martin Luther King Day— COLLEGE CLOSED
Jan. 16 (Tues)	Residence Halls Open for Returning Students
Jan. 17 (Wed)	Spring Semester begins
Jan. 17, 18, 22, 23 (Wed-Thurs, Mon-Tues)	Late Registration & Drop/Add for Spring Semester
Jan. 20 (Sat)	Graduate Education Quarter III/VII begins
Jan. 26 (Fri)	Last day for May /August graduates to file a "Candidate for Degree" form
Feb. 26-Mar. 2 (Mon-Fri)	SPRING BREAK—UNDERGRADUATE CLASSES SUSPENDED
Feb. 27 (Tues)	Dominican College Online/RN-to-BSN/MBA Session IV begins
Mar. 28 (Wed)	Classes follow Monday schedule
Mar. 29- Apr. 2 (Thurs-Mon)	RELIGIOUS HOLIDAYS—CLASSES SUSPENDED/COLLEGE CLOSED
Apr. 5 (Thurs)	Last day for withdrawal from Spring Semester classes
May 7-11 (Mon-Fri)	Final examination week, Spring Semester
May 14-18 (Mon-Fri)	Pre-Commencement Activities
May 16 (Wed)	SERVICE RECOGNITION CEREMONY
May 19 (Sat)	GRADUATION MASS and BACCALAUREATE AWARDS CEREMONY
May 20 (Sun)	COMMENCEMENT

SUMMER TERM 2018

Apr. 7 (Sat)	Graduate Education Quarter IV begins
May 1 (Tues)	Dominican College Online/RN-to-BSN/MBA Session V begins
May 11 (Fri)	OT, PT (Years 2, 3, and 4) and Undergraduate Weekend Summer Trimesters begin
May 5 (Sat)	Weekend ABSN Summer Trimester begins
May 28 (Mon)	Memorial Day— COLLEGE CLOSED
May 29 (Tues)	ABSN Academic Year Begins
May 30-June 14 (Wed-Thur)	Day/Evening Summer Session I
June 1 (Fri)	PT (Year 1) Summer Trimester begins
June 18-July 24 (Mon-Thur)	Day/Evening Summer Session II
June 26 (Tues)	Dominican College Online/RN-to-BSN/MBA Session VI begins
July 4 (Wed)	Independence Day— COLLEGE CLOSED

Alternative Undergraduate Delivery Systems and Graduate Programs, 2017-2018**ACCELERATED B.S.N., 2017-2018:**

Summer Trimester I:	May 30 – August 18, 2017
Fall Trimester II:	August 25 – December 21, 2017
Spring Trimester III:	January 3-April 17, 2018

WEEKEND ACCELERATED B.S.N., 2017-2018:

Fall 2017 Trimester	Spring 2018 Trimester	Summer 2018 Trimester
Sept. 9, 10	Jan. 6, 7	May 5, 6
Sept. 16, 17	Jan. 20, 21	May 12, 13
Sept. 23, 24	Jan. 27, 28	May 19, 20
Sept. 30, Oct. 1	Feb. 3, 4	June 2, 3
Oct. 14, 15	Feb. 10, 11	June 9, 10
Oct. 21, 22	Feb. 24, 25	June 16, 17
Oct. 28, 29	Mar. 3, 4	June 23, 24
Nov. 4, 5	Mar. 10, 11	July 7, 8
Nov. 11, 12	Mar. 17, 18	July 14, 15
Nov. 18, 19	Mar. 24, 25	July 21, 22
Dec. 2, 3	Apr. 7, 8	July 28, 29
Dec. 9, 10	Apr. 14, 15	Aug. 4, 5
Dec. 16, 17	Apr. 21, 22	Aug. 11, 12
(Emergency Alternate)	(Emergency Alternate)	(Emergency Alternate)

UNDERGRADUATE WEEKEND COURSES, 2017-2018:

Fall 2017 Trimester	Spring 2018 Trimester	Summer 2018 Trimester
August 25, 26, 27	January 5, 6, 7	May 11, 12, 13
September 29, 30, October 1	January 26, 27, 28	June 1, 2, 3
October 13, 14, 15	February 9, 10, 11	June 15, 16, 17
November 3, 4, 5	March 2, 3, 4	July 6, 7, 8
November 17, 18, 19	March 16, 17, 18	July 20, 21, 22
December 8, 9, 10	April 6, 7, 8	August 10, 11, 12
<i>December 15, 16, 17 (Alternate Weekend)</i>	<i>April 13, 14, 15 (Alternate Weekend)</i>	<i>August 17, 18, 19 (Alternate Weekend)</i>

DOMINICAN COLLEGE ONLINE/RN-to-BSN/MBA, 2017-2018:**Session I:**

Sept. 5-Oct. 26, 2017

Session II:

Oct. 31-Dec. 21, 2017

Session III:

Jan. 2-Feb. 22, 2017

Session IV:

Feb. 27-Apr. 26, 2017

Session V:

May 1-June 21, 2017

Session VI:

June 26-Aug. 16, 2017

OCCUPATIONAL THERAPY, 2017-2018:

Fall 2017 Trimester	Spring 2018 Trimester	Summer 2018 Trimester
August 25, 26, 27	January 5, 6, 7	May 11, 12, 13
September 29, 30, October 1	January 26, 27, 28	June 1, 2, 3
October 13, 14, 15	February 9, 10, 11	June 15, 16, 17
November 3, 4, 5	March 2, 3, 4	July 6, 7, 8
November 17, 18, 19	March 16, 17, 18	July 20, 21, 22
December 8, 9, 10	April 6, 7, 8	August 10, 11, 12
<i>December 15, 16, 17 (Alternate Weekend)</i>	<i>April 13, 14, 15 (Alternate Weekend)</i>	<i>August 17, 18, 19 (Alternate Weekend)</i>

PHYSICAL THERAPY, 2017-2018:

Weekend	Fall 2017	Spring 2018	Summer 2018	
			Years 2, 3, 4	Year 1
I	August 25, 26, 27	January 5, 6, 7	May 11, 12, 13	June 1 2, 3
II	September 8, 9, 10	January 19, 20, 21	June 1, 2, 3	June 8, 9, 10
III	September 22, 23, 24	February 2, 3, 4	June 8, 9, 10	June 22, 23, 24
IV	October 6, 7, 8	February 16, 17, 18	June 22, 23, 24	July 6, 7, 8
V	October 20, 21, 22	March 2, 3, 4	July 6, 7, 8	July 13, 14, 15
VI	November 3, 4, 5	March 16, 17, 18	July 13, 14, 15	July 27, 28, 29
VII	November 17, 18, 19	March 23, 24, 25	July 27, 28, 29	August 3, 4, 5
VIII	December 1, 2, 3	April 6, 7, 8	Aug. 3, 4, 5	August 10, 11, 12
<i>Alternate Days</i>	<i>December 8, 9, 10</i>	<i>April 14, 15, 16</i>	<i>Aug 6, 7 (Monday, Tuesday)</i>	<i>Aug 13, 14 (Monday, Tuesday)</i>

GRADUATE TEACHER EDUCATION, 2017-2018:**Quarter I, V**

Aug. 26, 27

Sept. 9, 10

Sept. 23, 24

Oct. 7, 8

Oct. 21, 22

*Oct. 28, 29**(Alternate Days)***Quarter II, VI**

Nov. 4, 5

Nov. 18, 19

Dec. 2, 3

Dec. 16, 17

Jan. 6, 7

*Jan. 13, 14**(Alternate Days)***Quarter III, VII**

Jan. 20, 21

Feb. 3, 4

Feb. 17, 18

Mar. 3, 4

Mar. 17, 18

*Mar. 24, 25**(Alternate Days)***Quarter IV**

Apr. 7, 8

Apr. 21, 22

May 5, 6

June 2, 3

June 16, 17

*June 23, 24**(Alternate Days)*

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, 264-284-5000.

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
2015 Degrees awarded to 550 graduating students:
 Doctor of Physical Therapy - 128
 Master of Business Administration - 7
 Master of Science in Education - 21
 Master of Science in Nursing - 20
 Bachelor of Science/Master of Science
 in Occupational Therapy - 27
 Bachelor of Arts - 139
 Bachelor of Science in Athletic Training - 12
 Bachelor of Science in Biology - 5
 Bachelor of Science in Business Administration - 42
 Bachelor of Science in Education - 6
 Bachelor of Science in Nursing - 97
 Bachelor of Social Work - 13
 Associate in Arts - 6

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

Liberal Arts majors in: Biology, Communication Studies, Criminal Justice, English, History, Humanities, Liberal Arts, Mathematics, Psychology, and Social Sciences

Professional and Pre-professional Programs in:

Athletic Training: C.A.A.T.E. (Probationary)

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

Nursing: C.C.N.E. accredited upper-division and four-year generic 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.); Probationary

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: 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

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

Faculty: Fall 2015: 73 Full Time / 135 Part Time

Enrollment:

Fall 2015: 1,551 Full Time / 510 Part Time 2,061 Total Enrollment

Student/Faculty Ratio: 16:1

Library: 81,294 print books; 114,878 e-books; 503 print periodical titles; 76,084 e-journals; 81 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 1980, to enhance its service to a growing population of adult learners, the College had begun offering a number of its programs in a Weekend College format as well as in the regular day and evening

sessions. The steadily increasing popularity of these offerings resulted in a series of expansions, including the 1988 addition of a new Weekend program in Health Services Administration. It also led to the introduction of three other learning formats for adults: an Accelerated Evening Program (ACCEL) in 1990 and, for Nursing students, an Accelerated Bachelor of Science in Nursing option (A.B.S.N.) in 1992 and an accelerated R.N. Program (A.R.N.) in 1996.

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 program 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.

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

Students at Dominican College may be expected to achieve the following in terms of educational accomplishment. They should be able to:

1. think logically, critically, creatively and independently;
2. present and defend their own points of view while also listening to and learning from the views of others, including views widely different from their own;
3. demonstrate proficiency in communication and analysis, including reading, writing, listening, speaking, and quantitative skills;
4. exhibit proficiency in assembling, synthesizing, and presenting knowledge through the use of technological and other information resources;
5. display depth of knowledge and competence in at least one major area of study;
6. demonstrate an understanding of the importance of religious and cultural heritage in personal and societal life;

7. consider the perspectives of other cultures and societies, while understanding the commonality of interests among different peoples in the human community;
8. exhibit an awareness of communal concerns, a spirit of responsible involvement in community, and the initiative needed to assume leadership roles;
9. display a reflective understanding of issues in relation to fundamental questions of truth, ethics, and values;
10. display a readiness to integrate new knowledge with personal experience and previous understanding, giving promise of life-long learning.

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.

Sixteen 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 Center for Adult and Student Education (CASE), Offices of Freshman Year, Student Activities and Campus Ministry as well as Facilities and Maintenance, Information Technology, Purchasing, Public Safety and Security 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 and adult 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 certain Athletic Department staff.

Granito Center, 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, a 25,000 square-foot facility, includes a 1,000-seat gymnasium, a suspended track, a physical fitness center, a training room, the athletic department offices, and a multi-purpose room for student activities.

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

Rosary Hall is a residence hall with computer/cable-ready accommodations for 165 students. The first floor is home to Student Development offices including Office of the Vice President, Office of the Assistant 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 (Annual Fund, Alumni Relations, Corporate and Foundation Relations, and Special Events).

St. Catharine's Annex contains classrooms, administrative offices (Payroll and Accounts Payable) and a gymnasium used for intramural sports and other student 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 – 12:00am

Fri. 8:00 am – 7:00 pm

Sat.-Sun. 12:00 pm – 7:00 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 are 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.

Center for Adult Student Education (CASE)

Designed with the needs of the working adult in mind, the Center for Adult Education (CASE) offers students the opportunity to pursue their degrees or take prerequisite and other courses while continuing full-time employment and maintaining family responsibilities and other pursuits. CASE 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

Designed specifically for working adults, 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
Criminal Justice
Management
Psychology
Social Sciences (Psychology Concentration)

Undergraduate Weekend Sessions

Undergraduate weekend session courses are scheduled on a quarterly system. Each of the four sessions is ten weeks long, and students attend class every other weekend. At least one of the five instructional weekends is a distance learning weekend. A student may earn up to six credits per session or 24 credits per year through these weekend sessions. A low student-faculty ratio, plus a highly dedicated and motivated faculty, provides a cohesive and supportive environment in which to pursue educational goals.

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.)
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" or 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 an index 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 index 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, women's cross country, men's and women's lacrosse, women's volleyball, men's baseball, women's softball, men's golf, 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 pm. 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, Mathematics, Natural Sciences, and Foreign Languages.

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. Request an application for admission or download the application from our website: www.dc.edu. Complete and mail the application, including the non-refundable fee to the Office of Admissions, Dominican College, 470 Western Highway, Orangeburg, New York 10962, or e-mail the application to admissions@dc.edu. You may enclose any additional information you wish to be considered with your application. A visit to the College campus is strongly recommended. Please call the Office of Admissions, 1-(866) 4DC-INFO, or e-mail the Office of Admissions: admissions@dc.edu to arrange a campus tour.
2. Ask your high school guidance counselor to forward transcripts directly to Dominican College, Office of Admissions.

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.

4. A meeting with an admissions counselor is not always required for admission but is always desirable. Some appli-

cants may be asked to meet with a member of the Admissions staff.

5. 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. are received, the student's credentials are reviewed. Applicants are then notified of the action taken.
6. Homeschooled students must complete and submit an application and SAT or ACT scores to the Office of Admissions. 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.
7. Upon acceptance, students must submit a deposit. Students who wish to live on campus must submit an additional dormitory 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.

Admission of Adult Students (No Prior College Study)

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.
3. Submit S.A.T. or A.C.T. scores if available.
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. Submit the completed application directly to the Office of Admissions with the non-refundable application fee. You may enclose any additional information 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 index 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 regionally 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.

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.

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.

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.

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 day, evening, and weekend 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 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.

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 2009-10, 97% of the student body applied for and 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 after January 1 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 23 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 Grievance.

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
 Hennessy 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.
- V.A. Benefits: GI Bill, Child of Deceased/Disabled Veteran, Yellow Ribbon Program.
- Awards for children of deceased/disabled N.Y. State Firemen and Police.
- Federal Aid to Native Americans.

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

Undergraduate 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: Student's Total Attempted Credits	Percent of Credits Attempted vs. Credits Completed (Pace)	Cumulative Grade Point Average (CGPA)
29 or less Attempted Credits	30%	1.5
30 - 61 Attempted Credits	50%	1.7
Beyond 61 Attempted Credits	67%	2.00

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)	Cumulative Grade Point Average (CGPA)
67%	2.00

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)	Cumulative Grade Point Average (CGPA)
67%	3.0

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 Reinstate 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 Physical Therapy, Master of Business Administration, Master of Science, Master of Science in Education, and in Occupational Therapy, a combined Bachelor of Science/Master of Science degree.

All of the College's degree programs are registered by the New York State Education Department and are accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104-2680; phone 267-284-5000.

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 (C.S.W.E.); and the Baccalaureate and Masters Teacher Education programs by the Teacher Education Accreditation Council (T.E.A.C.), 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.

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 Administration (M.B.A.)
Childhood Education
Communication Studies
Computer Information Systems
Criminal Justice
English
History
Humanities
Liberal Arts (A.A.)
Management
Mathematics
*Natural Sciences
Nursing (B.S.N., M.S., + D.N.P.)
Occupational Therapy (B.S./M.S.)
Physical Therapy (D.P.T.)
Psychology
Social Sciences
Social Work
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 or Visually Impaired (M.S. Ed.)

** In conjunction with Teacher Education Programs.*

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.

Pre-Engineering Preparation

Students interested in pursuing Engineering as a profession can obtain the requisite pre-engineering preparation at Dominican College through a Mathematics "Pre-Engineering Option" that Dominican College provides in collaboration with Manhattan College School of Engineering.

The Pre-Engineering Option enables the student to earn, in an integrated 5-year sequence of study, both the B.A. degree in Mathematics from Dominican College and a B.E. degree in Engineering from Manhattan College. The student spends the first 3 years of the sequence at Dominican, completing the General Education requirements, the Mathematics major, and specific foundation courses in the sciences. The final two years, at Manhattan, are devoted to the Engineering core and a specialization in Civil, Electrical, or Mechanical Engineering.

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, and Personal Computers.

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 index 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 are-

as, the minimum total credit requirement may be more than 120 semester hours;

4. A minimum cumulative index 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.

Baccalaureate Degree Retention/Graduation Rate

The average six-year graduation rate for first-time full-time students pursuing the baccalaureate degree is 41% over the past ten years. Of the first-time full-time freshmen entering in Fall 2009, 46% had graduated by 2015. Of the first-time full-time freshmen entering in Fall 2013, 72% returned for their second year and 58% returned for their third year.

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.

Conferral 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 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 New Student and Transition Center include Freshman Registration Days, the Freshman Directorate, the Peer Mentor Program, Freshman Seminar, the Bridge Program, 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 3 credits that span two semesters. 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. The topics are embedded within the two-semester Seminar. The first semester consists of offering students a strong foundation in the liberal arts as well as introducing them to the tools that foster

academic confidence. The second semester is aimed at giving students an opportunity to apply the tools learned from the first semester Seminar experience.

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 Bridge Program

The College also provides a Bridge Program, an academic support program for traditional students who do not meet the College's general admissions criteria but who have demonstrated strong motivation to learn. The Bridge Program Coordinator meets with these students regularly, evaluates each student's performance, and arranges for tutoring. Through this careful monitoring of student progress and close consultation, many of these underprepared students are able to gain the skills and confidence they need to complete their college degrees.

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 basic mathematics, 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 Coordinator 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 index 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" grades, with a minimum cumulative index of 3.5 for the academic year are published on the Dean's List at the end of each Spring semester.

CASE students who have earned a minimum of 17 credits, exclusive of courses carrying a "P" grade, with a minimum cumulative index 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 *CASE* 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:

<i>Summa cum laude</i>	to students who have achieved a cumulative index of 3.9.
<i>Magna cum laude</i>	to students who have achieved a cumulative index of 3.7.
<i>Cum laude</i>	to students who have achieved a cumulative index of 3.5.
<i>Program Honors</i>	to students who achieve a cumulative index of 3.0 and a 3.5 index 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 index 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 index indicates. Thus if a student achieves a 3.5 index at Dominican College and the combined index is 3.7, *cum laude* is granted.

Alpha Chi

National Collegiate Honor Society

Alpha Chi is a National Scholarship Honor Society open to ten percent of the senior and 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 History Honor Society
Pi Theta Epsilon Occupational Therapy Honor Society
Pi Gamma Mu Social Sciences Honor Society
Psi Chi International Honor Society in Psychology
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. It involves taking the courses designated for Honors students and completing a significant Honors project. The topic and terms of the project are decided by each individual student, in consultation with a mentor chosen from the student's field, and are approved by the Honors Faculty Committee.

Students enter the Honors Program in one of three ways. First, incoming students with a combined Math and English SAT score of 1100 and a high school GPA of 3.00 are invited to join the program. Second, invitations are offered in the spring to freshmen and sophomores with a cumulative grade point average of 3.40 after they have completed at least 15 credits of coursework at the College. Finally, any student may petition to join the program if they have a GPA of at least 3.40 and are still able to complete Honors Program course and project requirements.

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

Honors Program Requirements

An exciting supplement to any undergraduate major, the Honors Program offers a balance between traditional liberal studies and innovative learning.

- The Honors section of EN 113 (for those students invited to join as incoming freshmen.)
- Two General Education Honors Courses
- 399 Honors Tutorial
- 499 Honors Project

The two letter prefixes for the above two courses are determined by the major discipline of the student's Honors project.

Note: While it is recommended that the six-credit Honors Project sequence be started in the spring semester of the junior year, it may also be started in the fall of junior or senior year. As well, to start the project and to graduate from the program, 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 to satisfy Honors Program requirements. A 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 go to the Honors Program webpage of the Dominican College website.

Admission to Major Field of Study

Application for admission to a major field or to a professional sequence such as Teacher Education, Nursing, Social Work, and Occupational Therapy is initiated by the student as early as the end of the freshman year and usually before completing 60 credits. Undergraduates must declare their academic major prior to the completion of 60 credits. Transfer students with 60 or more accepted credits must make their application during their first semester at the College. The "Application to an Academic Program" form is available at New Student and Transition Center. A follow-up interview with the appropriate program coordinator is required.

Students who wish to change their major must also complete the form, have it approved by both the current and new program advisor, and submit the form to the registrar.

Students who have been accepted by the program coordinator of their chosen major are assigned an advisor in the area to assist the student in academic planning. Students have the responsibility of having their selection of courses reviewed each semester by their academic advisors. However, each student should understand that the responsibility for arranging a suitable program and for meeting all degree requirements rests with the student.

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 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 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 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; articulateness 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 average 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.

Undergraduate Grading System

Grade	% Scale	Quality Points per Semester Hour of Credit
A	(100 - 96)	4.0
A-	(95 - 92)	3.7
B+	(91 - 88)	3.3
B	(87 - 84)	3.0
B-	(83 - 80)	2.7
C+	(79 - 76)	2.3
C	(75 - 72)	2.0
C-	(71 - 68)	1.7
D+	(67 - 64)	1.3
D	(63 - 60)	1.0
F	(Below 60)	0
WU	Failure due to unauthorized withdrawal.	0
W	Withdrawal without penalty	- *
I**	Incomplete	- *
P	Passing	- *
MP	Minimally Passing	- *

* 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 128 for more information.

Transcripts

Transcripts must be requested by letter or in person from the Office of the Registrar. A fee of five dollars will be charged for each transcript, official or unofficial. No official transcript will be issued for a student who is under any financial obligation to the College.

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.

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 which 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. An undergraduate student is subject to dismissal if he or she has a cumulative index below the specific minimum G.P.A. on the following chart. (A course for which a student is granted a "W," signifying Official Withdrawal, is not counted toward the total of semester hours attempted.)

At the discretion of the College, a dismissal action may be delayed pending a period of Final Review set by the Committee on Academic Standards.

A student is also subject to dismissal if he or she has failed three

times to achieve the required minimum grade in any Writing Sequence course (EN 108, EN 112, EN 113, or EN 115).

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 three 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.

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.

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 should consult program coordinators concerning academic standing requirements in their major fields.

Students returning to Dominican after an absence of four or more years may petition the Committee on Academic Standards 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.

Minimum G.P.A. Standards

Credits Earned or Attempted	Minimum G.P.A.
0-16	1.5
17-31	1.7
32-46	1.8
47-61	1.9
62-76	2.0
77-91	2.0
92-106	2.0
107+	2.0

Application for the Degree

Students completing degree requirements submit a Candidate for Degree form to the Office of the Registrar no later than the deadline date in the Academic Calendar. Degrees are awarded in January, May, and August, to students who have fulfilled all requirements and have met all financial obligations to the College.

Commencement exercises are held following the close of the Spring semester, and participation is open to students who have completed or will complete degree requirements during the current academic year. Students who are within six credits or two courses of degree

completion and who can fulfill the requirements prior to the beginning of the next academic year may participate in the Commencement exercises. However, participation in the ceremony does not constitute graduation. Also, no degree will be conferred until all academic requirements have been satisfied, and no diploma will be released until all financial requirements have been satisfied.

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 that is 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, 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 60 academic credits (including a minimum of 15 credits taken at Dominican College) and have a G.P.A. of 2.3. or above. Interested students must submit an application and resume by appropriate deadlines. All inquiries regarding internships should be directed to the Office of Career Development in Rosary Hall.

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 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 C.L.E.P. General Examinations should be completed within the first year of study at the College, preferably during the first semester.

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).

Certificates and Undergraduate Degree Programs	HEGIS Code
Certificate Programs	
Computer Information Systems	5101
Computer Programming	5101
Personal Computers	5101.00
Health Care Management (Graduate)	0506.00
Associate in Arts Program	
Liberal Arts	5649
Bachelor of Arts Programs	
Biology	0401
Communication Studies	0601
Criminal Justice	2105
English	1501
History	2205
Humanities	4903
Mathematics	1701
Psychology	2001
Social Sciences	2201
Teacher Education:	
Childhood Education and Childhood/Students with Disabilities	0802
Early Childhood Education	0802
Adolescence Education and Adolescence/Students with Disabilities	
Biology (7–12)	0401
English (7–12)	1501.01
Mathematics (7–12)	1701.01
Bachelor of Science Programs	
Accounting	0502
Athletic Training	1299.30
Biology	0401.00
Computer Information Systems	0701
Management	0506
Nursing (B.S.N.)	1203
Nursing (R.N.) (B.S.N.)	1203.10
Occupational Therapy (B.S./M.S.)	1208
Teacher Education*	
Childhood Education (B.S.Ed.) and Childhood/Students with Disabilities (B.S.Ed.)	0802
Early Childhood Education (B.S.Ed.)	0802
<i>*Liberal Arts Curricula with B.S. Ed. Programs: American Studies, Humanities, Mathematics, Natural Sciences.</i>	
	2104
Bachelor of Social Work Program	
Social Work	

Graduate Degree Programs	HEGIS Code
Business Administration (M.B.A.)	0506
Nursing: Family Nurse Practitioner (M.S.)	1203.10
Doctor of Nursing Practice (DNP)	1203.10
Occupational Therapy (B.S./M.S.)	1208
Physical Therapy (D.P.T.)	1212
Childhood Education (M.S.Ed.) and Childhood/Students with Disabilities (M.S.Ed.)	0802
Teacher of Adolescence Education	0803
Teacher of Students with Disabilities (M.S.Ed.)	0808
Teacher of Students Who Are Blind or Visually Impaired M.S.Ed.)	0814

Sequence of Study

A Sequence of Study in the following areas is offered at the College:

Accounting (B.S. & M.B.A. Programs)

Allied Health

American Studies

Art

Athletic Training

Biology

Business Administration

Chemistry

Communication Studies

Computer Information Systems

Computer Programming

Criminal Justice

Economics

English

Ethnic Diversity Studies

Fine Arts

Art

Dance

Film

Music

French

Gender Studies

Gerontology

Health Care Management (M.B.A. Program)

History

Humanities

Communications

English

Philosophy/Religion

Hispanic Language and Culture

Management (B.S. & M.B.A. Programs)

Financial Management

Human Resource Management

International Management

Management Information Systems

Marketing Management

Mathematics

Pre-Engineering

Natural Sciences

Biology

Chemistry

Earth Science

Physics

Nursing

Baccalaureate (Generic, 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. Program)

Philosophy

Physical Therapy (D.P.T. Program)

Political Science

Psychology

Religious Studies

Social Sciences

Criminal Justice

Economics

History

Political Science

Psychology

Sociology/Anthropology

Social Work

Sociology/Anthropology

Spanish

Speech/Communications

Media

Speech

Theatre and Drama

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 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.

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.

As a course in GEC-I, each of the courses listed here 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.

Writing Sequence (3 – 6 credits)

EN 112/113; placement by skills 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 112 to take PH 113.

Mathematics

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

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.

One course is chosen from each 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 113 or the

equivalent; students entering as freshmen must also have passed or been exempted from EN 108.

As a course in GEC-II, each of the courses listed here focuses on a significant theme characteristic of both the time period under study and our contemporary world by employing the perspective of at least on other discipline in addition to the principle one of the course.

Classical Period (3 credits)

Classical Period courses have "C" or "CG" after their course numbers; e.g., AR 224C: Classical Art & Human Dignity or MA 228 CG: Dawn of Mathematics.

AR 224C	Classical Art & Human Dignity
EN 225C	Classical Literature, Contemporary Problems
HI 222C	Classical History and Civilization
MA 227C	Classical Greece: The Vision of Geometry
MA 228CG*	The Dawn of Mathematics
PH 221C	The Discovery of Reason
PO 336C	Ancient Political Thought: The Search for Justice
RS/EN 221CG*	The Making of Myths & Cults
RS 222C	Old Testament: Story & Culture
RS 223C	New Testament: The Social World of Early Christianity

Medieval Period - the Renaissance (3 credits)

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

AR 225M	The Age of Humanism
EN 331M	Metaphorical Journeys: Literature of the Middle Ages
EN 332M	The Age of Exploration
EN 338M	Courtly Love
HI 223M	Medieval Europe
HI 224M	Renaissance and Reformation in Europe
HI 230M	History of the Byzantine Empire
HI 233M	History Through Film: Renaissance Humanism
PH 224M	God and the Medieval Mind
PO 334M	The Medieval World
RS 224M	Religion & Human Experience: Mystics, Mentors and Warriors
RS 229M	Catholic Roads: Different Paths, Common Ground

The Enlightenment - mid 20th Century (3 credits)

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

AR 226P	Foundations of Modernism
AR 227P	Twentieth Century Art: A Kaleidoscope of Styles
CS/PO 300P	Propaganda: Messages of War
PO 320PG	
EN 223P	The American Dream — 1620 – 1860
EN 224P	The American Dream — 1860 – Present
EN 333P	Neoclassic Literature
EN 337P	Literary Realism: The Trend Toward Social Inquiry

HI 333P	Sectionalism, Civil War and Reconstruction
HI 334P	American Society, 1877 – 1922: Progress & Reform
HI 335P	The American Consensus, 1920 – Present
HI 337P	Twentieth Century Europe
HI 339P	Ethnicity in America
HI 444P	American Social Thought: Continuity and Change
HI 451PG*	Middle Eastern History
HI 452PG*	East Asian History
HI 453PG*	History of Developing Nations
HI 454PG*	Latin American History
MA 229P	The Mathematical Universe
MU 226P	Music in the Age of Enlightenment
MU 227P	Music in the Age of Revolution
PH 225P	Freedom in Modernity
PH 226P	American Pragmatism
PO 111P	American National Government
PO 221P	American Political Parties
PO/SO 320*	Global Interdependence
PO 330PG*	Origins of Modern Africa
PO 337PG*	World Politics
RS 226P	Religion in America: Great Awakenings
RS/PS 228P	Religion & Psychology: Psyche and Spirit
SO/SW 335P	Social Movements and Social Justice

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

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.

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 114S	Introductory Nutrition
BI 221S	General Biology I
BI 222S	General Biology II
CH 111S	Introductory Chemistry
ES 111S	Elements of Earth Science
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 113 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 224V: Sociology of the Family.

AR 228VG*	Art Around the World
CI 328V	Artificial Intelligence
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
EN 336V	Battle Pieces: Conflict and Commitment in Modern American Literature
EN 442VG*	Women Come of Age
EN 443V	British Fiction: Culture and Conscience
EN 444V	American Fiction: The Search for Identity
HI 442V	The Survival of the Native American
HI 446V	War and Society
PH 332V	Social Ethics
PH 333V	Bioethics
PH 334V	Business Ethics
PH 339V	Philosophy of Death and Dying
PO 222V	American Presidency
PO 333V	The Supreme Court and the Constitution
PS 229V	Psychology of Gender
RS 330VG*	Moral Theology
RS 337VG*	World Religions
RS 441V	Contemporary Christian Theology
SO 221VG*	Cultural Anthropology
SO 223VG*	Social Problems
SO 224V	Sociology of the Family
SO 442V	Sociology of Sport
SO 446V	Liberty and Leaders
SO/SW 330V	Ethnic Group Interaction
SO/SW 331V	Child Welfare and the Law
SO/SW 334V	Deviance: Changing Sociological Perspectives on Race, Class, and Gender
SO/SW 339V	Organizational Behavior
SO/SW 440V	Perspectives on the Health Care System
SO/SW 443VG*	Women in Contemporary Society: Cross-Cultural Perspectives

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. Accounting students must complete a minimum of 123 credit hours for a bachelor's degree. Some students may wish to work in the private sector or the government sector, while others may wish to become certified public accountants.

Students who plan on becoming Certified Public Accountants in New York State must have completed course work totaling 150 credits to become licensed. The additional credits may be obtained in Dominican College's M.B.A. program or an outside program. Interested students should contact their Accounting advisor or the Director of the Business Administration Division for detailed requirements.

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

IACBE, 11374 Strang Line Road, Lenexa, KS 66215.
www.iacbe.org

Summary of Requirements: Accounting

Course	Credits
AC 241 & AC 242	6
AC 254	3
AC 333	3
AC 361	3
AC 448	3
BU 323	3
Finance Elective (EC 331, EC 443, FN 340, or FN 344)	3
Business Core (MG 211, MK 114, CI 211, BU 213, AC 111, AC 112, FN 226, MG 310, MG 355, MG 474)	30
Liberal Arts (including EC 211, EC 212, MA 113, MA 114 or 116, MA 225, SH/BU 112)	60
Free Electives	6
Optional Corporate and/or Service Internships	-
Freshman Seminar (Day students only)	(3)
Total Credits Required	123

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.

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

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.

Sample Curriculum Pattern: Accounting**Freshman Year, Fall Semester**

MG 211*	Introduction to Management
CI 211*	Computer-based Systems
EN 112	College Writing & Research
MA 113	College Algebra
CS 111*	Dynamics of Oral Communication
FS 111	Freshman Seminar I

Freshman Year, Spring Semester

MK 114*	Basic Marketing
BU 213*	Business Law I
EN 113	Writing About Literature
MA 116	Finite Mathematics (or MA 114 Precalculus)
SH/BU 112	Effective Business Communication
FS 112	Freshman Seminar II

Sophomore Year, Fall Semester

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

Sophomore Year, Spring Semester

AC 112	Managerial Accounting
EC 212	Microeconomics
BU 323	Business Law II
V*	Any "Values" course
V* or S*	Any "Values" or "Science"

Junior Year, Fall Semester

AC 241	Intermediate Accounting I
AC 254	Cost Accounting
FN 226*	Principles of Finance
MG 355*	International Management
C*	Any "Classical" course

Junior Year, Spring Semester

AC 242	Intermediate Accounting II
AC 333	Principles of Taxation
MG 310*	Business, Society, Corporate Values
M*	Any "Medieval" course
P*	Any "Present" course

Senior Year, Fall Semester

AC 361	Advanced Accounting
C*/M*/P*	Any C, M, or P course
FN Elect.*	Finance elective course
LA Elect.*	Liberal Arts 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.*

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_
AR225M The Age of Humanism
AR/ Art of Spain
SP 232

Group B (3cr.)

AR 223 History and Appreciation of Art II
AR 226P The Foundations of Modernism
AR227P 20th Century Art
AR228V Art Around the World
AR 229 Anonymous was a Woman

12 credit hours in Studio Art:

AR 112 Essentials of Art
AR/ Digital Imaging Technology
CI 250
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 401 Life Form Drawing

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. The program holds probationary accreditation from the Commission on Accreditation of Athletic Training Education (CAATE). Graduates of accredited programs are able to sit for the national certification examination administered by the Board of Certification (BOC).

CAATE, 6850 Austin Center Blvd., Suite 100, Austin, TX 78731-3184; phone (844) GO-CAATE

Summary of Requirements: Athletic Training

The Athletic Training curriculum can be completed in eight semesters of full-time study. Students interested in applying to the program must first successfully complete all prerequisite courses and meet all course grade and grade point average requirements.

Transfer students must meet the same curricular requirements as students who enter the College as freshmen. In accordance with CAATE guidelines, all AT, AH, and BI courses must be completed at Dominican College. (Anatomy and Physiology courses taken elsewhere may be acceptable in transfer, subject to review and approval by the Athletic Training Program Director; the review/approval process may include administration of a Dominican College examination.)

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 official 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

Discipline	Credits
Natural Sciences	24
Allied Health	13
Athletic Training	48
GEC and other Liberal Arts (& Freshman Seminar)	39
Total Credits Required	124

Admissions and Program Standards

All candidates for the Athletic Training program — transfer as well as in-house students — must apply for admission to the College through the Office of Admissions prior to initiating the process for admission into the Athletic Training program. Admission to Dominican College does not assure admission into the program. Along with program admission and retention criteria, there are technical standards associated with the program. Please see the Program Director or the College's web site for details.

Before applying for official entry to the Athletic Training Program, all students must successfully complete the following prerequisites at Dominican College:

BI 223S	Anatomy & Physiology I
BI 224S	Anatomy & Physiology II <i>or</i> BI 324 Clinical Anatomy
AT 118	Introduction to Athletic Training

All applicants are required to take the College placement examinations in writing, reading, and mathematics to determine their level of competency in these skills. Students whose performance on these tests fails to meet College standards will be required to raise their competencies through appropriate laboratory and/or course work.

Having satisfied the above prerequisites, all applicants to the Bachelor of Science in Athletic Training Program must meet the following grade criteria:

- minimum cumulative G.P.A. of 2.7
- minimum grade of B- (2.7) in all Natural Science courses
- minimum grade of B- (2.7) in AT 118

In addition to their academic records, eligible candidates for the program may be evaluated according to several other factors, including: presentation at a personal interview with the Athletic Training Program Director; acceptable performance on a specially assigned essay; work and/or volunteer experience in the field of Athletic Training; and professional references. In the event that the number of qualified applicants exceeds spaces available in the program, these criteria will be used to determine a ranking of the candidates.

Once accepted, students must meet the following standards for continuance in the program:

- minimum G.P.A. of 2.5 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.

Sample Curriculum Pattern: Athletic Training

Semester I		Credits
EN 112	College Writing & Research	3*
MA 113	College Algebra	3*
BI 223	Anatomy & Physiology I	4*
CS 111	Dynamics of Oral Comm.	3*
FS 111	Freshman Seminar I	2
TOTAL		15

Semester II		Credits
EN113	Introduction to Literature	3*
PY 111	Elements of Physics	3*
BI 224	Anatomy & Physiology II or BI 324 Clinical Anatomy	4*
PS 102	General Psychology II	3*
AT 118	Intro to Athletic Training	3
FS II2	Freshman Seminar II	1
TOTAL		17

Semester III		Credits
CH 221	Chemistry	4*
BI 333	Neuroscience	3*
AH 221	Personal/ Community Health	3
AT 223	Care and Prevention of Athletic Injuries	3
AT 224	AT Techniques I	2
AT 225	Principles of Strength & Conditioning	1
TOTAL		16

Semester IV		Credits
GEC II		3*
BI 332	Kinesiology	3*
AT 332	Assessment of Athletic Injuries I	4
AT 227	Pathology & Management of Athletic Injuries I	3
AT 229	AT Techniques II	2
TOTAL		15

Semester V		Credits
AT 328	Pathology & Management of Athletic Injuries II	3
AT 337	Assessment of Athletic Injuries II	4
AT 333	Therapeutic Modalities	3
AT 334	AT Techniques III	2
AH 335	Principles of Nutrition	3
TOTAL		15

Semester VI		Credits
AH 336	Pharmacology	3
AH 350	Health Assessment	4
AT 338	Therapeutic Exercise	3
AT 339	AT Techniques IV	2
MA 225	Introduction to Statistics or	
SS 221	Quantitative Methods	3*
TOTAL		15

Semester VII		Credits
BI 338	Exercise Physiology	3*
AT 443	Organization and Admin. of Athletic Training	3
AT 444	AT Techniques V	2
PS 239	Sports Psychology	3*
GEC II		3*
GEC II		3*
TOTAL		17

Semester VIII		Credits
AT 445	Contemporary Dimensions of Athletic Training	3
AT 448	Seminar in AT	3
AT 450	AT Techniques VI	2
GEC II	Bioethics (recommended)	3*
GEC III		3*
TOTAL		14

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 breadth. 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.

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 BA-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

All biology majors must maintain a minimum 2.5 average -- both in the program (including all Biology and required 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 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 324 Clinical Anatomy
BI 326 Pathophysiology for the Health Professions
BI 327S Introduction to Forensic Science
BI 329 Field Ecology
BI 330 Molecular Biology
BI 332 Kinesiology
BI 333 Neuroscience
BI 335 Vertebrate Biology
BI 336 Animal Behavior
BI 337 Evolution
BI 338 Physiology of Exercise
BI 339 Cell Biology
BI 340 Aquatic Biology
BI 341 Environmental Toxicology

Summary of Requirements: B.A. in Biology

There are four distinct tracks of study within the B.A. in Biology program:

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

The Pre-Med and Pre-PT tracks include: 41-42 semester hours in Biology including General Biology I, II; Anatomy and Physiology I, II; Molecular Microbiology; Genetics; Studies in Biochemistry I; Histology; Proposal Writing; Faculty Research Experience; Research Seminar and a Biology Elective. Also Calculus I, II; Introductory Statistics; Inferential Statistics; General Chemistry I, II; Organic Chemistry I, II; General Physics I, II.

The Environmental Science track includes: 40-41 semester hours in Biology including Introductory Ecology; General Biology I, II; Molecular Microbiology; Genetics; Botanical Science; Studies in Biochemistry I; Animal Behavior; Proposal Writing; Faculty Research Experience; Research Seminar and a Biology Elective. Also Calculus I, II; Introductory Statistics; Inferential Statistics; General Chemistry I, II; Organic Chemistry I, II; General Physics I, II.

The Adolescence Education track includes: 34 semester hours in Biology including Introductory Ecology; General Biology I, II; Anatomy and Physiology I, II; Molecular Microbiology; Genetics; Introductory Biochemistry; plus 3 semester hours in Teaching Biology (Adolescence Education). Also Calculus I, II; General Chemistry I, II; General Physics I, II.

B.A. Biology Curricula

Pre-Med and Pre-PT Tracks:

Freshman Year	Sophomore Year	Junior Year	Senior Year
<u>Fall Semester:</u> BI 221S General Biology I CH 221 General Chemistry I MA 221 Calculus I* EN 112 College Writing and Research* FS 111 Freshman Seminar I *based on placement	<u>Fall Semester:</u> BI 223 Anatomy and Physiology I CH 331 Organic Chemistry I BI 226 Genetics CS 111 Dynamics of Oral Communication	<u>Fall Semester:</u> PY 221 General Physics I GEC II elective Biology elective Free elective* *Pre-PT take PS 113 Dev Psych I	<u>Fall Semester:</u> BI 438 Proposal Writing BI 400 Faculty Research Experience MA 225 Introductory Statistics GEC II elective Free elective Free elective* *Pre-PT take PS 114 Dev Psych II
<u>Spring Semester:</u> BI 222 General Biology II CH 222 General Chemistry II MA 222 Calculus II EN 113 Writing About Literature FS 112 Freshman Seminar II	<u>Spring Semester:</u> BI 224 Anatomy and Physiology II CH 332 Organic Chemistry II BI 229 Molecular Microbiology BI 328 Studies in Biochemistry I	<u>Spring Semester:</u> BI 334 Histology PY 222 General Physics II GEC II elective GEC II elective	<u>Spring Semester:</u> BI 441 Research Seminar MA 226 Inferential Statistics GEC III elective Free elective Free elective

Note: Failure to follow this prescribed sequence may result in delayed graduation.

3+3 BA Biology + DPT Track:

Freshman Year	Sophomore Year	Junior Year	Senior Year
<u>Fall Semester:</u> BI 221S General Biology I CH 221 General Chemistry I MA 221 Calculus I* EN 112 College Writing and Research* FS 111 Freshman Seminar I *based on placement	<u>Fall Semester:</u> BI 223 Anatomy and Physiology I BI 226 Genetics CH 331 Organic Chemistry I PS 114 Dev Psych II GEC II elective	<u>Fall Semester:</u> BI 400 Faculty Research Experience BI 438 Proposal Writing MA 225 Introductory Statistics PY 221 General Physics I Biology elective GEC II elective	Begin DPT Course Sequence
<u>Spring Semester:</u> BI 222S General Biology II CH 222 General Chemistry II CS 111 Dynamics of Oral Communication EN 113 Writing About Literature FS 112 Freshman Seminar II MA 222 Calculus II	<u>Spring Semester:</u> BI 224 Anatomy and Physiology II BI 229 Molecular Microbiology BI 328 Studies in Biochemistry I CH 332 Organic Chemistry II	<u>Spring Semester:</u> BI 334 Histology BI 441 Research Seminar MA 226 Inferential Statistics PY 222S General Physics II GEC III elective	
<u>Winter or Summer Term:</u> PS 113 Dev Psych I	<u>Winter and/or Summer Term:</u> GEC II elective GEC II elective		

Note: Failure to follow this prescribed sequence may result in delayed graduation. Minimum GPA requirements must be maintained to remain in this program.

Environmental Science Track:

Freshman Year	Sophomore Year	Junior Year	Senior Year
<u>Fall Semester:</u> BI 221S General Biology I CH 221 General Chemistry I MA 221 Calculus I* EN 112 College Writing and Research* FS 111 Freshman Seminar I *based on placement	<u>Fall Semester:</u> BI 113S Introductory Ecology CH 331 Organic Chemistry I BI 226 Genetics CS 111 Dynamics of Oral Communication	<u>Fall Semester:</u> BI 227 Botanical Science PY 221 General Physics I GEC II elective Free elective	<u>Fall Semester:</u> BI 438 Proposal Writing BI 400 Faculty Research Experience MA 225 Introductory Statistics Biology elective GEC II elective Free elective
<u>Spring Semester:</u> BI 222S General Biology II CH 222 General Chemistry II MA 222 Calculus II EN 113 Writing About Literature FS 112 Freshman Seminar II	<u>Spring Semester:</u> CH 332 Organic Chemistry II BI 229 Molecular Microbiology BI 328 Studies in Biochemistry I GEC II elective	<u>Spring Semester:</u> BI 336 Animal Behavior PY 222S General Physics II GEC II elective Free elective	<u>Spring Semester:</u> BI 441 Research Seminar MA 226 Inferential Statistics GEC III elective Free elective Free elective

Note: Failure to follow this prescribed sequence may result in delayed graduation.

Adolescence Education Track:

Freshman Year	Sophomore Year	Junior Year	Senior Year
<u>Fall Semester:</u> BI 221S General Biology I CH 221 General Chemistry I MA 221 Calculus I* EN 112 College Writing and Research* FS 111 Freshman Seminar I *based on placement	<u>Fall Semester:</u> BI 226 Genetics BI 223 Anatomy and Physiology I CS 111 Dynamics of Oral Communication	<u>Fall Semester:</u> BI 113S Introductory Ecology PY 221 General Physics I	<u>Fall Semester:</u> BI 468 Teaching Biology
<u>Spring Semester:</u> BI 222S General Biology II CH 222S General Chemistry II MA 222 Calculus II EN 113 Writing About Literature FS 112 Freshman Seminar II	<u>Spring Semester:</u> BI 224S Anatomy and Physiology II BI 229 Molecular Microbiology BI 228S Intro Biochemistry	<u>Spring Semester:</u> PY 222S General Physics II	<u>Spring Semester:</u> See Teacher Ed curriculum

The above courses are taken within the overall Teacher Education curriculum. See Teacher Education for requirements and sample sequencing of professional courses for Adolescence Education.

Summary of Requirements: B.S. in Biology

There are three distinct tracks of study within the B.S. in Biology program:

- Pre-Med, for students intending to pursue graduate studies in science or medical fields upon completion of their B.S.;
- Pre-PT, for students intending to enter a Doctor of Physical Therapy program upon completion of their B.S.;
- Environmental Science, for students who wish to emphasize study of the living environment within their B.S.

The Pre-Med and Pre-PT tracks include: 52-53 semester hours in Biology including General Biology I and II; Anatomy and Physiology I, II; Molecular Microbiology; Genetics; Studies in Biochemis-

try; Histology; a Molecular Biology elective; either Botany or Introductory Ecology; Evolution, Proposal Writing; Faculty Research Experience; Research Seminar, and a Biology elective. Also Calculus I, II; Introductory Statistics; Inferential Statistics; General Chemistry I, II; Organic Chemistry I, II; General Physics I, II. The Environmental Science track includes: 51-52 semester hours in Biology including General Biology I and II; Molecular Microbiology; Genetics; Studies in Biochemistry; a Molecular Biology component; Botanical Science; Introductory Ecology; choice of Environmental Toxicology; Field Ecology or Aquatic Biology; Evolution; Proposal Writing; Faculty Research Experience; Research Seminar and a Biology elective. Also Calculus I, II; Introductory Statistics; Inferential Statistics; General Chemistry I, II; Organic Chemistry I, II; General Physics I, II. I, II; Organic Chemistry I, II; General Physics I, II.

B.S. Biology Curricula

Pre-Med and Pre-PT Tracks:

Freshman Year	Sophomore Year	Junior Year	Senior Year
<u>Fall Semester:</u> BI 221S General Biology I CH 221 General Chemistry I MA 221 Calculus I* EN 112 College Writing and Research* FS 111 Freshman Seminar I *based on placement	<u>Fall Semester:</u> BI 223 Anatomy and Physiology I CH 331 Organic Chemistry I BI 226 Genetics CS 111 Dynamics of Oral Communication	<u>Fall Semester:</u> PY 221S General Physics I BI 113S Intro Ecology or BI 227 Botanical Science BI 337 Evolution Free elective* *Pre-PT take PS 113 Dev Psych II	<u>Fall Semester:</u> BI 438 Proposal Writing BI 400 Faculty Research Experience MA 225 Introductory Statistics GEC II elective GEC II elective Biology elective
<u>Spring Semester:</u> BI 222S General Biology II CH 222 General Chemistry II MA 222 Calculus II EN 113 Intro to Literature FS 112 Freshman Seminar II	<u>Spring Semester:</u> BI 224 Anatomy and Physiology II CH 332 Organic Chemistry II BI 229 Molecular Microbiology BI 328 Studies in Biochemistry I	<u>Spring Semester:</u> BI 334 Histology PY 222 General Physics II BI 330 Molecular Biology or BI 339 Cell Biology Free elective* *Pre-PT take PS 114 Dev Psych I	<u>Spring Semester:</u> BI 441 Research Seminar MA 226 Inferential Statistics GEC II elective GEC II elective GEC III elective

Note: Failure to follow this prescribed sequence may result in delayed graduation.

Environmental Sciences Track:

Freshman Year	Sophomore Year	Junior Year	Senior Year
<u>Fall Semester:</u> BI 221S General Biology I CH 221 General Chemistry I MA 221 Calculus I* EN 112 College Writing and Research* FS 111 Freshman Seminar I *based on placement	<u>Fall Semester:</u> BI 113S Introductory Ecology CH 331 Organic Chemistry I BI 226 Genetics CS 111 Dynamics of Oral Communication	<u>Fall Semester:</u> PY 221 General Physics I BI 227 Botanical Science BI 337 Evolution GEC II elective	<u>Fall Semester:</u> BI 438 Proposal Writing BI 400 Faculty Research Experience MA 225 Introductory Statistics BI 329 Field Ecology or BI 340 Aquatic Biology or BI 341 Environmental Toxicology Biology elective GEC II elective
<u>Spring Semester:</u> BI 222S General Biology II CH 222 General Chemistry II MA 222 Calculus II EN 113 Writing About Literature FS 112 Freshman Seminar II	<u>Spring Semester:</u> CH 332 Organic Chemistry II BI 229 Molecular Microbiology BI 328 Studies in Biochemistry I GEC II elective	<u>Spring Semester:</u> BI 336 Animal Behavior PY 222 General Physics II BI 330 Molecular Biology or BI 339 Cell Biology GEC II elective	<u>Spring Semester:</u> BI 441 Research Seminar MA 226 Inferential Statistics GEC III elective Free elective Free elective

Note: Failure to follow this prescribed sequence may result in delayed graduation.

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 credits (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

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:

Required Courses: 20 credits

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

Elective Courses: 7 credits

With help from an advisor, students choose at least 7 additional credits of chemistry electives to complete the minor. Current offerings include:

CH 329 Studies in Biochemistry II, 3 cr.
CH 330 Analytical Chemistry, 4 cr.

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
and
CS 471 - Communication Research Techniques (1 cr.)
CS 473 - Senior Research in Communication Studies (2 cr.)
or
CS 472 - Communication Research Seminar (3cr., for online students)

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

Media Communication: including 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, Messages of War, Introduction to Journalism, Journalism II, and Broadcast Journalism for T.V.

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 already 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.

18 credits distributed as follows:

- A. Required Areas (12 credits)
1. Must take (6 credits):
CS 221 Persuasion and Argumentation
CS 222 Interpersonal Communication

Organizational Communication and Leadership: including Business Communications, Business in Action: Communication and Management, Global Communication, Public Relations, Communicating Change, Crisis Communication, 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

2. Must take at least one media course (3 credits):

CS 223 Intro to Mass Communication
CS 225 Intro to New Media
CS 227 Documentary Film
CS 229 Digital Media
CS 231 Writing for the Media
CS 232 Computer mediated Communication
CS 300 Messages of War: Propaganda in 20th Century
Conflict
CS 232 Computer Mediated Comm.
CS 233 Visual Communication
CS 440 Critical Analysis of the Media
CS 441 Journalism I
CS 442 Journalism II
CS 444V Freedom of the Press
CS 445 Crime, Justice, and the Media
CS 448 Broadcast Journalism for T.V.

3. Must take at least one organizational communication course (3 credits):

CS/BU 112 Effective Business Communication
CS 200 Business in Action: Comm & Mgmt.
CS 266 Global Communication
CS/MG 373 Leadership, Power, & Influence

CS 400 Crisis Communication
 CS 443 Public Relations
 CS 447 Communication within the Criminal Just Sys.
 CS 450 Organizational Communication
 CS 451 Comm. Change in Organizations

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.

Theater:

SH 333 Introduction to Theater and Drama
 SH 335 Children's Theater
 SH 336 Drama in Performance
 SH 338X Creative Drama

Media Technology:

CS 226 Basic Media Production
 CS 227 Video Production
 CS 228 Media Practicum
 CS 330 Introduction to Documentary Production

Other CS and Interdepartmental Courses:

EN/FI 359 Introduction to Film Appreciation
 FI 228 Photography
 MK 332 Advertising
 PS 237 Group Dynamics
 CS 325 Communication Theory
 CS/CJ 445 Crime, Justice and the Media
 CS 446 Gender Communication

Computer Information Systems

Dominican College's program in Computer Information Systems will qualify students for career positions in the rapidly growing Information Technology sector.

As a CIS major, students will:

- Acquire training and experience in CIS labs equipped with commercial grade hardware and software.
- Work with real web servers, network servers, database servers, HP network switches and routers;
- Gain real-world experience through professional internships and through interactions with the College's IT department.

The Dominican College Advantage

Dominican College has merged the College's Information Technology Department with the Academic CIS Department. As a result, students have access to both faculty and IT department professionals as they complete their degrees. Moreover, this relationship between departments helps to ensure that instructors have current skills and are always on top of the latest IT advances.

Concentrations:

Students can choose from one of the following three concentrations:

Software Development: Offers advanced programming courses, training in two programming languages, Database SQL Programming and two elective courses.

Technology Support: Provides you with the skill to manage, maintain and support hardware and networks.

- **Data Analysis (MIS):** Trains you to manage various databases, generate reports, and analyze the data to produce meaningful reports.

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

IACBE, 11374 Strang Line Road, Lenexa, KS 66215. www.iacbe.com

Sample Curriculum Pattern: Computer Information Systems

The Computer Information Systems program consists of a minimum of 123 credits, distributed as follows:

- 60 credits of Liberal Arts
- 27 credits in the Business Core
- 3 credits of Freshman Seminar (day students only)
- CIS Program, 33 total credits
 - CIS Core Courses:
 - Programming Language 1 (C#)
 - Systems Analysis and Design
 - Business Data Communications
 - Window Server Operating Systems
 - Database Organization and Systems
 - Applied Software Development Project (capstone course)
 - Concentration in Software Development:
 - Programming Language 2 (C#)
 - Second Programming 1 Language (Visual Basic or JAVA)
 - Applied Database SQL Programming
 - Two CIS Free Electives
 - Concentration in Technology Support:
 - Technology Hardware I
 - Network Technology I
 - Free elective (Technology Hardware II or Network Technology II recommended)
 - Two CIS Free Electives (Help Desk Management recommend)
 - Concentration in Data Analysis (MIS):
 - PC applications for managers
 - Microsoft Excel for Business Applications
 - Free elective (Applied Database SQL Programming)
 - Two CIS Free Electives

Certificate Programs

Three Certificate Programs are offered by the Business Administration Division.

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 in completion of 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

Six credits in any of the following areas:

CI 120 – 125	Word Processing
CI 126 – 129	Digital Media
CI 130 – 139	Spreadsheets
CI 140 – 149	Databases
CI 150 – 159	Internet
CI 160 – 169	PC Operating Systems
CI 170 – 179	Web Page Design
CI 180 – 189	Graphics/Presentation
CI 190 – 199	Publishing

Certificate in Computer Information Systems (Computer Management)

The Computer Management Certificate Program is designed to provide a general understanding of computer-based systems within a business environment. Persons completing this program should be able to understand and effectively analyze and manage various aspects of information technology that are required in organizational settings.

A New York State approved Certificate will be earned when the following courses are completed with a 2.5 or higher grade point average. This certificate program is designed to assist beginning students as well as holders of a bachelor's degree in another discipline to enter the computer field. Holders of a bachelor's degree in a business discipline or those who have successfully completed some of the required courses at another accredited college may be able to transfer in some of the course requirements. (A minimum of 18 credits must be taken at Dominican College.)

The following six courses are required:

CI 211	Computer-Based Systems	3
CI 248	C# Programming	3
SH/BU 112	Effective Business Communications	3
MK 114	Basic Marketing	3
MA 225	Introduction to Statistics	3
MG 211	Introduction to Management	3

Any four of the following courses:

CI/MG 237	PC Applications for Managers
CI/MG 252	Structured Systems Analysis and Design
CI/MG 264	Help Desk Management
CI/MG 347	Telecommunications and Networks
CI/MG 454	Quantitative Analysis for Business Decisions
CI/MG 456	Database Organization and Systems

Any CI/MG as advised

Total credits required to earn Certificate in Computer Management 30

Certificate in Computer Programming

The Computer Programming Certificate Program is designed to provide a general understanding of popular programming languages and an understanding of computer-based systems within a business environment. Persons completing this program are qualified as entry-level programmers.

A New York State approved Certificate will be earned when the following courses are completed with a 2.5 or higher grade point average. This certificate program is designed to assist beginning students as well as holders of a bachelor's degree in another discipline to enter the computer field. Holders of a bachelor's degree in a business discipline or those who have successfully completed some of the required courses at another accredited college may be able to transfer in some of the course requirements. (A minimum of 18 credits must be taken at Dominican College.)

The following eight courses are required:

CI 211	Computer-Based Systems	3
CI 248	C# Programming	3
CI 368	Java Programming	3
CI 358, CI 380 or CI 469	Advanced C#, Programming for the Internet, or Advanced Java Programming	3
SH/BU 112	Effective Business Communications	3
MK 114	Basic Marketing	3
MA 225	Introduction to Statistics	3
BU 213	Business Law I	

Any three of the following courses, one of which must be an advanced programming course other than the one chosen above (9 credits):

CI 238	Visual BASIC Programming
CI 239	Advanced Visual BASIC Prog.
CI 357	UNIX/Linux Operating System
CI 358	Advanced C# Programming
CI 380	Programming for the Internet
CI 469	Advanced Java Programming
Total credits required to earn Certificate in Computer Programming	33

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.

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.

Summary of Requirements: Criminal Justice Course

Course	Credits
*SO 111 Intro to Sociology	3
Criminal Justice Core	21
*CJ 113 Introduction to Criminal Justice	
CJ 226 Police, Citizen & Community	
CJ 227 Law and Society	
CJ 230 Juvenile Justice	
CJ 372 Research Methods in Criminal Justice	
CJ 471 Internship	
CJ 472 Capstone Seminar	
Electives	15
Other Criminal Justice courses, selected under advisement. See below.	
Related courses selected under advisement.	12
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:

SO 111 Introduction to Sociology (3 cr.)

Criminal Justice Core (21 credits):

CJ 113	Introduction to Criminal Justice
CJ 226	Police, Citizen & Community
CJ 227	Law and Society
CJ 230	Juvenile Justice
CJ 372	Research Methods in Criminal Justice
CJ 471	Internship
CJ 472	Capstone Seminar

Elective Courses (15 Credits):

CJ 150/BI 116	Elements of Forensic Science
	Criminology
CJ 210	Corrections
CJ 215	Principles of Criminal Investigation
CJ/PS 223	Forensic Psychology I
CJ 224	Multicultural Law Enforcement
CJ/PS 225	Criminal Psychology
CJ 235	Terrorism and Homeland Security
CJ/SO/SW 244	Gender and Justice
CJ 245	FBI: Past and Present
CJ 250	Courts and the Judicial Process
CJ 260	Victimology
CJ 301	Domestic Violence and the Law
CJ 320	Probation and Parole
CJ 325	Criminal Justice in Film
CJ 329	Mental Health Law
CJ 331	Constitution, Crime, and Civil Rights
CJ 350	Perspectives on Youth Crime
CJ/CS 445	Crime, Justice, & Media
CJ 400	Ethics in Criminal Justice
CJ 450	Advanced Topics

Related Courses (12 credits):

EN 230	Crime in Fiction
PO 332	Gender & Politics
HI 462	History of Terrorism
PO 228	Civil Law
PO333V	Supreme Court & Constitution
PS 224	Psychology of Personality
PS 226	Abnormal Psychology
PS 236	Social Psychology
PS 237	Group Dynamics
PS 248	Perspective on Chemical Dependency
SO 223V	Social Problems
SO 224V	Sociology of the Family
SO 330V	Ethnic Group Interaction
SO 331V	Child Welfare and the Law
SO 334V	Social Deviance

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 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 350	Perspectives on Youth Crime
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 220 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 112: College Writing and Research
3. English 113: 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 112 and 113. Students who have had sufficient preparation in their previous high school work begin with English 112, and a few exceptionally talented students begin immediately at the third level, English 113. 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

Course	Credits
English Major	36
Literary Studies: EN 220	3
British Literature I: EN 231	3
British Literature II: EN 232	3
Early American Literature: EN 223P	3
Later American Literature (select one): EN 224P, 260, 325, 336V, 444V	3
Individual Genres (select one): EN 327, 350, 352, 353, 450	3
Shakespeare (select one): EN 445, 446	3
Adv. Composition/Grammar: EN 452	3
Writing Practicum: EN 456	3
Seminar: EN 472	3
English Electives (200 level or above)	6
English with Preparation for Adolescence Education	36
World Literature	3
British Literature	3
American Literature	3
Literature for Children and Adolescents	3
Writing Practicum	3
Seminar	3
English Electives (200 level or above)	18
English with Preparation for Childhood Education	30
World Literature	3
British Literature	3
American Literature	3
Literature for Children and Adolescents	3
Writing Practicum	3
Seminar	3
English Electives (200 level or above)	12

In addition to the major programs summarized here, the College offers an English Specialization in the Humanities Major. Consult the Humanities section of the catalog for detail.

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 113 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 inter-group 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 337G RS	World Politics
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:

EN 442VG	Women Come of Age
PS 229V	Psychology of Gender

Elective Courses:

AR 229	Anonymous was a Woman
CS 446	Gender Communications
EN 338M	Courtly 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 443VC	Women in Contemporary Society
IS 453	Elective Internship(s) (1-3 cr.)

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, and even healthcare.

Summary of Requirements: History

Course	Semester Hours
History Major	36
One History course in each area of GEC component II	9
HI 222C Classical History and Civilization	
HI 223M Medieval Europe	
HI 224M Renaissance and Reformation Europe	
HI __P Any GEC IIP Course	
Any three courses selected from American History	9
One of the following Modern European History courses	3
HI 225 Nineteenth-Century Europe	
HI 226 Hitler's Third Reich	
HI 337P Twentieth-Century Europe	
HI 446V War and Society	
One Area Studies course	3
HI 451P Middle Eastern History	
HI 452P East Asian History	
HI 453P History of Developing Nations	
HI 454P Latin American History	
One course in Advanced, Applied, and Special Topics Studies in History	3
HI 330, 440, 450	
Two elective courses from any area of History	6
One Seminar Course:	3
HI 472 Seminar in Historical Research	

Related Field: 12 semester hours in one liberal arts area.

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* HI 224M 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 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 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

Note: 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, Religion, 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	15 sem. hrs.
Component II. Roots of Contemporary Life & Culture	12 sem. hrs.
Component III. Issues in Contemporary Life & Culture	12 sem. hrs.
<i>See GEC section for details.</i>	

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 nonwrit ing EN course, 200-level or above, not used in the Specialization	3 sem. hrs.
b. Fine Arts course not used in the Specialization	3 sem. hrs.

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 requirements. See English minor.

In addition to the specialization described here, the College offers a separate major program in English. Consult English section for program details.

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 Religion

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

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 full 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:

Discipline	Credits
American History and Political Science	12
American Literature	3
American Philosophy and Religious Studies	6
History Seminar	3
Designated American Studies Electives	6

Required Courses

EN 223P <u>or</u>	American Dream I
EN 224P	American Dream II
HI 335P	American Consensus
HI 339P	Ethnicity in America
HI 444P	American Social Thought
HI 472	Seminar in Historical Research

PH 226P	American Philosophy
PO 111P	American National Government
RS 226P	Religion in America: Great Awakenings

Elective Courses (choose two):

EC 338V	Wealth and Poverty
EN 223P <u>or</u>	American Dream I or II (if not taken to fulfill a requirement)
EN 224P	
EN 444V	American Fiction
FI 222	American Cinema
HI 442V	Survival of the Native American
HI 446V	War and Society
PO 112	State and Local Government
PO 221P	American Political Parties
PO 222V	American Presidency
PO 333V	The Supreme Court and the Constitution
SH 444V	Freedom of the Press

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 semester hours in the natural sciences, selected under advisement; these must include: Ecology, General Biology I and II, General Chemistry I and II, Physiology, Physics, Earth and Space Science.

Required Courses		Credits
BI 113	Introductory Ecology	4
BI 221	General Biology I	4
BI 222	General Biology II	4
BI 112 <u>or</u>	Introductory Physiology	3
BI 223	Anatomy and Physiology I	4
CH 221	General Chemistry I	4
CH 222	General Chemistry II	4
ES 111	Elements of Earth Science	3
PY 112	Elements of Space Science	3

Recommended Electives		Credits
BI 224	Anatomy and Physiology II	4
BI 225	Microbiology	4
BI 226	Genetics	4
BI 227	Botanical Science	4
BI 228	Biochemistry	3
PY 221	General Physics I	4
PY 222	General Physics II	4

Management

The student of management is afforded the opportunity to develop managerial skills and techniques; these include technical, human relations, conceptual, and administrative skills. The student will become knowledgeable in the controlling, staffing, and leading. Students who wish to pursue these goals in relation to a specific area of expertise may choose one of the areas of specialization listed below:

Financial Management
International Management
Management Information Systems
Marketing Management

Subject to the approval of the Business Administration Division Director, a student may elect more than one of these areas.

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

IACBE, 11374 Strang Line Road, Lenexa, KS 66215
www.iacbe.org

Summary of Requirements: Management

Students are responsible for developing their degree program plan together with the guidance and assistance of an academic advisor. All students entering the Management program must take the English and Mathematics placement examinations. All students must meet the College's writing proficiency requirements. For students pursuing an area of specialization, some of the elective hours must be used to meet the specialization's requirements. Specific requirements for the specializations can be found in the following pages.

Summary of Requirements: Management

Course	Credits
Management courses (in addition to those in Business Core)	9
Business Core (MG 211, MK 114, CI 211, BU 213, AC 111, AC 112, FN 226, MG 310, MG 355, MG 474)	30
Liberal Arts (including EC 211, EC 212, MA 113, MA 114 or 116, MA 225, SH/BU 112)	60
Electives	18-21
Optional Corporate and/or Service Internships	-
Freshman Seminar (Day students only)	(3)
Total Credits Required	120

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

Sample Curriculum Pattern: Management

Freshman Year, Fall Semester

MG 211*	Introduction to Management
CI 211*	Computer-based Systems
EN 112	College Writing & Research
MA 113	College Algebra
CS 111*	Dynamics of Oral Communication
FS 111	Freshman Seminar I

Freshman Year, Spring Semester

MK 114*	Basic Marketing
BU 213*	Business Law I
EN 113	Writing About Literature
MA 116	Finite Mathematics (or MA 114 Pre-calculus)
SH/BU 112	Effective Business Communication
FS 112	Freshman Seminar II

Sophomore Year, Fall Semester

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

Sophomore Year, Spring Semester

AC 112	Managerial Accounting
EC 212	Microeconomics
MG*	Any Management course
V*	Any "Values" course
V* or S*	Any "Values" or "Science"

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 course
Elective*	Free elective

Senior Year, Fall Semester

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

Senior Year, Spring Semester

AC 448	Auditing/Assurance Services
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.

Summary of Requirements: Management, Financial Management Specialization

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

The Financial Management specialization in the Management major is designed for students who wish to acquire knowledge about the management of cash flows within organizations (sources of cash, uses of cash, and dividend policy). The program reviews the roles of various financial intermediaries in the financing of business firms. 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 Assembly for Collegiate Business Education (I.A.C.B.E.).

IACBE, 11374 Strang Line Road, Lenexa, KS 66215
www.iacbe.org

Summary of Requirements: Financial Management

Course	Credits
FN 340	3
FN 344	3
FN 435	3
EC 331	3
FN 118	3
3 MG (Management) courses	9
Business Core (MG 211, MK 114, CI 211, BU 213, AC 111, AC 112, FN 226, MG 310, MG 355, MG 474)	30
Liberal Arts (including EC 211, EC 212, MA 113, MA 114 or 116, MA 225, SH/BU 112)	60
Electives	3-6
Optional Corporate and/or Service Internships	-
Freshman Seminar (Day students only)	(3)
Total Credits Required	120

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

Sample Curriculum Pattern: Management, Financial Management Specialization

Freshman Year, Fall Semester

MG 211*	Introduction to Management
CI 211*	Computer-based Systems
EN 112	College Writing & Research
MA 113	College Algebra
CS 111*	Dynamics of Oral Communication (or SH 221)
FS 111	Freshman Seminar I

Freshman Year, Spring Semester

MK 114*	Basic Marketing
BU 213*	Business Law I
EN 113	Intro to Literary Form
MA 116	Finite Mathematics (or MA 114 Precalc.)
SH/BU 112	Effective Business Communication
FS 112	Freshman Seminar II

Sophomore Year, Fall Semester

AC 111	Financial Accounting
EC 211	Macroeconomics
MA 225*	Introduction to Statistics
LA Elect.*	Liberal Arts elective course
S*	Any "Science"

Sophomore Year, Spring Semester

AC 112	Managerial Accounting
EC 212	Microeconomics
EC 331	Money and Banking
V*	Any "Values" course
V* or S*	Any "Values" or "Science"

Junior Year, Fall Semester

MG 355*	International Management
FN 226*	Principles of Finance
C*	Any "Classical" course
M*	Any "Medieval" course
Elective*	Free elective

Junior Year, Spring Semester

FN 340	Corporate Finance
FN 435	International Finance
MG 310*	Business, Society, Corporate Values
V* or S*	Any "Values" or "Science"
P*	Any "Present" course

Senior Year, Fall Semester

C*/M*/P*	Any C, M, or P course
FN 118	Personal Finance
MG*	Any Management Course
FN 344	Investment Analysis
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
MG	Any Management course
MG	Any Management course

* Can be taken in the Fall or Spring semesters.

Summary of Requirements: Management; International Management Specialization

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

The International Management specialization within the 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 Assembly for Collegiate Business Education (I.A.C.B.E.).

IACBE, 11374 Strang Line Road, Lenexa, KS 66215
www.iacbe.org

Summary of Requirements: International Management

Course	Credits
BU 311	3
CS 266	3
EC 340VG	3
EC 435	3
MG 366	3
MK 326	3
MG Elective	3
MG Elective	3
Foreign Language Course	3
Business Core (MG 211, MK 114, CI 211, BU 213, AC 111, AC 112, FN 226, MG 310, MG 355, MG 474)	30
Liberal Arts (including EC 211, EC 212, EC 340V/G, MA 113, MA 114 or 116, MA 225, SH/BU 112)	60
Freshman Seminar (Day students only)	(3)
Total Credits Required	120

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

Sample Curriculum Pattern: Management, International Management Specialization

Freshman Year, Fall Semester

MG 211*	Introduction to Management
CI 211*	Computer-based Systems
EN 112	College Writing & Research
MA 113	College Algebra
CS 111*	Dynamics of Oral Communication
FS 111	Freshman Seminar I

Freshman Year, Spring Semester

MK 114*	Basic Marketing
BU 213*	Business Law I
EN 113	Intro to Literary Form
MA 116	Finite Mathematics (or MA 114 Precalc.)
SH/BU 112	Effective Business Communication
FS 112	Freshman Seminar II

Sophomore Year, Fall Semester

AC 111	Financial Accounting
EC 211	Macroeconomics
MA 225*	Introduction to Statistics
V* or S*	Any "Values" or "Science"
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
V* or S*	Any "Values" or "Science"

Junior Year, Fall Semester

MK 326	Global Marketing
MG 366*	Managing Global E-commerce
FN 226*	Principles of Finance
Int'l Elect.*	International elective
C*	Any "Classical" course

Junior Year, Spring Semester

EC 340V/G	Global Economic Issues
M*	Any "Medieval" course
P*	Any "Present" course
Int'l Elect.*	International elective
Elective	Free Elective

Senior Year, Fall Semester

MG/CI 347	Telecommunications and Networks
MG 474	Business Policy and Managerial Decision Making
FN 435	International Finance
C*/M*/P*	Any C, M, or P course
LA Elect.*	Liberal Arts elective course

Senior Year, Spring Semester

MG*	Any Management course
Elective*	International elective
Elective*	Free elective
Elective*	Free elective
Elective*	Free elective

* Can be taken in the Fall or Spring semesters.

Summary of Requirements: Management, Management Information Systems Specialization

Students are responsible for developing their degree program plan together with the guidance and assistance of an academic advisor. All students entering the Management Information Systems (M.I.S.) program must take the English and Mathematics placement examinations and meet the College's writing proficiency requirements.

The M.I.S. specialization in the Management major is designed for students who wish to acquire the skills necessary to analyze and formulate computer-based organizational information systems. Emphasis is placed on programming and quantitative tools involved in managing the information systems function.

M.I.S. students can elect to further direct their studies to prepare for a career path leading to Systems Analyst, Database report writer, Office Systems Management, Systems Administrator, Networking or Project Management..

Programs in the Business Administration Division are accredited by the International Assembly for Collegiate Business Education: IACBE, 11374 Strang Line Road, Lenexa, KS 66215
www.iacbe.org

Summary of Requirements: M.I.S.

Course	Credits
CI 248	3
A second programming language	3
An advanced programming language	3
MG/CI 237	3
MG/CI 252	3
Any MG/CI course, as advised	3
Computer Electives	3
An additional computer course	3
Business Core (MG 211, MK 114, CI 211, BU 213, AC 111, AC 112, FN 226, MG 310, MG 355, MG 474)	30
Liberal Arts (including EC 211, EC 212, MA 113, MA 114 or 116, MA 225, SH/BU 112)	60
Electives	3-6
Optional Corporate and/or Service Internships	-
Freshman Seminar (Day students only)	(3)
Total Credits Required	120

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

Sample Curriculum Pattern: Management, Management Information Systems (M.I.S.) Specialization

Freshman Year, Fall Semester

MG 211*	Introduction to Management
CI 211*	Computer-based Systems
EN 112	College Writing & Research
MA 113	College Algebra
SH 111*	Dynamics of Oral Communication
FS 111	Freshman Seminar I

Freshman Year, Spring Semester

MK 114*	Basic Marketing
BU 213*	Business Law I
EN 113	Intro to Literary Form
MA 116	Finite Mathematics (or MA 114 Precalc.)
SH/BU 112	Effective Business Communication
FS 112	Freshman Seminar II

Sophomore Year, Fall Semester

AC 111	Financial Accounting
EC 211	Macroeconomics
MA 225*	Introduction to Statistics
CI 248	C# Programming
V*	Any "Values" course

Sophomore Year, Spring Semester

AC 112	Managerial Accounting
EC 212	Microeconomics
MG/CI 237*	PC Applications for Managers
MG/CI 252*	Systems Analysis and Design
V* or S*	Any "Values" or "Science"

Junior Year, Fall Semester

FN 226	Principles of Finance
CI	A second Prog. Language
MG 355*	International Management
C*	Any "Classical" course
M*	Any "Medieval" course

Junior Year, Spring Semester

CI	Any Advanced Prog. Course
CI*	Any Computer course
MG 310*	Business, Society, Corporate Values
V* or S*	Any "Values" or "Science"
P*	Any "Present" course

Senior Year, Fall Semester

C*/M*/P*	Any C, M, or P course
LA Elect.*	Liberal Arts elective course
S*	Any "Science" course
MG/CI	As Advised
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
Elective*	Free elective

* Can be taken in the Fall or Spring semesters.

Summary of Requirements: Management; Marketing Management Specialization

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

The Marketing Management specialization in the Management major is designed for students who wish to acquire knowledge about how to effectively market products and services to consumers. Included are the processes of creating appropriate products or services, pricing, promoting, and distributing those products or services to maximize market penetration.

Programs in the Business Administration Division are accredited by the International Assembly for Collegiate Business Education: IACBE, 11374 Strang Line Road, Lenexa, KS 66215
www.iacbe.org

Summary of Requirements: Marketing Management

Course	Credits
MG 343	3
MG 345	3
MK 441	3
One MG (Management) course	3
Two additional Marketing courses	6
Business Core (MG 211, MK 114, CI 211, BU 213, AC 111, AC 112, FN 226, MG 310, MG 355, MG 474)	30
Liberal Arts (including EC 211, EC 212, MA 113, MA 114 or 116, MA 225, SH/BU 112)	60
Electives	9-12
Optional Corporate and/or Service Internships	-
Freshman Seminar (Day students only)	(3)
Total Credits Required	120

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

Sample Curriculum Pattern: Management, Marketing Management Specialization

Freshman Year, Fall Semester

MG 211*	Introduction to Management
CI 211*	Computer-based Systems
EN 112	College Writing & Research
MA 113	College Algebra
CS 111*	Dynamics of Oral Communication (or SH 221)
FS 111	Freshman Seminar I

Freshman Year, Spring Semester

MK 114*	Basic Marketing
BU 213*	Business Law I
EN 113	Intro to Literary Form
MA 116	Finite Mathematics (or MA 114 Precalc.)
SH/BU 112	Effective Business Communication
FS 112	Freshman Seminar II

Sophomore Year, Fall Semester

AC 111	Financial Accounting
EC 211	Macroeconomics
MA 225*	Introduction to Statistics
MK*	Marketing course
S*	Any "Science" course

Sophomore Year, Spring Semester

AC 112	Managerial Accounting
EC 212	Microeconomics
MK*	Marketing course
V*	Any "Values" course
V* or S*	Any "Values" or "Science"

Junior Year, Fall Semester

FN 226	Principles of Finance
MG 355*	International Management
C*	Any "Classical" course
M*	Any "Medieval" course
Elective*	Free elective

Junior Year, Spring Semester

MG 310*	Business, Society, Corporate Values
MG 343*	Sales Management
P*	Any "Present" course
V* or S*	Any "Values" or "Science"
Elective*	Free elective

Senior Year, Fall Semester

C*/M*/P*	Any C, M, or P course
LA Elect.*	Liberal Arts elective course
MK 441*	Market Research
MG 345*	Marketing Management
MG 474	Business Policy and Decision Making

Senior Year, Spring Semester

LA Elect.*	Liberal Arts elective course
LA Elect.*	Liberal Arts elective course
EMG	Any Management course
Elective*	Free elective
Elective*	Free elective

* Can be taken in the Fall or Spring semesters.

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 accounting, management, marketing, and computer processes.

The Business Minor consists of 18 credits: MG 211, MK 114, EC 211, AC 111, three 1-credit CIS courses, and any other Business course for which there is no prerequisite or for which the prerequisite has been fulfilled.

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, BU 112, MG 333, MG 343 and MG 345.

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.

Students majoring in Mathematics may also select, through a cooperative arrangement with Manhattan College School of Engineering, a Pre-Engineering Option. The Pre-Engineering Option enables the student to earn, in an integrated 5-year sequence of study, both the B.A. degree in Mathematics from Dominican College and a B.E. degree in Engineering from Manhattan College. The student spends

the first 3 years of the sequence at Dominican, completing the General Education requirements, the Mathematics major, and specific foundation courses in the sciences. The final two years, at Manhattan, are devoted to the Engineering core and a specialization in either Civil, Electrical, or Mechanical Engineering.

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 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.

		BA	Pre-Engineering	Adolescence Education	BS in ED Childhood
MA 113*	College Algebra (3)				x
MA 114*	Precalculus (3)				x
MA 221	Calculus I (3)	x	X	x	x
MA 222	Calculus II (3)	x	X	x	x
MA 224	Probability (3)	x	X	x	
MA225**	Introduction to Statistics (3)	x	X	x	x
MA 226	Inferential Statistics (3)	x			
MA 227C	Vision of Geometry (3)	x	X	x	x
MA 228C	Dawn of Mathematics (3)			x (or 229P)	x
MA 229P	Mathematical Universe (3)			x (or 228C)	
MA 331	Abstract Algebra (3)	x	X	x	x (or 332)
MA 332	Linear Algebra (3)	x	X	x	x (or 331)
MA 333	Calculus III (3)	x	X	x	
MA 334	Advanced Calculus (3)	x	X	x	
MA 335	Differential Equations (3)	x	X		
MA 336	Numerical Analysis (3)		X		
MA 455	Mathematics Practicum (1)			x	x
MA 465	Topics in Mathematics (3)	x			
MA 466	Teaching Mathematics (Adolescence Education) (3)			x	
Required credits for each area of emphasis:		36	33	34	25

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

** An elective course may be substituted with advisor's permission.

	BA	Pre-Engineering	Adolescence Education	BS in ED Childhood
Program electives, from the courses listed above and		3	6	6
MA 116 Finite Mathematics (3)				
MA 117 Discrete Mathematics (3)				
MA 119 Mathematics for Liberal Arts (3)				
Total required credits in Mathematics:	36	36	40	31

Summary of Requirements: Mathematics with Preparation for Childhood Education; Summary of Requirements: Mathematics Concentration /Education Program

31 semester hours in courses numbered 113 or above; these must include courses in the areas of algebra, calculus, geometry, statistics, and history of mathematics, chosen under advisement. Students in Childhood Education programs take two additional hours in ED 463A, Teaching Mathematics (Childhood Education).

Summary of Requirements: Mathematics with Preparation for Adolescence Education

40 semester hours in mathematics; 37 semester hours in courses numbered 221 or above, including courses in the areas of calculus, algebra, geometry, probability and statistics, history of mathematics, and special topics, including 3 semester hour in a mathematics elective chosen under advisement. Students in the Adolescence Education program take 3 additional credits in MA 466, Teaching Mathematics (Adolescence Education).

Summary of Requirements: Pre-Engineering Option

36 semester hours in Mathematics: 33 hours in courses with numbers 221 through 336, including Calculus (through differential equations), Abstract and Linear Algebra, Geometry, Probability, Statistics, and Numerical Analysis; and 3 semester hours in a Math elective. The student meets the "Related Field" requirements in the process of taking 25 required credits in Chemistry and Physics.

Summary of Requirements: Mathematics Minor

18 credits, distributed as follows:

Required Courses:

MA 221	Calculus I
MA 222	Calculus II
MA 225 or MA 226	Intro Statistics or Inferential Statistics
MA 335 or MA 331	Differential Equations or Abstract Algebra

Elective Courses (choose two):

MA 224	Probability
MA 226	Inferential Statistics
MA 331	Abstract Algebra
MA 332	Linear Algebra
MA 333	Calculus III
MA 334	Advanced Calculus
MA 336	Numerical Analysis

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 Doctorate of Nursing Practice program and the Master of science 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 Nurses (AACN) and the New York State Department of Education.

CCNE, One Dupont Circle, N.W., Suite 530, Washington, DC 20036-1120

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 a weekday/evening Accel Option. 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 Academic Skills (TEAS V) to be eligible for admission to the sophomore-level nursing courses. If the TEAS V exam was taken more than two years before the date of the first nursing class, the exam must be taken again. 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.

A minimum grade of B- is required in all natural science and nursing courses.

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 English 113 or its equivalent and, as needed, English 115; see English curriculum: "College English Requirements."

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 also be completed prior to entering the nursing program.

All non-degreed 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 science 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 Health 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 Options.

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 to cover the cost of participation.

All pre-licensure candidates must successfully complete an 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.

Advanced Standing: Licensed Practical Nurses (L.P.N.)

L.P.N.'s who hold New York State Licensure must follow the same course progression as Traditional nursing students. Prior to entry into the nursing sequence, L.P.N.'s must pass the following examinations:

a) Anatomy and Physiology I and II. (Arranged through the Science Department.)

b) A standardized validation examination in nursing, considered the equivalent of NR 223 (5 credits), must be passed to receive nursing credit. A total of 5 nursing credits and up to 6 science credits may be awarded for achieving a passing grade on these examinations.

c) The Test of Essential Academic Skills (TEAS V). Applicants must earn a score of 70 or higher in order to be eligible to enter Nursing.

Summary of Requirements: Nursing

Nursing students must complete a minimum of 131 semester hours for award of the baccalaureate degree. 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 112 and EN 113

Speech: CS 111

Mathematics: MA 113 or above

Component II

Any 3 credit, C, M, or P Philosophy 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 102S, PS 113, PS 114, and SO 111.

Summary of Requirements: Nursing

Course	Credits
Professional Courses	61
NR 101 Transition to Nursing	3
NR 223 Introduction to Professional Nursing I	5
NR 224 Introduction to Professional Nursing II	5
NR 229 Pharmacologic Agents	3
NR 235 Principles of Health Assessment	3
NR 320 Psychiatric-Mental Health Nursing	5
NR 330 Parent-Child Nursing	5
NR 331 Professional Practice Concepts	2
NR 340 Adult Nursing I	5
NR 345 Family Health Nursing	5
NR 353 Nursing Research	3
NR 450 Adult Nursing II	5
NR 463 Community Health Nursing	5
NR 465 Nursing Leadership/Management	5
NR 467 Nursing Seminar	2
<i>Recommended Elective:</i>	
CI 211 Intro to Computer-Based Systems	

Semester III	Credits
NR 223 Introduction to Professional Nursing I	5
NR 235 Principles of Health Assessment	3
Microbiology	4
Developmental Psychology I	3
GEC IIIb (Sociology)	3
TOTAL	18

Semester IV	Credits
NR 224 Introduction to Professional Nursing II	5
NR 229 Pharmacologic Agents	3
Pathophysiology	3
Developmental Psychology II	3
GEC II (Philosophy)	3
TOTAL	17

Semester V	Credits
NR 320 Psychiatric-Mental Health Nursing	5
NR 330 Parent-Child Nursing	5
NR 331 Professional Practice Concepts	2
GEC I (MA 225)	3
GEC II (Elective)	3
TOTAL	18

Semester VI	Credits
NR 340 Adult Nursing I	5
NR 345 Family Health Nursing	5
NR 353 Nursing Research	3
GEC II (Elective) or GEC I (MA 226)	3
TOTAL	16

Semester VII	Credits
NR 450 Adult Nursing II	5
NR 463 Community Health Nursing	5
GEC IIIb (Elective)	3
Free Elective or GEC II	3
TOTAL	16

Semester VIII	Credits
NR 465 Nursing Leadership/Mgmt	5
NR 467 Nursing Seminar	2
Free Elective (MA 226)	3
Free Elective or GEC II	3
TOTAL	13

Sample Curriculum Pattern: Nursing (Generic)

Semester I	Credits
English 112	3
Mathematics 113	3
Chemistry for Health Care Professionals	4
Anatomy & Physiology I	4
CS 111	3
Freshman Seminar I	2
TOTAL	19

Semester II	Credits
English 113	3
General Psychology (PS 102)	3
Biochemistry	3
Anatomy & Physiology II	4
Freshman Seminar II	1
NR 101 Transition to Nursing	3
TOTAL	17

RN TO B.S.N., Accelerated Option (A.R.N.), (Wednesdays only)

YEAR I

Sessions I – II

NR 235	Principles of Health Assessment
--------	---------------------------------

Session III – IV

NR 331	Professional Practice Concepts (Session III)
NR 345	Family Health Nursing

Sessions V – VI

NR 353	Nursing Research (Session V)
	Electives (Session VI)

YEAR 2

Sessions I – II

NR 463	Community Health Nursing
--------	--------------------------

Sessions III – IV

NR 465	Nursing Leadership/Management
NR 467	Nursing Seminar (Session IV)

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 229	Pharmacologic Agents
NR 330	Parent-Child Nursing

Fall Trimester II

NR 235	Principles of Health Assessment
NR 331	Professional Practice Concepts
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 229	Pharmacologic Agents

Fall Trimester II

NR 235	Principles of Health Assessment
NR 331	Professional Practice Concepts
NR 330	Parent-Child Nursing

Spring Trimester III

NR 340	Adult Health Nursing I (Part A)
NR 345	Family Health Nursing (Part A)
NR 353	Nursing Research

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 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.

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.

Occupational Therapy (Pre-Professional)

Dominican College offers the entry-level Graduate Occupational Therapy Program in a full-time non-traditional year-round weekend format. Graduates of this program receive a combined degree (Bachelor of Science/Master of Science). For undergraduates seeking their first baccalaureate degree, there are two different pre-professional program tracks that prepare potential candidates to apply to the program. For further information about the entry-level master's program, please consult the Graduate Programs section of this catalog.

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 and Religion 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)

Psychology

The Psychology program exists as an integral part of the liberal arts offerings to permit the student to study psychology as a biosocial 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.

Major in Psychology

The Psychology Program requires a total of 45 credits in Psychology.

Summary of Requirements: Psychology

Course	Credits
Psychology Core: PS 101S General Psychology I PS 102S General Psychology II PS 331 Psychological Statistics ¹ PS 343 History and Systems of Psychology PS 441 Experimental Psychology PS 472 Senior Seminar and Research PS 480 Advanced Topics in Psychology	21
Required Courses:	18
Choose 1: PS 113 Developmental Psychology I PS 114 Developmental Psychology II PS 115 Adolescent Psychology Choose 1: PS 224 Psychology of Personality PS 226 Abnormal Psychology Choose 1: PS 236 Social Psychology PS 250 Cultural Psychology Choose 1: PS 345 Learning Theory PS 346 Cognitive Psychology 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	
Psychology Electives:	6
Choose any 2 additional psychology courses.	

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 114 may not be transferred from other institutions. Any exception to this policy must be given in writing by the Coordinator of the Psychology Program.

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.

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 113 Developmental Psychology I
 PS 114 Developmental Psychology II

Choose any two 200 level course (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.

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.

RS 221C	The Making of Myths and Cults
RS 222C	Old Testament: Story and Culture
RS 223C	New Testament: The Social World of Early Christianity
RS224M	Religion and Human Experience: Mystics, Mentors, & Warriors
RS226	Religion in America: Great Awakenings
RS/EN 227	Religion & Lit of the Far East

RS/PS 228P	Religion and Psychology: Psyche and Spirit
RS 229M	Catholic Roads: Different Paths, Common Ground
RS 330V	Moral Theology
RS 331	Theology, Ethics, and Medicine
RS 332V	Social Ethics
RS 337V	World Religions
RS 441V	Contemporary Christian Theology
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
HI223M	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 pre

requisite 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.
6. **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.
7. **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 advisement 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

Course	Credits
Social Sciences with Preparation for Childhood Education	
Liberal Arts	90
Social Sciences:	36
History	15
Classical History	3
Medieval History	3
American History	6
European History	3
Social Sciences	21
Social Science Seminar	3
Economics	6
Political Science	6
Sociology/Anthropology	6
Social Sciences with Preparation for Adolescence Education in Social Studies –	
90 credits in Liberal Arts, including 48 credits as follows:	
History	24
American History	9
European History	6
Non-Western Regional Studies	3
History Electives	6
Social Science	24
Social Science Seminar	3
Social Science Electives	21

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

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.

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.

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)
- Macroeconomics
- English (English Placement Examination required of all students)
- Foreign Language
- General Psychology II (prerequisite for SW 451)
- Introduction to Sociology (prerequisite for SW 451 and SW 335P)
- Speech
- Political Science
- Statistics
- MA113 OR Introduction to Critical Thinking OR Logic is required

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, the English placement examination is required. Students whose performance on a College-administered placement examination is below an acceptable standard are required to take and pass the English course specified (see English curriculum, "College English Requirements"). 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

Course	Credits
The Social Work Core	45

DAY SESSIONS

Junior Year (Fall)

SW 335P Social Movements and Social Justice	3
SW 451 Person in Environment I	3
Social Work Elective	3

Spring

SW 452 Person in Environment II	3
SW 454 Social Work Practice I	3
SW 455 Social Work Junior Year Field Instruction I	3
SW 462 Social Policy: Perspectives on Race, Class, and Gender	3

Senior Year (Fall)

SW 461 Methods of Social Research I	3
SW 463 Social Work Practice II	3
SW 465a Senior Field	
SW 465b Instruction II	6

Spring

SW 464 Social Work Practice III	3
SW 466a Senior Field	
SW 466b Instruction III	6
SW 467 Methods of Social Research II	3

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 in 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.

The distribution is as follows:

6 credit hours from Language Classes:
SP 115 – Spanish for Heritage Speakers
SP 118 – Spanish for Professionals
SP 221 – Intermediate Spanish I
SP 222 – Intermediate Spanish II
SP 225 – Conversation and Composition
SP 226 – Cinema for Spanish Conversation

12 credit hours from Culture and Literature Classes:
SP/AR 232 – Art of Spain
SP 331 – Hispanic Civilization
SP 332 – Reading in Hispanic Literature
SP 335 – Literature of Spanish Golden Age
SP/EN 341 – Literature in Translation: Cervantes or Marquez
SP 337 – 20th Century Latin American Literature
SP 401 – Cervantes & The Quixote

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 Advisors 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 stu-

dent 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)

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.

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 113 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 7-120 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 115 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 12 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.

Applicants 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 after 4/30/2014:

- Academic Literacy Skills Test (A.L.S.T.)--formerly the Liberal Arts and Sciences Test (L.A.S.T.)
- Educating All Students Test (EAST)--formerly Assessment of Teaching Skills-Written (A.T.S.W)
- Teacher Performance Assessment Video (T.P.A.V.)
- Revised Content Specialty Test (R.C.S.T.)

Students seeking dual certification in the Students with Disabilities area must also take a second R.C.S.T. Exam.

(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 to be accepted into a program leading to teacher certification make formal application to the Division of Teacher Education by the end of the sophomore 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 midpoint each semester during a two week period only. At the time of the application, students are required to submit a self-reflective essay and three letters of recommendation, on formal stationery, by former teachers, guidance counselors, employers, or professors other than those in the Teacher Education Division. Students are responsible for contacting the secretary in Casey Hall for the interview dates. Those who miss the schedule will have to wait for the following semester to be interviewed. Upon acceptance, the student will be appointed an advisor from the Teacher Education Division in addition to an advisor in the major or area of concentration. Registration forms must be signed by both advisors. The major/concentration advisor must be contacted first.
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 pass the newly developed New York State Academic Literacy Skills Test (A.L.S.T). Transfer students must have a minimum C+ in program courses they wish to transfer into the College in order to have these courses accepted.
4. Students must earn grades of "C+" or higher for all 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.
8. Students accepted into a Teacher Education Division program must submit and update each semester a student resume which conforms to a format provided by the division.

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.

SEMESTER 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 1: PS 113.
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 337P, SO 330P; and either SO 223V or 224V.
6. Six (6) credits in foreign language.
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 Speech.

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 1: PS 113 and three (3) credits in Adolescent Psychology: PS 115
8. Three (3) credits in Social Sciences--one course from HI 451P, HI 452P, HI 453P, PO 330P, PO 337P or SO 333P

Qualifications for Student Teaching

1. Candidates for student teaching must apply to the Coordinator of Field Placements by September 20th for the following spring semester and by February 1st for the following fall 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.
 - f. Report of current physical examination.
 - 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

Course	Credits
Sophomore Year-Fall Semester	
ED 222 (PS 222) Educational Psychology	3
ED 223V School and Society	3
Sophomore Year-Spring Semester	
SE 221 (PS 221) Psychology of Individuals with Exceptionalities	3
Junior Year-Fall Semester	
ED 328 Elements of Literacy	3
ED 225 Technology in the Classroom	3
ED 330 Introduction to Teaching Methods	3
Junior Year-Spring Semester	
ED 332 Strategies for Literacy Development	3
SE 222 Inclusive Settings: Principles and Practices	3
Senior Year-Fall Semester	
ED 463A Teaching Math (Childhood Education)	2
ED 463B Teaching Science (Childhood Education)	2
ED 463C Teaching Social Studies (Childhood Education)	2
Senior Year-Spring Semester	
ED 472 Student Teaching (Childhood)	10
ED 472A Student Teaching Seminar (Childhood)	2
Total Credits Required	42

Note: Students are strongly advised that PS 113 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

Course	Credits
Sophomore Year-Fall Semester	
ED 222 (PS 222) Educational Psychology	3
ED 223V School and Society	3
Sophomore Year-Spring Semester	
ED 333 Infant/Toddler Development and Curriculum	3
SE 221 (PS 221) Psychology of Individuals with Exceptionalities	3
Junior Year-Fall Semester	
ED 225 Technology in the Classroom	3
ED 330 Introduction to Teaching Methods	3
ED 328 Elements of Literacy	3
ED 334 Early Childhood Curriculum I	3
Junior Year-Spring Semester	
ED 332 Strategies for Literacy Development	3
ED 335 Early Childhood Curriculum II	3
SE 222 Inclusive Settings: Principles and Practices	3
Senior Year-Fall Semester	
ED 463A Teaching Math (Childhood Education)	2
ED 463B Teaching Science (Childhood Education)	2
ED 463C Teaching Social Studies (Childhood Education)	2
Senior Year-Spring Semester	
ED 471/ED 472 Student Teaching (Childhood)	10
ED 472A Student Teaching Seminar (Childhood)	2
Total Credits Required	54

Note: Students are strongly advised that PS 113 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

Course	Credits
Sophomore Year-Fall Semester	
ED 222 (PS 222) Educational Psychology	3
ED 223V School and Society	3
Sophomore Year-Spring Semester	
SE 221 (PS 221) Psychology of Individuals with Exceptionalities	3
Junior Year-Fall Semester	
ED 225 Technology in the Classroom	3
ED 328 Elements of Literacy	3
ED 330 Introduction to Teaching Methods	3
SE 336 Introduction to Sign Language	3
Junior Year-Spring Semester	
ED 332 Strategies for Literacy Development	3
SE 330 (PS 330) Psychology of Learners with Intellectual and Behavioral Challenges	3
SE 441 Psycho-Educational Diagnosis and Assessment	3
Senior Year-Fall Semester	
ED 463A Teaching Math (Childhood Education)	2
ED 463B Teaching Science (Childhood Education)	2
ED 463C Teaching Social Studies (Childhood Education)	2
SE 465 Instructional Strategies & Materials for the Exceptional Learner	3
Senior Year-Spring Semester	
SE/ED 472 Student Teaching (Childhood/Students with Disabilities)	10
ED 472A Student Teaching Seminar (Childhood)	2
Total Credits Required	51

Note: Students are strongly advised that PS 113 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

Course	Credits
Sophomore Year-Fall Semester	
ED 222 (PS 222) Educational Psychology	3
ED 223V School and Society	3
Sophomore Year-Spring Semester	
SE 221 (PS 221) Psychology of Individuals with Exceptionalities	3
Junior Year-Fall Semester	
ED 225 Technology in the Classroom	3
ED 330 Introduction to Teaching Methods	3
ED 328 Elements of Literacy	3
Junior Year-Spring Semester	
ED 332 Strategies for Literacy Development	3
SE 222 Inclusive Settings: Principles and Practices	3
Senior Year-Fall Semester (Student enrolls in ONE of the following courses)	
ED 465 (EN 465) Teaching English (Adolescence Education) OR	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	
ED 473 Student Teaching (Adolescence)	10
ED 472B Student Teaching Seminar (Adolescence)	2
Total Credits Required	39

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 113 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)

Course	Credits
Sophomore Year-Fall Semester	
ED 222 (PS 222) Educational Psychology	3
ED 223V School and Society	3
Sophomore Year-Spring Semester	
SE 221 (PS 221) Psychology of Individuals with Exceptionalities	3
Junior Year-Fall Semester	
ED 225 Technology in the Classroom	3
ED 330 Introduction to Teaching Methods	3
ED 328 Elements of Literacy	3
SE 336 Introduction to American Sign Language	3
Junior Year-Spring Semester	
ED 332 Strategies for Literacy Development	3
SE 330 (PS 330) Psychology of Learners with Intellectual and Behavioral Challenges	3
SE 441 Psycho-Educational Diagnosis and Assessment	3
Senior Year-Fall Semester	
SE 465 Instructional Strategies & Materials for the Exceptional Learner (Student enrolls in ONE of the following courses)	3
ED 465 (EN 465) Teaching English (Adolescence Education) OR	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 113 Developmental Psychology and PS 115 Adolescent Psychology should be taken in the freshman year, prior to beginning professional coursework.

Undergraduate Course Offerings

Accounting Courses

AC 111 Principles of Financial Accounting (3)

Introduction to Generally Accepted Accounting Principles and practices involved in collecting, 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.

Co-requisite: 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 228VG 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 inextricable 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 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 include 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 AR 336 with an expansion of ideas and the further development of skills. Prerequisite: AR 336 or permission of the instructor.

AR 339 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.

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 pathophysiology 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.

tions, 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.

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 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

er 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 organismal 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, two-hour lab/field work.) Three-hour lecture, three-hour lab/field work. A minimum grade of C is required for BI majors.

BI 114S 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 toxicology will also be discussed. Three-hour lecture, three-hour lab. A minimum grade of C is required for BI majors. (See CJ 116)

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 lec-

ture, three-hour lab. In order to proceed to the next course in the sequence, a minimum grade of C is required.

Co-requisites EN 111 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.

Prerequisite: BI 221S. Co-requisites EN 111 and MA 113.

Students may not take this course if still enrolled in EN 107.

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. In order to proceed to the next course in the sequence, a minimum grade of C is required; a B- is required to be eligible for NR 101. Co-requisites EN 111 and MA 113.

Students may not take this course if still enrolled in EN 107.

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, B- for NR majors.

Prerequisite: BI 223. A minimum grade of C is required in any science prerequisite. Co-requisites EN 111; MA 113.

Students may not take this course if still enrolled in EN 107.

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 B- is required for NR majors.

Prerequisites: BI 223-224 and CH 220. A minimum grade of B- is required of NR majors in any science prerequisite.

BI 226 Genetics (4)

Essential facts of the three main branches of genetics: transmission: 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.)

Three-hour lecture, three-hour lab. A minimum grade of C is required for BI majors.

Prerequisites: BI 221S-222S. A minimum grade of C is required in any science prerequisite.

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. A minimum grade of C is required in any science prerequisite.

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 B- is required for NR majors. Prerequisites: CH220S or CH221S. A minimum grade of C is required in any science prerequisite.

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.

A minimum grade of C is required in any science prerequisite.

BI 324 Clinical Anatomy (4)

This course will focus on understanding muscular origins and insertions, the mechanisms of joint movement and the neurological interactions that the nerves have with the muscles. The student will master anatomy of bones and skeletons and understand the pathology of bone and joint tissues and its effects on human mobility. Three-hour lecture, three-hour lab. A minimum grade of C is required for BI majors.

Prerequisites: BI 223; BI, OT and PT majors also require BI 224. A minimum grade of C is required in any science prerequisite.

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.

Prerequisites: BI 223-224, BI 225, BI 228. A minimum grade of C is required for BI majors, B- for NR majors, in any science prerequisite.

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.

A minimum grade of C is required in any science prerequisite.

BI/CH 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. Prerequisites: CH 331. Co-requisite: CH 332.

A minimum grade of C is required in any science prerequisite.

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 221-222S CH 221-222; BI 113S.

A minimum grade of C is required in any science prerequisite.

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 226.

A minimum grade of C is required in any science prerequisite.

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.

A minimum grade of C is required in any science prerequisite.

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. Prerequisites: BI 223-224.

A minimum grade of C is required in any science prerequisite.

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.

A minimum grade of C is required in any science prerequisite.

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 223-224.

A minimum grade of C is required in any science prerequisite.

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; CH 221-CH222; BI 113S, or instructor permission.

A minimum grade of C is required in any science prerequisite.

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; BI 113S recommended. A minimum grade of C is required in any science prerequisite.

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 or Biology/Nursing Majors.

A minimum grade of C is required in any science prerequisite.

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.

A minimum grade of C is required in any science prerequisite.

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.

Prerequisites: BI 221S, BI 223, BI 226; CH 221-222.

A minimum grade of C is required in any science prerequisite.

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.

Prerequisites: BI 221S-222S; CH 221-222.

Co-requisites: CH 331-332.

A minimum grade of C is required in any science prerequisite.

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-222 S; CH 221-222 plus permission of instructor.

A minimum grade of C is required in any science prerequisite.

BI 437 Scientific Investigative Techniques (2)

The course content will emphasize literature research, presentation strategies, proposal strategies, and bioethics -- as students prepare for their senior research project. It is separate from the proposal writing component of the preparation for the senior-level research.

Prerequisites: BI 221S-222S, CH 221-222, BI 226 and BI 229.

A minimum grade of C is required in any science prerequisite.

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.

Prerequisite: BI 221S-222S, CH 221-222, BI 226 and BI 229.

A minimum grade of C is required in any science prerequisite.

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.

A minimum grade of C is required in any science prerequisite.

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. This course is offered in the Day session only and limited to selected Day session students.

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)

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.

(See SH 112)

Prerequisite: SH 111 or SH 221. Co-requisite: EN 112.

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. This course is offered in the Day Session only and limited to Day Session students.

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 market place.

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 391 Corporate Internship (3)

This optional internship with a business firm is intended to provide students with experience related to their major. Students apply what they have learned in their academic experience to a real world situation. Positions have been available with public accounting firms, national retail corporations, manufacturing firms, financial institutions, and other significant organizations. Students are encouraged to participate in the College's internship program during their Junior or Senior year. *Note: Interested students should contact the Director of the Business Administration Division or the Director of Career Development.*

BU 392 Service Internship (3)

This optional internship is in a not-for-profit organization that provides service to the community. It allows students to compare the functional operational areas and value systems of such organizations with business operations and their value systems. Students are encouraged to participate in the College's internship program during their Junior or Senior year. Interested students should contact the *Note: Interested students should contact the Director of the Business Administration Division or the Director of Career Development.*

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)

This course is recommended for Biology and Athletic Training majors. The course provides 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. In order to proceed to the next course in the sequence, a minimum grade of C is required. 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.

A minimum grade of C is required in any science prerequisite.

CH 328 Studies in Biochemistry I (4) See BI 328. Three-hour lecture, three-hour lab. A minimum grade of C is required for BI majors and CH minors.

Prerequisites: CH 331. Co-requisite: CH 332.

A minimum grade of C is required in any science prerequisite.

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 CH minors. Prerequisite: BI/CH 328.

A minimum grade of C is required in any science prerequisite.

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 CH minors.

Pre-requisites: CH 221, CH 222.

A minimum grade of C is required in any science prerequisite.

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-CH 222.

A minimum grade of C is required in any science prerequisite.

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. *Previously SH 111.*

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 112 and CS 111.

(See BU 112)

CS 221 Persuasion and Argumentation (3)

This course integrates theoretical and conceptual elements by presenting systematic strategies to increase critical thinking and form persuasive arguments. Students learn how to identify and analyze issues and build argumentative cases. Students will demonstrate the use of critical thinking, evidence building, rea-

soning, and decision making through debates on several issues.

Prerequisite: CS 111.

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, recordings, 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 229 Digital Media (3)

Designed to expose 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.

CS 231 Writing for the Media (3)

A general introduction to the basic principles, techniques and skills required to write for the electronic media. Emphasis will be put upon both visual and verbal elements. Students will gain practical experience in basic copywriting (commercial, public service and narrative copy), script analysis and development, commercial program development, and writing for the Internet.

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

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 explores 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 examines 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 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 400 Crisis Communication (3)

This course is an introduction to crisis communication theory and application. Emphasis will be placed on risk assessment, issues management, preparing crisis communication plans, and evaluating an organization's performance during and after a crisis.

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 newsprint) 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 re-writing. 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.

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 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 news anchor.

Prerequisite: CS 231 or CS 441

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 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.)

Computer Information Systems Courses

One-Credit Courses:

CI 120 MS Word (1)

Microsoft Word is probably the most popular word processor in the world. It's also one of the key apps in the Microsoft Office productivity suite and is a powerful application software tool for tasks related to creating, editing, checking text, creating tables, text formatting options, color schemes, support to insert images, and clipart. It is both user friendly and full of features that are easy to learn and use. All lab work will be done on IBM compatible PC's.

CI 127 Adobe Illustrator (1)

Adobe Illustrator graphic design software is the industry's premier vector-drawing environment for creating graphics that scale across media. Create distinctive vector artwork for any project. Used by design professionals worldwide.

CI 127 Adobe Photoshop (1)

Adobe Photoshop is the ultimate in photo editing software. There are rich toolsets for creating and editing 3D artwork and analyzing images. This software is Ideal for video professionals, cross-media designers, web designers, interactive designers, scientists and medical professionals.

CI 129 Adobe InDesign (1)

Adobe InDesign is a desktop publishing software application that can be used to create works such as posters, flyers, brochures, magazines, newspapers, books, and more. Graphic designers and production artists are the principal users, creating and laying out periodical publications, posters, and print media.

CI 130 MS Excel (1)

Microsoft Excel is an industry standard for spreadsheets and is an integral part of the Microsoft Office suite featuring the ability to do mathematical calculations, charting and formatting. Concepts in layout of spreadsheets, performing calculations and creating functions, preparing various reports, and creating meaningful charts are all part of the learning experience. All lab work will be done on IBM compatible PC's.

CI 140 MS Access (1)

Microsoft Access is a database program that is part of the Microsoft Office suite. Key features are to learn to create tables, generate queries, create various forms and to be able to create reports for use in an organization. Another important program to have in the "student's toolbox". All lab work will be done on IBM compatible PC's.

CI 150 Introduction to the Internet (1)

This course covers the history of the Internet, the technology behind the scenes, locating and qualifying sites and searches to assist in creating better research papers and materials. Information about newest software including Windows, Internet Explorer, Mozilla Firefox, and Google Chrome are covered as well as critical-thinking, problem-solving approaches in its use from browser basics to finding the best resources on the Web. Students will become familiar with e-mail alternatives, browser alternatives, using search engines and directories effectively, assessing web site quality, obtaining programs and data. All lab work will be done on IBM compatible PC's.

CI 155 Microsoft Outlook (1)

An overview of the powerful communications and scheduling tool Microsoft Outlook referred to as simply Outlook. This is a "hands-on" course. Students will become familiar with the use of Outlook and how to keep track of contacts, organize your calendar, and the ability to organize, find, view and share information. All lab work will be done on IBM compatible PC's.

CI 158 Adobe Dreamweaver (1)

Dreamweaver is a web design and development application that provides a visual editor and a code editor with standard features such as syntax highlighting, code completion, and code collapsing as well as more sophisticated features such as real-time syntax checking and code introspection for generating code hints to assist the user in writing code for web page creation. All lab work will be done on IBM compatible PC's.

CI 160 MS Windows 8 (1)

Students will learn and expand their understanding of the Microsoft Windows 8 Operating System through experimentation, exploration, and planning ahead. Topics include: Getting started with Windows, File and Folder Management, Personalizing Windows, Connecting to the Internet and using Windows Explorer, Working and customizing the Windows Desktop, Personalizing Your Windows Environment, Working with the Internet and Email, Protecting Your Computer and searching for Information. Using Windows with a Touch Screen Device is also covered. All lab work will be done on IBM compatible PC's.

CI 165 Computer Ethics (1)

This course deals with how computing professionals should make decisions regarding professional and social conduct. Some common issues of computer ethics include intellectual property rights (such as copyrighted electronic content), privacy concerns, and how computers affect society. The Computer Ethics course is designed to educate existing and future business managers and IT professionals on the tremendous impact ethical issues have on the use of information technology in the modern business world. The topics presented are timely and significant for anyone designing, building, or using IT systems. All lab work will be done on IBM compatible PC's.

CI 170 HTML and Web Page Creation (1)

Hypertext Markup Language (HTML) is the main markup language for creating web pages and other information that can be displayed in a web browser such as Internet Explorer and other browsers. Students will create and test sample web pages and will learn what it takes to host a web site and what businesses require to keep and maintain a web presence. All lab work will be done on IBM compatible PC's.

CI 173 Microsoft Visio (1)

This course covers how to create professional looking business and technical diagrams with Microsoft Visio 2013.

CI 175 Computer Animation with Alice Software (1)

Alice is intended to make the learning process of programming more engaging. The Alice approach to teaching and learning programming uses the context of creating animations and storytelling to make the work highly motivating. Alice's animations are created in a visual environment where users drag and drop graphical tiles to create instructions in a program. Alice, therefore, introduces students to programming in a supportive and engaging environment from which they can

gradually transition to programming in commercially-used languages. All lab work will be done on IBM compatible PC's.

CI 177 Microsoft Project (1)

This course will provide hands-on learning using Microsoft Project software. In addition, real life examples of careers in Project Management will be covered.

CI 180 MS PowerPoint (1)

PowerPoint is a staple of the Microsoft Office suite. While PowerPoint is just one of many presentation software options, it is now seen as the de facto leader in its field. Presentations will be created, edited, formatted and set into motion using animations and transitions. Speaker presentation tips will also be reviewed. All lab work will be done on IBM compatible PC's.

CI 190 MS Publisher (1)

Publisher is included in higher-end editions of Microsoft Office, allowing users to make marketing materials such as brochures, leaflets, postcards, flyers and other marketing type documents. Students will learn how to create, edit, update and print useful documents used in professional setting. All lab work will be done on IBM compatible PC's.

CI 198 Phone Apps Development—Android (1)

This class focuses on the creation and development of Android phone applications. This class teaches you how to build your first Android App and how to create an Android Project. No Android phone is necessary to take the class.

Three-Credit Courses:**CI 101B Introduction to Office Technology (3)**

Students in this course will learn about computer hardware configurations and software applications, including document production, worksheet creation, Power Point presentations, database development, and effective online communication.

CI 200 Microsoft Excel—Business Applications (3)

This course emphasizes critical thinking, problem solving, and in-depth coverage of the Excel program by helping students develop the skills they need to be successful in college and beyond. Topics introduced will focus on the functions of the program to create, modify, and format worksheets, perform calculations, print workbooks while using advanced formatting techniques, pivot tables and pivot charts, managing multiple worksheets and workbooks, audit worksheets, working with data tools, protecting documents for collaboration with others, creating macros, exploring financial tools and functions, perform what-if analysis, connecting to external data and enhancing Excel with Visual Basic.

CI 211 Introduction to Computer-Based Systems (3)

An overview of computers and technology applications. Use of hardware and software in various fields including the arts, business, humanities, education, health care, natural and social sciences. Discussions will include, but not be limited to, telecommunications, computer architecture, computer organization, I/O problems, troubleshooting, and help desk issues. Students are required to complete several practice simulations and other assignments using a personal computer.

CI 222 COBOL Programming I (3)

Designed to provide students with a basic understanding of the COBOL language. Using a "problem-oriented" approach, the student is introduced to programming concepts by means of a

series of programs illustrating typical business applications. The student is enabled to program computers at an intermediate level.

Prerequisite: CI 211.

CI 224 FORTRAN Programming (3)

Designed to provide students with a basic understanding of the FORTRAN language. Using a "problem-oriented" approach, the student is introduced to programming concepts by means of a series of programs illustrating typical business applications.

Prerequisite: CI 211.

CI 225 Technology in the Classroom (3)

See ED 225.

CI 227S Applied Electronics (3)

This course provides a review of current technology involved in "Green Cars" (hybrid electric cars) and an understanding of AC power generation, including types of power plants and the power distribution grids across the USA. Students will have hands-on labs for DC/AC/Digital semiconductor circuits. An understanding of the circuit analysis and instrumentation to measure the DC and AC voltages is included.

CI 229 Computer Forensics (3)

This course presents applied scientific methods to retrieve data and/or information from a computer and its operations system that can be used as evidence in an investigation. Issues related to ethics and privacy are also covered. Prerequisite: CI 211.

CI 230 Computer Security Policies and Procedures (3)

This course presents an overview of security policies across nine security domains. It examines the regulatory compliance of companies to federal regulations and industry best practices. In addition, ISO 17799:2000 Code of Practice for Information Security Management will be reviewed. Prerequisite: CI 211.

CI 237 PC Applications for Managers (3)

This hands-on course gives intermediate coverage of Microsoft productivity tools including word processing, spreadsheet, database, and presentation graphics. Students will develop solutions to case studies, ranging from moderate to complex, thus learning to use the tools to address management needs. (See MG 237.)

Prerequisites: CI 211 and MG 211. A basic knowledge of Word, Excel, Powerpoint, and Access must be acquired before enrolling in this course.

CI 238 Visual BASIC Programming (3)

This hands-on course covers the features and capabilities of Visual BASIC. Topics are: variables, properties, statements and procedures, creating menus and dialog boxes, using graphical user interface, debugging, tapping the power of Windows, object linking and embedding techniques. Prerequisite: CI 211.

CI 248 C# Programming (3)

An introduction to the "C#" language using a disk-based microcomputer system. Emphasizes Structured Programming using C#. Topics include inheritance, classes, external variables, records, data structures, and graphics. Prerequisite: CI 211.

CI 250 Digital Imaging Technology (3)

The student will be introduced to digital imaging technology and image capture, digital cameras, scanning and digital workflow using Adobe Photoshop CS3. Topics will include: How

Digital Cameras work, Sensors and Sensor size, Resolution and Megapixels, Digital VS. Film and Digital Photographic Workflow with Photoshop CS3. This course will also give the digital photography student a better understanding of the basic fundamentals of photography and the Digital Medium.

CI 252 Structured Systems Analysis and Design (3)

This course gives in-depth coverage of the system development life cycle, from initial system request to final system design. Students will investigate an existing system, using analysis techniques to create physical and logical models. Then the structured design method is employed to implement alternative solutions for a new and improved system, including a cost-benefit evaluation.

(See MG 252) Prerequisites: CI 211 and MG 211.

CI 255 Advanced Digital Imaging Technology (3)

Expansion of the knowledge base learned from Digital Imaging Technology CI/AR 250. The students will acquire a higher level of competency in operating a digital camera, scanners and photo printers and utilizing digital photographic tools in Adobe PhotoShop CS 3. Students will further develop proficiency with High Dynamic Range Photography, PhotoMerge, PhotoShop automation, batch processing, and color calibration of hardware. Visual design principals will be stressed for the creation of artistic images. Note: A digital camera with at least 8 megapixel resolution is required to take the course.

CI 262 Computer Hardware I (3)

This course will cover the first half of topics in the CompTIA A+ Computer Hardware Certification Test. It will help the student prepare for and pass this industry standard certification test. The topics will include: motherboards, types of processors, memory, hard drives, installing the Windows operating systems, storage devices, PC support, maintaining Windows, optimizing Windows and troubleshooting Windows. Prerequisite: CI 211 Note: Both CI 262 and CI 362 should typically be taken back-to-back in successive semesters.

CI 362 Computer Hardware II (3)

This course will cover the second half of topics in the CompTIA A+ Computer Hardware Certification Test. It will help the student prepare for and pass this industry standard certification test. The topics will include: Optimizing Windows, Troubleshooting Windows and Applications, Troubleshooting Hardware Problems, Troubleshooting Windows Startup Problems, Connecting to and Setting up a Network, Networking Types, Devices and Cabling, Windows Resources on a Network Security Strategies, Supporting Notebooks, Mobile Devices and Client-Side Virtualization and Supporting Printers. Prerequisites: CI 211 and CI 262. Note: Both CI 262 and CI 362 should typically be taken back-to-back in successive semesters.

CI 264 Help Desk Management (3)

All aspects of operating an effective Computer Help Desk are covered in this course. 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. A wealth of practical advice on technical and management aspects of running a computer help desk with various case studies and examples is made available to students. Formerly CI 265. See MG 264.

Prerequisites: CI 211 and MG 211.

CI 328V Artificial Intelligence (3)

This course is the study of intelligence in both man and machines. It is intended to 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.

CI 330 Software Engineering (3)

Develops the creation of reliable software, based on a structured approach. Top-down design, structured programming techniques, verification and debugging of programs, and web engineering are some of the topics that will be discussed. Defining module interfaces, estimating program timing and storage requirements, plus documentation with programming style and aesthetics are also covered. This is a project-oriented course.

Prerequisites: CI 252 and any programming course.

CI 332 COBOL Programming II (3)

Continuation of COBOL I. Topics include control break concept, one-dimension table lookup, multi-level array, searching, sorting, merging, sequential file access, interactive processing, maintenance issues, VSAM, CICS, MicroFocus COBOL. Students will code several programs on the mainframe and PCs. Prerequisite: CI 222.

CI 339 Advanced Visual BASIC Programming (3)

This course introduces some of the more advanced features of the Visual BASIC programming language. The course will concentrate on Database Objects, OLE, ActiveX, communications, Class Structures, and other features. Prerequisite: CI 238.

CI 344 Computer Architecture (3)

A comprehensive review of the architecture of computers is provided in this course. Hardware, operating systems, memory management, and client/server systems will be discussed. Protocols, interrupts, and resource handling on Pentiums, Power PCs and others will be used to describe current methodologies. (See MG 344) Prerequisite: CI 211.

CI 347 Telecommunications and Networks (3)

This hands-on course provides a detailed understanding of telecommunications and networks. Topics are: protocols, physical links, interfaces, modems, multiplexing, local area network, wide area network, routers, gateways, network management, Internet, world wide web, and Intranet. (See MG 347) Prerequisite: CI 211.

CI 355 Assembly Language Programming (3)

This course uses a lower-level programming language, IBM Assembly Language. Students will be shown the efficiencies that can be gained using this lower-level language through the actual coding of programs and their running on the IBM PC. Prerequisite: CI 211.

CI 357 UNIX/Linux Operating System (3)

This hands-on course provides a complete overview of the UNIX/Linux system, including user/managerial features and interfaces. The user level will discuss the shell, unix commands, processes, utilities, and the writing of shell scripts. The managerial level will cover maintenance of the file system and user accounts, security issues, and accounting capabilities. Prerequisite: CI 211.

CI 358 Advanced C# Programming (3)

Topics include advanced C# file input/output, classes/objects, arrays, pointers, operators, inheritance, polymorphism, simulations, fractals, graphics, advanced databases, object-oriented programming for use in business and management areas. Prerequisite: CI 248.

CI 360 Windows Server Management (3)

This course will study corporate-level Windows Servers. It will demonstrate the role servers play in controlling and managing the network, how organizational structure is made, and how this translates into the Windows Server configuration and management of the network. Topics include installing and configuring servers, MMC, server roles, network services provided by the server, TCP/IP, Active Directory, Domains, Forest, and Organizational units. The course includes hands-on labs to demonstrate server functions. Prerequisite: CI 248.

CI 368 Java Programming (3)

This course provides instruction in client-side programming using Java language. Topics include: abstract windowing toolkit, common gateway interface, embedded hypertext markup language, Java applets, Java applications, control structures and methods, arrays and classes, character strings and graphics, multithreading, multimedia images, animation and audio, files and streams, networking, Java utilities, and bit manipulations.

Prerequisite: CI 248

CI 380 Programming for the Internet (3)

This course introduces concepts applicable to the changing world of e-commerce. It includes principles of control structures, object-based programming, markup (HTML, Dynamic HTML, XML) and scripting (JavaScript, VBScript, PERL) languages. Other topics include developing Web-based applications, client/server systems, databases, distributed computing, marketing and reliability of the site. Prerequisite: CI 211.

CI 454 Quantitative Analysis (3)

See MG 454.

CI 456 Database Organization and Systems (3)

A comprehensive introduction to the development and organization of database systems is provided in this course. It includes a survey of commercial database systems with a focus on addressing and access techniques. (See MG 456) Prerequisite: CI 252.

CI 469 Advanced Java Programming (3)

Topics covered in this course include Active Server page, advanced AWT, advanced Swing, Corba, collections, enterprise Java beans, Java database connectivity, Java server page, Java servlets, Jini, multi-threading, networking, remote method invocation, XML, security, and advanced topics. Prerequisite: CI 368.

CI 471 Applied Software Development Project (3)

This course will result in a capstone applied systems development project. Set in a team environment, students will have the opportunity to apply the concepts and techniques learned in the other C.I.S. required courses to build an integrated system. Case study is of moderate complexity, such as the development of an on-line Hotel Reservation System. Prerequisites: An advanced programming course and CI 456.

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 rule 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 stiff 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/SO 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. Prerequisites: CJ 113 and SO 111.

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 en-

forcement 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 victim compensation, restorative justice, victim's rights, and future directions for Victimology as a field of study. 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.

CJ331 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: CJ113 and SO111.

CJ 350 Perspectives on Youth Crime (3)

This course is an introduction to the nature and extent of delinquency and youth violence. Employing a variety of perspectives, this course treats youth crime as both a social and criminological problem and explores social attitudes, theoretical perspectives, and policies and trends in processing and adjudicating youthful offenders. The media's coverage of juvenile delinquency, the response of juvenile justice and adult criminal justice agencies, and the role of the family, school, and community in preventing and controlling juvenile delinquency will also be covered.

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 under-

standing 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.

Dance Courses

DA 221 Modern Dance (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 and 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 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 and 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.

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.

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.

EC 212 Microeconomics (3)

An introduction to the foundations of economic analysis, including the following topics: factors of production, profit, sup-

ply 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 PowerPoint 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 112.

Students who earn grades between a C- and B- must concurrently take both EN 110 and EN 112.

A student is subject to dismissal from the College if he or she fails three times to achieve the required minimum grade in EN 108.

EN 110 Writing Support Lab (1)

This writing lab course is designed to assist with students' reading and writings in EN 112. The lab will allow structured time for practicing the reading and writing techniques examined in EN 112.

In order to proceed in the Writing Sequence, students must successfully pass EN 110/112.

A student is subject to dismissal from the College if he or she fails three times to achieve the required minimum grade in EN 112.

EN 112 College Composition: Writing and Research (3)

Principles of clear, correct, and effective writing. Some attention to grammar and sentence logic; main emphasis on writing which expresses, supports, and develops ideas. Focus 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. In order to proceed to the next course in this sequence, a minimum grade of C- is required.

In order to proceed in the Writing Sequence, students must successfully pass EN 112.

A student is subject to dismissal from the College if he or she fails three times to achieve the required minimum grade in EN 112.

EN 113 Writing About Literature (3)

Introduction to literature through close analysis of texts from the major genres (fiction, poetry, drama, essay), with emphasis on learning to identify key themes and to relate meaning to structure. Includes writing assignments designed to develop students' skills in presenting their own interpretations, in building effectively on interpretations encountered in research, and in supporting ideas through appropriate documentation. Prerequisites: EN 107, EN 112 or equivalent. For exit from

English 113, the final course in the Writing Sequence, a minimum grade of C- is required.

A student is subject to dismissal from the College if he or she fails three times to achieve the required minimum grade in EN 113.

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 113 (or the equivalent for transfer students).

For exit from EN 115, a minimum grade of C- is required.

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 (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 113.

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 113, with a minimum grade of C.

EN 221CG The Making of Myths and Cults (3)

Co-requisite EN 113. 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 113.

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 113.

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 113

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 113.

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 113.

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 113.

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 113.

EN 232 British Literature II 1798-Present (3)

This course is framed by several factors: multiple wars, inter-

national 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. Pre-requisite: EN 113.

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 113.

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.

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, Larsen and Hurston, who celebrated their African heritage. Modern poets like Millay and Cummings, and fiction from Fitzgerald and Hemingway represent the "Lost Generation." They chronicled disillusionment and excesses of the youth culture and modernism. Prerequisite: EN 113.

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 113.

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 113.

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 113.

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 113.

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 humanitarianism, 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 113.

EN 334 The Age of Revolution (3)

The pervasive revolutionary spirit in 19th-century England as expressed in literature. Analysis of the Romantic and Victorian ages through examination of literary, social, religious, and scientific concepts and creations; reference to analogous 20th-century discoveries and attitudes. Co-requisite: EN 113.

EN 335 Modern British Literature: Repression and 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 113.

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 113.

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 Courtly 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 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 113.

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 113.

EN 350 Studies in the Novel (3)

The novel is a literary form that is constantly making and re-making 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 113.

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 on this suffering. Audiences experiencing a particular tragic scene together understood their own flaws and experience through *catharsis*, the strong emotion of pity or fear, by identifying with the characters. We will explore ancient ideas of tragedy and how its performance has changed throughout the centuries, and pinpoint how audiences continually find new ways of experiencing *catharsis*. Prerequisite: EN 113.

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 explore 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 a central focus. Pre-requisite: EN 113.

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. Co-requisite: EN 113.

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 interconnect through analyzing representative works of the U.K. Co-requisite: EN 113.

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. Co-requisite: EN 113.

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. Pre-requisite: EN 113.

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 113.

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. Pre-requisite: EN 113.

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 113.

EN 454 Literature for Children and Adolescents (3)

Traces the growth of a body of literature written for the child and young adolescent from earliest times to the present. Em-

phasis is placed on reading for enjoyment. Criteria will be developed for each type of writing after many books have been examined. Reference tools will be used as an aid to further and future evaluation. Treatment of current issues and values will be noted. Prerequisite: EN 113.

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 113 (200 level or above). English & English/Education majors only, by advisement.

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.

EN 460 Advanced Creative Writing (3)

Designed to enhance and expand the skills introduced in EN 458. 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 equivalent, or instructor's permission.

EN 461 Publishing Creative Writing (3)

This course offers students an introduction to the process of publishing creative work. Students will be developing original manuscripts, learning about markets, preparing queries, and embarking on the publishing process. 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 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 113 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 113 course. Prerequisite: Senior standing and instructor's permission.

Film Courses

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 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 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. Co-requisite: AC 112.

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.

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 109B 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 110B 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.

HI 228 Coming Apart: American Society, 1960-1974 (3)

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 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 and 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 Sienna, 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. Far 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-Qaida network.

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.

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 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 CI 237.

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 Structured Systems Analysis and Design (3)

See CI 252.

MG 264 Help Desk Management (3)

See CI 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.

MG 275 Introduction to Management in the Hospitality Industry (3)

In this course, students will learn about trends in the hospitality industry, including tourism, lodging, and the food service sectors. In addition, management practices for front and back of the house Operations will be addressed. The areas of business development and communication and presentation skills will also be covered. This course will include a brief internship, intended to give students a direct view of the role of management in the hospitality industry.

MG 310 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 cov-

ered, 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 311 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 324 Retailing (3)

See MK 324.

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 (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 controlling the marketing effort. Recruitment, retention, sales training development, motivation, sales planning, and analysis are reviewed. Cases drawn from actual business experiences are presented and discussed.

Prerequisites: MG211, MK 114.

MG 344 Computer Architecture (3)

See CI 344.

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 347 Telecommunications and Networks (3)

See CI 347.

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 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.

Prerequisite: MK 114.

MG 360 Windows Server Management (3)

See CI 347.

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 CI 211.

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 370X Sports Management (3)

The application of management principles and techniques to the field of sports. Topics include operations of professional and amateur teams, ownership and management of teams, facilities and events, as well as decisions that must be made in regard to media, finance, personnel, and liability. Prerequisite: MG 211.

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 Business & 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 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.

MG 456 Database Organization & Systems (3)

See CI 456.

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 in this capstone course. Case studies from the point of view of the chief executive are utilized to help understand what is involved in leadership of the total enterprise. The course focuses on the crafting and implementation of strategy as a management technique. 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 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 socioeconomic factors affecting consumer choice. Looks at how learning theory, social class, and upbringing shape purchase decision-making. Shows practical marketing applications of behavior patterns. Prerequisites: MK 114.

MK/MG 324 Retailing (3)

Explores the delivery of products and services to consumers, including traditional methods and new, "virtual" retailing. Planning and control of retail activity through site selection, store design, inventory management, pricing, and customer service are considered. Prerequisite: MK 114.

MK 326 Global Marketing (3)

An introduction to global markets: pricing, channel, promotion, and product decisions in relation to issues of culture, economic environment, and governmental regulations; import-export processes; mergers and other global partnerships. Case studies are utilized. Prerequisite: MK 114.

MK 332 Advertising (3)

Advertising is paid communication. This course examines the

history and current practice of advertising, and shows how the advertising is integral to commercial activity. Students are exposed to commercials, print ads, radio and internet advertising. The course blends theory and practice, requiring students to create an advertising campaign and design a media plan. Prerequisite: MK 114.

MK 333 Professional Selling (3)

In this course, 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.

MK 441 Market Research (3)

Methods for gathering marketing intelligence. Shows how to use surveys, focus groups, home-use tests and market tests to predict the success or failure of new products and services. Sampling techniques, preparation of questionnaires, and tabulation methods are studied. Prerequisites: MK 114 and MA 225.

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 three times 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 and 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 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 grade of C- (C for Math majors) is required.

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 geometry needed.

MA 228CG The Dawn of Mathematics (3)

The growth of the various branches of mathematics which become the foundations of Modern Mathematics; the contribu-

tions of the Babylonians, Egyptians, Greeks, Chinese and Indians, as arithmetic becomes mathematics. Knowledge of college algebra 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.

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. 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)

See ED 466.

Prerequisites: MA 222 and MA 455 or equivalent.

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 226P 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.

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.) Prerequisites: 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 229 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 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 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 229 or equivalent.

NR 331 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 229 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 235, NR 330 or equivalent, NR 331.

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 235, NR 330, NR 331.

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 nondeductive 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 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 presocratics, 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, electricity, magnetism and waves. Three-hour lecture, three-hour lab. A minimum grade of C is required for BI majors.

Prerequisite: MA 114. Co-requisite: MA 221. Recommended background: A high school Physics course or PY 111S.

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 are addressed in the civil justice system. The course will 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 importance 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 themes are 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 transforming 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.

PO 337G World Politics (3)

The intention of this course is to enable students to understand more fully the global environment within which the United States operates. After establishing an understanding of basic concepts such as state, nation, anarchy, and power, the course reviews issues such as the global system, the extent to which and the ways in which certain countries dominate the system, warfare, international law, the United Nations, world trade, and economic development.

PO 339 Latin American Politics and Economics (3)

A survey of the historical, political, and economic background of Latin American institutions. The role of the military, land reform, and nationalism will also be discussed. The function of O.A.S. and the inter-American relations, especially vis-a-vis the U.S., will also be analyzed. A special emphasis will be given to Mexico, Brazil, and Argentina in relation to the problem of debt.

PO 443 American Diplomatic History (3)

See HI 443.

Psychology Courses**PS 101S General Psychology I: Biological Bases of Human Behavior (3)**

The first course of a two-semester sequence. An introduction to psychology as a natural science. The course stresses the basic methods of problem-solving and accumulating knowledge in psychology, as well as the application of those methods to the following diverse content areas: sensation, perception, physiological psychology, human development, learning, cognitive psychology. Particular stress on the contemporary issues in each of the content areas. Focus on the attainment of scientific knowledge, both theoretical and research, with an emphasis on the awareness of available varying approaches.

Note: if required, PS 101S must be taken at Dominican College.

PS 102S General Psychology II: Social Bases of Human Behavior (3)

The second course of a two-semester sequence. An introduction to psychology as a social science. The course stresses the basic methods of problem-solving and accumulating knowledge in psychology, as well as the application of those methods to the following diverse content areas: motivation, emotion, personality, intelligence, psychopathology, psychotherapy, human sexual behavior, psychological testing, and social psychology. Particular stress on the contemporary issues in each of the content areas. Focus on the attainment of scientific knowledge, both theoretical and research, with an emphasis on the awareness of varying approaches.

PS 113 Developmental Psychology I: Infancy to Adolescence (3)

An introduction to the physical, cognitive, intellectual, emotional, social, moral, and personality development of the child from the pre-natal period through early adolescence and adolescence. Study of current theoretical approaches: psychoanalysis, learning theory, cognitive-adaptive theory, Piaget and Erikson. Emphasis on historically significant topics: the concept of attachment, language and cognitive development, the concept of critical period, stability and change in intelligence, fear and anxiety, and socialization.

PS 114 Developmental Psychology II: Adulthood and Aging (3)

Examination of human development through adulthood until death, with the human being seen as a constantly developing, changing being. Relevant theoretical and research information provides the student with an understanding of the diversity of human functioning, of the individual's attempts to adapt to different life stages and crises, and of the individual's attempts to satisfy his/her changing needs, experience joy and satisfaction, and achieve actualization.

PS 115 Adolescent Psychology (3)

An exploration of the unique developmental period of adoles-

cence 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 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. The 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 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.

PS 225 Criminal Psychology (3)

Criminal Psychology is designed to explore advanced topics in the field. Major topics include insanity and competency, domestic violence, rape trauma, child sexual abuse, child custody decisions, the juvenile court system, sexual harassment, death penalty trials, the psychology of terrorism, and influencing public policy. Prerequisite: PS 102S. (See CJ 225)

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 228P Religion and Psychology: Psyche and Spirit (3)

See RS 228P.

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). Prerequisite: PS 102S.

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.

Prerequisite: PS 102S. Formerly PS 337. (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 and 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, homosexuality, 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.

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. Prerequisites: 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 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 for this course. Prerequisite: at least one 300-level course.

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 upperclass 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 upperclass 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 113. (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.

RS 223C New Testament: The Social World of Early Christianity (3)

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 228P 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. See PS 228P.

RS 229M Catholic Roads: Different Paths, Common Ground (3)

An introduction to the teachings of the General Councils of the Church, with focus on Trent and Vatican II, discussing how they were received in their own time and beyond. Lay, clerical, and religious life will be examined, including representative figures.

RS 330VG Moral Theology (3)

An introduction to the basic structures and applications of moral theology. Contemporary moral values will be studied from the perspective of scriptural ethics, phenomenology, natural law, dogmatic theology, and civil religion.

RS 331V 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 441V Contemporary Christian Theology (3)

A study of trends in Christian life and spirituality, focusing on Christ and the Church, the meaning of sacraments and symbols, themes of hope, sin and grace, the experience of belief and unbelief, ecumenical dialogue, the development of doctrine, and gender roles.

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. 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 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/PS 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 330V Ethnic Group Interaction (3)

See SO 330V.

SW 331V Child Welfare and the Law (3)

See SO 331V.

SW 332 Perspectives on Aging (3)

See SO 332.

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 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 mezzo and macro systems are explored.

Prerequisites: PS 102S, SO 111, and BI112. (See SO 451)

SW 452 Person in Environment II (3)

The second of a 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. Special attention is given to families and the individual through the developmental life span. 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)

This is the first of a three-semester sequence. It is required of all junior students and must be taken concurrently with Field Work I. The course provides a systematic generalist approach to social work concepts, introduction to the profession, its roles, social work values and ethical principles, and practice with oppressed groups and the promotion of social justice. The focus is primarily on the initial phase of the social work intervention process. Must be taken concurrently with SW 455. Prerequisites: SW 335P, SW 451.

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 335P, 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.

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 465-466. Open to Social Work students only.

SW 464 Social Work Practice III (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. Prerequisites: SW 454, SW 463 and SW 461. Open to Social Work students only.

SW 465a/b Field Education II (6), and SW 466a/b 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 463-464. 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: SW461

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 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 332 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 332)

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.

SO338 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 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 442V 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 446V 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)

Prerequisites: PS 102S, SO 111. 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. 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.

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 113. (See EN 341)

SP 401 Cervantes & the Quixote

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.

Speech Courses

SH 333 Introduction to Theater and Drama (3)

Introduction to the theater 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 theater. Includes study of plays from different periods, classical to modern, and related production-workshop exercises. May be used as an English elective.

SH 335 Children's Theater (3)

Formal playmaking for children and principles of organization, direction, and production of plays for young audiences.

SH 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.

SH 337 Technical Theater (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.

SH 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.

SH 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 will count toward the American Studies program degree.

SH/MG 453 Theater 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.

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 113 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 113, 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 (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 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 required.

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.

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 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

Grade	% Scale	Quality Points per Semester Hour of Credit
A	(100 - 96)	4.0
A-	(95 - 90)	3.7
B+	(89 - 86)	3.5
B	(85 - 80)	3.0
C+	(79 - 76)	2.5
C	(75 - 70)	2.0
F	(Below 70)	0
WU	Failure due to unauthorized withdrawal.	0
W	Withdrawal without penalty	- *
I**	Incomplete	- *
P	Passing	- *

* 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.

Master's in Business Administration

(845) 848-4102 or fax: (845) 359-1879

The primary goal of the Master of Business Administration program is to prepare adults for professional opportunities in any of the functional areas of business, by providing them with sound theoretical and practical knowledge in all of those areas. The program is tailored for students interested in broad-based study in the area of Business Administration. In addition, students who elect to do so may select concentrations that will allow them to specialize in the area of Human Resource Management, Accounting or Health Care Management.

The Master of Business Administration is a 57-credit program that can be completed in approximately 18 months. Up to 21 credits of the Basic Core courses will be considered for waiver

based on prior undergraduate academic work. The majority of courses are offered on an eight-week accelerated basis. Students must complete specified prerequisite Basic Core courses before moving on to certain Advanced Core courses. It is these Basic Core courses (with the exception of one required communications course) that are subject to possible waiver.

Summary of Requirements: MBA

Discipline	Credits
Basic Core Courses	24
Advanced Core Courses	12
Program Electives	12
Capstone Experience	9
Total Credits Required	57

MBA Program of Study

BASIC CORE COURSES (24 credits)

MB 501	Financial Accounting
MB 502	Fundamentals of Management
MB 503	Economics For Managers
MB 505	Marketing Management
MB 506	Management Information Systems
MB 507	Organizational Behavior
MB 510	Critical Analysis for Professionals (<i>cannot be waived</i>)

ADVANCED CORE COURSES (12 credits)

MB 600	Managerial Finance
MB 601	Managerial Statistics & Six Sigma
MB 602	Decision Making & the Ethical Manager
MB 603	Strategic Management

ELECTIVE COURSES (12 credits)

Select from the following courses:

MB 604	Operations Management
MB 605	Human Resource Administration
MB 607	The Dynamics of Effective Leadership
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 COURSES (9 credits)

MB 700	Business Policy and Decision Making (capstone course)
MB 701	Thesis Seminar (students are required to write a research thesis; 6 credits)
-- OR --	
MB 702	Business Plan Formulation (students are required to write a business plan; 6 credits)

TOTAL CREDITS FOR PROGRAM: 57

Note: Students who have completed undergraduate courses that fulfill the requirements of some of the Basic Core courses, and who received a grade of B or better in those courses, will be

considered for a waiver of up to 21 credits. Courses eligible for waiver consideration must have been taken in the 6 years prior to admission to Dominican's MBA Program, and must have been taken at an accredited baccalaureate-degree-granting institution. The determination of course equivalencies for waiver purposes will be made by the program Coordinator and faculty on the basis of transcript evaluation.

MBA Course Descriptions

MBA Basic Core Course Descriptions

MB 501 Financial Accounting (3)

This course provides individuals with an understanding of the various financial statements and reports that are used for providing information to the various constituents of an organization.

MB 502 Fundamentals of Management (3)

This course provides individuals with a basic understanding of the functions of planning, organizing, leading, staffing and controlling that managers at all levels are expected to perform. The process of decision-making is explored, with special emphasis being given to the topic of ethics.

MB 503 Economics for Managers (3)

In this course the dynamics of economic growth and change are explored. Money and banking, wealth, income, employment/unemployment, inflation, stock market trends, exchange rates, budgetary debts/surpluses, and other economic fluctuations are examined. The roles of market structures, supply and demand, consumer behavior, and government interventions, particularly in relation to price determination will also be examined.

MB 505 Marketing Management (3)

In this course, 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 ethical dimensions that are involved in the management of these areas.

MB 506 Management Information Systems (3)

This course examines how various components of technology are used to support the function of strategic planning, and how an appropriately configured MIS system is relied upon to provide information to the various functional areas of a business operation.

MB 507 Organizational Behavior (3)

Organizational behavior refers to the human relations dynamics occurring between individuals and groups within the context of an organizational setting and to how those interactions contribute to or detract from the productivity of an organization. In this course, attention will be given to the topics of motivation, communication, teamwork/ group dynamics, managerial styles, decision-making, conflict resolution, and ethics.
Prerequisite: MB 502.

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 510 Critical Analysis for Professionals (3)

Today's challenging and dynamic business environment requires, more than ever, the need for managers to explore beneath the surface of issues; challenge ideas; try out new approaches; and seek new viewpoints to solve problems. This course will cover various critical and systems thinking techniques and tools that involves asking questions, examining assumptions, uncovering facts and weighing the validity of arguments. *(Course cannot be waived.)*

MBA Advanced Core Course Descriptions

MB 600 Managerial Finance (3)

The role of the manager in terms of capital budgeting, risk and return on investments, diversification, long and short-term financing, as well as interest rate theory are explored in this course.

Prerequisite: MB 501.

MB 601 Managerial Statistics (3)

This course provides individuals with an understanding of the various statistical concepts that are used by managers in business, including the topics of probability, measures of central tendency and dispersion, sampling techniques, correlations, regression analysis, and analysis of variance. Statistical computer programs will be used to enhance the learning experience.

MB 602 Decision Making and the Ethical Manager (3)

On an ongoing basis, managers are confronted with decisions requiring ethical awareness. This course explores the various ethical dilemmas confronting and impacting various stakeholders. Individuals are provided with theoretical information concerning the various methods by which managerial decisions can be made.

MB 603 Strategic Management (3)

This course emphasizes how business unit planning contributes to the overall strategy of an organization. Strategy formulation within domestic and international environments contains elements of competitive analysis, environmental analysis, analysis of the current and anticipated structures of an organization, and the political, social, and legal environments within which the creation of strategies occurs. Prerequisite: MB 502.

MBA Program Electives Course Descriptions

MB 604 Operations Management (3)

The emphasis of this course is the streamlining of processes and systems to improve organizational effectiveness. Topics such as inventory and quality control, facilities, equipment and materials, and planning and scheduling will be explored.

Prerequisite: MB 502.

MB 605 Human Resource Administration* (3)

The most important resource in any organization is its personnel. In this course, individuals will be provided with knowledge concerning recruiting, interviewing, training, compensating, appraising, and rewarding individuals.

MB 607 The Dynamics of Effective Leadership* (3)

In this course, different styles of leadership are explored along with the techniques and practices that are used by successful leadership. (HR Specialization)

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.

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. Research shows that organizations that excel at managing the intersection of people, process and technology through innovation and change management produce superior results.

MB 613 Organizational Communication (3)

An investigation into today's communication strategies, and how to effectively use them as a leader and as a 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 challenges, adapting communications to the specific needs of the audience, and cultivating and nourishing communication networks.

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 Courses Course Descriptions

MB 700 Business Policy and Decision-Making (3)

The capstone course is the culmination of all previous coursework. Through the use of cases and analyses of current business events, individuals will examine how the various functions of business are used to solve problems and to derive appropriate strategies for organizations

MB 701 Thesis Seminar (2 parts, 6)

In this course, individuals derive an idea for a research project that is related to their concentration and their own personal business interests. Before registering for this course, a student must submit to the appropriate faculty mentor and the Coordinator of the MBA program a written proposal for the managerial problem that he/she would like to research.

-- OR --

MB 702 Business Plan Formulation (2 parts, 6)

In this course, students will develop an entire business plan, including the marketing, promotion, pricing, distribution, and financing arrangements that will be used for the proposed business initiative selected. In addition, the probable effects of competition, legal regulations, and other external factors on the proposed business operations must be investigated. Before registering for this course, a student must submit to the appropriate faculty member and the Coordinator of the MBA program a written proposal for the business plan that he/she would like to formulate.

*NOTE: * Indicates part of the Human Resource Specialization*

Admissions and Program Standards

All candidates for the Master of Business Administration Program must apply for admission to the program through the College's Office of Admissions.

To be considered for admission to the program, all students must submit the following materials:

- Completed application form, 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 3.0 on a scale of 4.0
- For applicants with a grade point average below 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
- Two letters of recommendation using the recommendation form provided by the office of graduate admissions
- A TOEFL score, if English is not the first language of the applicant. A minimum score of 90 on the internet based test (I.B.T.) is required for admission

Waiver Credits

The Master of Business Administration is a 57-credit program. However, up to a maximum of 24 credits previously taken at Dominican College or other accredited institutions may be waived based on the following criteria. Note that two undergraduate courses, both of which meet the appropriate criteria below, will result in the waiver of one MBA course:

- The MBA concentration chosen.
- A minimum grade of B for each course considered as a basis for waiver.
- The courses submitted as a basis for waiver must have been completed no more than 7 years prior to the application for waiver.

No separate application for waiver is required. Student transcripts are reviewed by the Director of the MBA program in consultation with other program faculty.

Transfer Credits

The expectation is that all courses for the degree will be taken at Dominican College. 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.

Residency

Students must successfully complete 27 graduate credits at Dominican College to be able to graduate from the program.

Students in 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. The MBA director will make every effort to inform the student of his/her probationary status. However, it is the responsibility of the student to adhere to the requirements for good academic standing. A student on probation will meet with the MBA director to discuss the conditions and requirements of probation. These conditions and requirements may include continuing probation, academic leave or dismissal from the program.

Masters of Business Administration in Accounting

Consistent with the existing Master in Business Administration program, the Masters of Business Administration in Accounting is a 57 credit program with courses being offered on an accelerated basis and with the potential waiver of a maximum of 21 credits.

As is indicated in the existing MBA program, students must complete specified prerequisite Basic Core courses before moving on to certain Advanced Core courses. Basic Core, Advanced Core, and Elective Courses must be completed before a student can move on to the Capstone Experience. Exceptions to the prescribed sequencing of course work will be allowed only under certain circumstances.

Discipline	Credits
Basic Core Courses	24
Advanced Core Courses	12
Program Electives	12
Capstone Experience	9
Total Credits Required	57

The courses unique to the MBA Concentration in Accounting are the following which are consistent with the most recent New York State CPA requirements. The prerequisites noted refer to courses within the existing undergraduate program at Dominican College:

Computer Auditing	3 credits
Advanced Federal Taxation	3 credits
Accounting Information Systems	3 credits
Quantitative Methods	3 credits
Contemporary Issues in Accounting	3 credits
Accounting Research & Professional Ethics	3 credits

Accounting Masters Courses

AM 520 Quantitative Methods (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 optimization of goals is provided.

AM 534 Advanced Federal Taxation (3)

The increased coverage of topics in federal taxation for partnerships, corporations, limited liability companies, trusts, estates, and individuals. Students will explore various rules and methods involved in minimizing a client's tax liability. Students will use tax preparation software and research selected topics.

Prerequisite: AC 333.

AM 545 Accounting Information Systems (3)

Students will use software to solve accounting problems, including preparation of accounting records and reports for small businesses and not-for-profit organizations. Students will become familiar with accounting and reporting issues using standard accounting software. Applications will include exposure to spreadsheet programs as well as accounting packages.

Prerequisites: AC 242 and CI 211.

AM 550 Computer Auditing (3)

The use of computers in performing audits is stressed in this course. Students will be introduced to the importance of auditors addressing internal control issues in EDP systems, as well as using computer assisted techniques in performing audits. The course will include applications dealing with audit sampling techniques, testing of internal control procedures, and use of computers in performing analytic review procedures, as well as in confirming accounts receivable. Prerequisites: AC 448 and CI 211.

AM 703 Contemporary Accounting Issues (3)

Current topics will be discussed such as International Accounting Standards, accounting for derivatives, home office/branch accounting, and accounting for bankruptcy. Students will also use accounting and tax software and computer applications to solve selected accounting and tax problems. Topics will vary depending on developments in the profession. Prerequisites: AC 241 and AC 242.

AM 704 Accounting Research and Professional Ethics (3)

Students will research various topics in accounting and auditing literature, including pronouncements issued by the FASB, AICPA, SEC, and PCAOB. Students will become familiar with specific standards of the profession including the AICPA Code of Ethics and related ethical rulings. Standards reviewed will include accounting, auditing, compilation and review, tax, and management advisory services. Prerequisite: AC 448.

AM 534 Advanced Federal Taxation (3)

The increased coverage of topics in federal taxation for partnerships, corporations, limited liability companies, trusts, estates, and individuals. Students will explore various rules and methods involved in minimizing a client's tax liability. Students will use tax preparation software and research selected topics.

Prerequisite: AC 333.

AM 545 Accounting Information Systems (3)

Students will use software to solve accounting problems, including preparation of accounting records and reports for small

businesses and not-for-profit organizations. Students will become familiar with accounting and reporting issues using standard accounting software. Applications will include exposure to spreadsheet programs as well as accounting packages. Prerequisites: AC 242 and CI 211.

Masters of Business Administration in Health Care Management

As with the other Masters of Business Administration degrees, the Dominican College MBA in Health Care Management is a 57 credit program with courses being offered on an 8 week accelerated basis with the potential waiver of a maximum of 18 credits. Students must complete specified prerequisite Basic Core courses before moving on to certain Advanced Core courses. Basic Core, Advanced Core, and Elective Courses must be completed before a student can move on to the Capstone Experience.

Health Care Management Program of Study

CORE (24 Credits)

- HC 500 Health Care Systems
- HC 615 Health Care Financial Management
- HC 505 Management of Health Care Organizations
- MB 503 Economics for Managers
- MB 505 Marketing Management
- MB 506 Management Information Systems
- MB 507 Organizational Behavior (prerequisite MB 505)
- MB 508 The Global Manager

ADVANCED CORE (12 Credits)

- MB 600 Managerial Finance (prerequisite HC 615)
- MB 601 Managerial Statistics & Six Sigma
- MB 602 Decision Making & The Ethical Manager
- MB 603 Strategic Management (prerequisite HC 505)

ELECTIVES (must take 4) (12 Credits)

- 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

CAPSTONE (9 Credits)

- MB 700 Business Policy
- MB 702 Business Plan Formulation (6)

Health Care Management Course Descriptions

HC 500 Health Care Systems (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 inter-relationship of these components in the health care industry and health services delivery. The student will 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 505 Management of Health Care Organizations (3)

This course introduces students to the rigorous basics of operational management. Topics such as organizational structure, management planning, use and control of resources, problem-solving, information and process management, decision-making, and the roles of senior managers are studied in the context of different health care delivery settings. Goal-setting, teamwork and coordination among key health care workers are studied in connection with professional values, conflict resolution, and quality assessment.

HC 615 Health Care Financial Management (3)

This course is oriented to the contemporary role of a health services manager, and is designed to give the student both conceptual understanding and applied skills in financial management. This course introduces accounting concepts and the interpretation of financial statements and operational budgeting. It introduces cost analysis, cost allocation, capital budgeting, and rate setting. The strategic role of financial management in today's health care organization is the unifying theme of the course.

HC 620 The Managed Care System (3)

This course examines critical concepts of managed care and health care reimbursement from the perspective of the 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 a goal of developing a basic understanding of managed care and the reimbursement process.

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 infor-

mation 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)

An 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.

Health Care Management Advanced Certificate

Dominican College's Health Care Management Advanced Certificate provides professionals, who hold a bachelor degree, the opportunity to enroll in focused graduate coursework in health care management topics and areas of interest.

The 15 credit Advanced Master's Certificate can be completed in as few as 10 months and is offered in the MBA accelerated 8 week format. These 15 credits can be applied toward the MBA program as the concentration in Health Care Management, should a student wish to continue.

Advanced Certificate Program Coursework

CORE (9 Credits)

HC 500 Health Care Systems

HC 505 Management of Health Care Organizations

HC 615 Health Care Financial Management

ELECTIVES (must take 2) (6 credits)

(pre-requisite HC 505)

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 635 Legal Aspects of Health Care

Graduate Programs in Nursing

(845) 848-6028, 6029 or fax: (845) 398-4891

Family Nurse Practitioner, M.S. in Nursing

The Division of Nursing offers a Master of Science degree program, Family Nurse Practitioner. The Graduate program in Nursing 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 within the context. 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, 200361120

Phone: (202) 887-6791

Program of Study

The curriculum for the Master of Science degree program integrates current trends in practitioner research, practice, and education. To be awarded the master's degree, a student must successfully complete 42 graduate credits.

Recommended Curriculum Patterns: M.S. in Nursing

Alternative FNP Schedules:

Part-time 2 Years

Year 1: Fall (8 credits)	Spring (7 credits)	Summer (6 credits)
NR 500: Comprehensive Health Assessment (4)	NR 540: Pharmacology in Health and Disease (4)	NR 660: Advanced Practice Family Nursing II (4)
NR 520: Principles of Pathophysiology (4)	NR 580: Theoretical Foundations of Nursing (3)	NR 560: Role Differentiation in Advanced Practice (2)
Year 2: Fall (7 credits)	Spring (7 credits)	Summer (7 credits)
NR 640: Advanced Practice Family Nursing I (4)	NR 680: Advanced Practice Family Nursing III (4)	NR 700: Integrated Advanced Practice (4)
NR 600: Research Praxis I (3)	NR 600: Research Praxis I (3)	Elective (3)

Part-time 3 years

Year 1: Fall (4 credits)	Spring (3 credits)	Summer (2 credits)
NR 500 Comprehensive Health Assessment (4)	NR 580 Theoretical Foundations of Nursing (3)	NR 560 Role Differentiation in Advanced Practice (2)
Year 2: Fall (4 credits)	Spring 4 credits)	Summer (4 credits)
NR 520 Principles of Pathophysiology (4)	NR 540 Pharmacology in Health and Disease (4)	NR 660 Advanced Practice Family Nursing II (4)
Year 3: Fall (7 credits)	Spring (7 credits)	Summer (7 credits)
NR 600 Research Praxis I (3) NR 640 Advanced Practice Family Nursing I (4)	NR 610 Research Praxis II (3) NR 680 Advanced Practice Family Nursing III (4)	NR 700 Integrated Advanced Practice (4) Elective (3)

Part-time 4 years

Year 1: Fall (4 credits)	Spring (3 credits)	Summer (2 credits)
NR 500 Comprehensive Health Assessment (4)	NR 580 Theoretical Foundations of Nursing (3)	NR 560 Role Differentiation in Advanced Practice (2)
Year 2: Fall (4 credits)	Spring (4 credits)	Summer (3 credits)
NR 520 Principles of Pathophysiology (4)	NR 540 Pharmacology in Health and Disease (4)	Elective (3)
Year 3: Fall (3 credits)	Spring (3 credits)	Summer (4 credits)
NR 600 Research Praxis I (3)	NR 610 Research Praxis II (3)	NR 660 Advanced Practice Family Nursing II (4)
Year 4: Fall (4 credits)	Spring (4 credits)	Summer (4 credits)
NR 640 Advanced Practice Family Nursing I (4)	NR 680 Advanced Practice Family Nursing III (4)	NR 700 Integrated Advanced Practice (4)

Admissions

Graduate students will be admitted to Dominican College through the Office of Graduate Admissions. Candidates will be considered for admission on a competitive basis in terms of the following criteria. 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 course grade in each undergraduate nursing course and a B average in all natural sciences coursework.**
- submit evidence on official transcripts of: (a) baccalaureate level 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 candidate'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 completed application with non-refundable application fee.

All documents submitted for consideration will be retained by the Office of Graduate Admissions and become part of the student's permanent record. The Division Director, in concert with the Program Director, will review all documents and make recommendations concerning admission.

** Students without the one year of professional experience may apply for conditional matriculation and may take non-clinical nursing courses while meeting the experience requirement.*

*** Applicants who have not earned a B in each undergraduate nursing course, and who show evidence of subsequent academic and career accomplishments, are admitted as conditionally matriculated students. On achievement of B+ in Advanced Health Assessment and Principles of Pathophysiology, student status changes to full matriculation.*

Advisement

Once you are admitted to the program of Graduate Studies at Dominican, you are assigned an advisor. Please contact the Program Coordinator at (845) 848-6026, for advisement and registration.

The office is located in the Prusmack Center, second floor. Graduate students should make an appointment to register for courses, to discuss drop/add procedures, and for counseling on progression in the program.

Academic Requirements

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.

The end-of-program objectives for which each graduate student is accountable are to:

- Integrate principles of systems theory, natural, biological, physical, and social sciences in advanced nursing practice.
- analyze client responses to therapeutic interventions.
- synthesize the nursing process in a manner inclusive of biopsychosocial phenomena and cultural and ethnic variations.
- synthesize primary, secondary, and tertiary levels of prevention to promote optimal wellness.
- integrate nursing research methods to improve advanced practice nursing.
- demonstrate dependent, independent, and interdependent professional behaviors in advanced practice nursing.

Length of Program

Students may elect full or part-time study to complete the degree. Course work may be completed in 1 1/2 calendar years of full-time study. Part-time study is achieved in four academic semesters and two summer sessions. Lecture courses are offered in an evening format. Students must complete all course requirements within a five-year time frame counted from entry into the first nursing course.

Deferred Enrollment, Leave of Absence, Withdrawal

Any student accepted into the program who wishes to defer enrollment must write a letter to the Coordinator requesting permission to defer. Permission to defer will be granted for one year beginning at the time of the request. Filing the request in a timely fashion secures a place in the following year's class.

Once enrolled, 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 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 Coordinator at least one month prior to the beginning of the semester for which the leave is sought, unless extenuating circumstances prevail.

To be official, any withdrawal from a course must be submitted by the student in writing, with authorization by the Program Coordinator, to the Registrar. Students may drop a course within one calendar week after the official opening of the academic term by filing "Drop/Add" forms with the Registrar. When a student officially withdraws from a course during this one-week period, 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

Program Coordinator, 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 symbols "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 Program Coordinator. Upon receipt of the completed form, the Registrar will notify the instructor of the course of the student's official withdrawal.

Students who are planning to withdraw from the program as a whole complete an exit interview with the Program Coordinator.

Health Requirements

All graduate students must show evidence of an annual physical with up-to-date immunizations, a PPD or chest x-ray, and/or titers as required by regulatory agencies. In addition, all graduate students must hold Student Nurse Practitioner malpractice insurance coverage. Information concerning coverage is available in the Office of the Program Coordinator in the Prusmack Center.

Summary of Requirements: Graduate Program in Nursing

Required Courses (39 credits)

NR 500	Comprehensive Health Assessment (4)
NR 520	Principles of Pathophysiology (4)
NR 540	Pharmacology in Health and Disease (4)
NR 560	Role Differentiation in Advanced Practice Nursing (2)
NR 580	Theoretical Foundations of Nursing (3)
NR 600	Research Praxis I (3)
NR 610	Research Praxis II (3)
NR 640	Advanced Practice Family Nursing I: Focus on Children, Adolescents, Young Adults (4)
NR 660	Advanced Practice Family Nursing II: Focus on Middlescence (4)
NR 680	Advanced Practice Family Nursing III: Focus on Elder Care (4)
NR 700	Integrated Advanced Practice Nursing (4)

Elective Courses (6 Credits):

MA 226	Inferential Statistics (3)
NR 730	Power, Politics, and Policy (3)
NR 750	Financing Health Care Delivery Systems (3)
NR 770	Curriculum Design in Nursing (3)
NR 790	Measurement and Evaluation Procedures (3)

All students develop a guided research project and complete 750 hours of clinical practice with a final written project to satisfy degree requirements.

Clinical Sites

A variety of health care settings serve as clinical sites. Students gain experience in primary care, illness care, and long-term care in Department of Health clinics, community health centers, physician's offices, long-term care facilities, and hospitals and specialty groups.

M.S. in Nursing Course Descriptions

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 student knowledge of relevant pathophysiological processes involving major organ systems. Content in this course focuses on organismal changes associated with selected 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 student's 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 pharmacanthropology 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 reparation 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)

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 depth clinical practice, and engagement 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 Middlelscence (4)

The focus of this course is primary, secondary, and tertiary levels of prevention in middle-cent adults within the context of family-centered care. Health promotion, adult health risks, maturational and situational crises of middlelscence 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 middlelscence populations. Students engage in in-depth clinical experiences that provide venues for family nurse practitioner role enactment. (Two-hour lecture, ten hours clinical per week.) Prerequisites: NR 500, NR 520, NR 540.

NR 680 Advanced Practice Family Nursing II: Focus on Elder Care (4)

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 crises of older adults are emphasized. The role of the advanced practice nurse in anticipatory guidance, particularly as it effects 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. (Two-hour lecture, ten hours clinical per week.)
Prerequisites: NR 500, NR 520, NR 540, NR 660.

NR 700 Integrated Advanced Practice Nursing (4)

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 crises 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. (Twenty hours clinical per week.)
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 federal and state regulation of the 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 preparation, operating in a cost-conscious

environment, and analyzing the impact of financial information on nursing within varied health care delivery systems.

NR 770 Curriculum Design in Nursing (3)

The focus of this 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 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.

Doctorate of Nursing Practice (DNP)

The Doctor of Nursing Practice program is an advanced clinical doctorate which reflects the evolution and development of professional nursing. The DNP provides the principles and lived experiences to become nurse leaders. Those who graduate from the program will be prepared at the most advanced level to improve the safety and quality of patient care, influence health care outcomes both locally and globally, and develop and implement health care policy.

Admissions

Graduate students will be admitted to Dominican College through the Office of Graduate Admissions. Candidates will be considered for admission on a competitive basis in terms of the following criteria:

A candidate will:

1. hold a Master's degree as a Family Nurse Practitioner from an NLN or CCNE accredited program*
2. hold a license to practice registered professional nursing and advanced practice nursing in New York State or be eligible to hold same
3. hold current national certification as a Family Nurse Practitioner
4. have relevant experience in advanced practice nursing
5. submit transcripts from all previous college-level study reflecting a cumulative GPA of 3.0 in undergraduate work and a 3.5 for graduate work
6. submit a current Curriculum Vitae
7. submit three letters of recommendation attesting to the applicant's intellectual ability, academic achievement, and professional commitment, including one from a professional colleague who holds a doctoral degree
8. submit a professional goal statement describing career objectives and areas of clinical interest
9. submit a case study that represents the applicant's level of clinical expertise in the provision of care
10. submit a completed application with non-refundable application fee
11. have an interview by phone or in person with a faculty member of the DNP program

All documents submitted for consideration will be retained by the Office of Graduate Admissions and become part of the student's permanent record. The Division Director, in concert with the Coordinator, will review all documents and make recommendations concerning admission.

**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 Post Master's FNP Certificate. A gap analysis rubric will be used to ascertain additional courses needed to complete the post master's certificate. This may be between 12-20 credits depending on their previous specialty.*

Advisement

Once you are admitted to the program at Dominican College, you are assigned an advisor. Please contact the Program Coordinator at (845) 848-6059 for advisement and registration.

The office is located in the Prusmack Center, second floor. Doctoral students should make an appointment to discuss drop/add procedures and for counseling on progression in the program.

Goals of the program

The purpose of the Doctor of Nursing Practice Program is to prepare the graduate as an expert clinician for direct and indirect care roles on advanced practice and clinical leadership.

The goals of the program are to:

1. provide a high quality educational program that prepares candidates for successful careers as clinical experts and leaders
2. implement a program of study that promotes expert clinical practice, continuous practice improvement, effective leadership practices, and clinical scholarship
3. participate in the evolution, development, and improvement of clinical practice for professional nursing
4. create and implement a rigorous clinically focused doctoral program which demonstrates the continuous improvement of clinical practice and scholarship impact
5. impact and improve clinical practice, clinical outcomes, health policy, and care delivery methodologies.

Program Length

Course work will be completed in four academic semesters and two summer sessions, or six academic semesters and three summer sessions.

Curriculum Pattern

Year 1: Fall (6 credits)	Spring (6 credits)	Summer (7 credits)
NR 800 Informatics (3)	NR 820 Epidemiology & Biostatistics (3)	NR 830 Bioethics (3)
NR 810 Translating Evidence into Practice (3)	NR 840 Clinical Genomics (3)	NR 850 Contemporary Leadership (3) NR 860 Introduction to Residency/ Capstone (1)
Year 2: Fall (6 credits)	Spring (7 credits)	Summer (7 credits)
NR 870 Global Health & Social Justice (3)	NR 890 Capstone I (3)	NR 910 Capstone II (3)
NR 880 Healthcare Management (3)	NR 900 Residency I (4)	NR 920 Residency II (4)

DNP Part-Time Alternate Schedule

Year 1: Fall (3 credits)	Spring (3 credits)	Summer (3 credits)
NR 800 Informatics (3)	NR 820 Epidemiology (3)	NR 830 Bioethics (3)
Year 2: Fall (3 credits)	Spring (3 credits)	Summer (3 credits)
NR 810 Translating Evidence into Practice (3)	NR 840 Clinical Genomics (3)	NR 850 Contemporary Leadership (3) NR 860 Introduction to Residency/ Capstone (1)
Year 3: Fall (6 credits)	Spring (7 credits)	Summer (7 credits)
NR 870 Global Health and Social Justice (3)	NR 890 Capstone I (3)	NR 910 Capstone II (3)
NR 880 Health Care Management (3)	NR 900 Residency I (4)	NR 920 Residency II (4)

Withdrawal

To be official, any withdrawal from a course must be submitted by the student in writing, with authorization by the Program Coordinator, to the Registrar. Students may drop a course within one calendar week after the official opening of the academic term by filing "Drop/Add" forms with the Registrar. When a student officially withdraws from a course during this one week period, 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 Program Coordinator, 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 an official withdrawal has not been authorized.

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

Students who are planning to withdraw from the program as a whole complete an exit interview with the Program Coordinator.

Health Requirements

All doctoral students must show evidence of an annual physical with up-to-date immunizations, a PPD or chest x-ray, and/or titers as required by regulatory agencies.

In addition, all doctoral students must maintain Nurse Practitioner malpractice insurance coverage in the amount of \$1,000,000/\$3,000,000.

Post Master's FNP Degree

Students who hold a Master's degree seeking admission to the DNP program will need to have advanced practice specialization and national certification as a family nurse practitioner (FNP). If they are not prepared as a family nurse practitioner, they may complete a Post Master's FNP degree. A gap analysis rubric will be used to ascertain additional courses needed to complete the post master's degree. This may be between 12-20 credits depending on their previous specialty.

Purpose:

The purpose of the formal post master's program is to provide advanced practice nurses who do not hold a Family Nurse Practitioner degree the opportunity to pursue the DNP degree without completing a second Master of Science degree in nursing. The Post Master's Certificate program is designed to prepare advanced practice nurses to become certified as family nurse practitioners.

DNP Nursing Course Descriptions

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. The integration of knowledge and evidence from diverse sources is used to evaluate practice patterns against national benchmarks to determine variances in outcomes and explore alternative solutions surrounding clinical problems to improve healthcare outcomes.

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 advancements, and by the exercise of power in determining how they are used, and who decides; as well as strategies to address them which will increase competence. It will provide a foundation of philosophical and moral reasoning skills, encourage reflection on personal and professional moral commitments in practice and promote discussion among professionals.

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 DNP students 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 their impact on care and policy implications. Practices/policies/protocols compliant with legal and ethical mandates will be explored.

NR 880 Health Care Management (3)

This course examines critical concepts of managed care and health care reimbursement from the perspective of the 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 ag-

gregate 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 practicum experiences with scholarly activities to provide in-depth learning for students. It provides an opportunity for meaningful engagement with experts from nursing, as well as other disciplines. 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 DN student. Residency provides an opportunity for further synthesis and expansion of the learning development to that point.

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. Individual experiences will be developed under the guidance of a faculty member with completion of 250 hours in an approved setting. Students will be jointly supervised by the clinical site supervisor. A series of seminars will complete the immersion course. Seminars are designed to reflect on best practice approaches and the generate solutions for creatively dealing with barriers that interfere with the delivery of equitable, evidence-based, patient-centered care, and on quality improvement and policy concepts and other intervening variables that affect environments of care. Students will also complete a portfolio delineating their experiences and achievements during their course of study.

Graduate Program in Occupational Therapy

(845) 848-6040, 6041 or fax: (845) 398-4893

Therapeutic use of everyday life activities (occupations) with individuals or groups for the purpose of enhancing or enabling participation in roles, habits, and routines in home, school, workplace, community, and other settings. Occupational therapy practitioners use their knowledge of the transactional relationship among the person, his or her engagement in valuable occupations, and the context to design occupation-based intervention plans that facilitate change or growth in client factors (body functions, body structures, values, beliefs, and spirituality) and skills (motor, process, and social interaction) needed for successful participation. Occupational therapy practitioners are concerned with the end result of participation and thus enable engagement through adaptations and modifications to the environment or objects within the environment when needed. Occupational therapy services are provided for habilitation, rehabilitation, and promotion of health and wellness for clients with disability- and non-disability-related needs. These services include acquisition and preservation of occupational identity for those who have or are at risk for developing an illness, injury, disease, disorder, condition, impairment, disability, activity limitation, or participation restriction.

[American Occupational Therapy Association. (2014). Occupational therapy practice framework: Domain and process (3rd ed.). American Journal of Occupational Therapy, 68 (Suppl.1), S1–S48.
<http://dx.doi.org/10.5014/ajot.2014.682006>

ENTRY-LEVEL MASTER'S PROGRAM

Bachelor of Science/Master of Science in Occupational Therapy

Dominican College's Weekend Graduate Occupational Therapy program is an entry-level master's degree program designed for qualified students with various educational backgrounds. The program presents a sequence of courses in a trimester-based weekend system, with class sessions approximately every third weekend. Through a series of intensive, sequential learning experiences, students actively engage in his/her own professional development.

The entry-level Master's program is fully accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA).

ACOTE
c/o Accreditation Department
American Occupational Therapy Association (AOTA)
4720 Montgomery Lane, Suite 200
Bethesda, MD 20814-3449
Phone: (301) 652-AOTA

Graduates of accredited programs are eligible to sit for the national certification examination for Occupational Therapists administered by the National Board for Certification of Occupational Therapists (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). All states require licensure in order to practice; however, state licenses are usually based on the results of

the NBCOT Certification Examination.

Program Admission and Program Standards

All students first apply through the Dominican College Office of Admissions. Applying to the Graduate Occupational Therapy Program is a separate process through the Occupational Therapy Centralized Application Service (OTCAS) at <https://portal.otcas.org>. The OTCAS Graduate Occupational Therapy Application Process opens mid-July until February 1 for eligible applicants applying for the Fall (September) Class of the following year. Once processed, the Admissions Committee at Dominican College Occupational Therapy Program will receive and review applications. To learn more about the OTCAS application process and to get started, please go the OTCAS website at www.otcas.org

Candidates for the entry-level Master's degree program in Occupational Therapy include traditional and non-traditional students. Entry into the professional curriculum of the Master's degree program can be accomplished in three different ways, depending on the academic status of the applicant.

Candidates with Baccalaureate degrees can enter directly into the OT professional curriculum upon successful completion of admission requirements including prerequisite coursework.

COTAs and other transfer students who do not have Baccalaureate degrees can apply for entry into the OT professional curriculum after successful completion of prerequisite courses and a minimum of 60 credits of Liberal Arts coursework, which include the College's General Education Curriculum.

Other applicants may enter a pre-professional curriculum in the Social Sciences as freshmen at Dominican College, which will provide general education and will meet all of the Occupational Therapy Master's program prerequisites (consult the Undergraduate Catalog). After completing this pre-professional curriculum, students may apply for admission to the Master's Program.

Prerequisites

All candidates for the Occupational Therapy program must be admitted to the College through the Office of Admissions prior to applying through OTCAS for admission to the graduate program. After a candidate is admitted to the College, the Coordinators of Academics in the Occupational Therapy Program provide academic advisement, course approval, and continuing guidance throughout the course of study in the Occupational Therapy program. All applicants must complete the following prerequisites prior to the start of the graduate program. Courses previously taken at other institutions may be transferred in except for the courses indicated.

BI 223 Anatomy and Physiology I

BI 224 Anatomy and Physiology II

MA 113 College Algebra, or equivalent

MA 225 Introduction to Statistics or Psychological Statistics

PS 102 General Psychology II or equivalent

PS 113 and PS 114 Developmental Psychology I and II, or

6-credit lifespan equivalent (must cover entire lifespan)

PS 226 Abnormal Psychology

SO—V Sociology

The following courses must be taken at Dominican College

BI 324 Clinical Anatomy

BI 333 Neuroscience

PY 114 Topics in Physics/Physics

OT 421 Introduction to Occupational Therapy Practice or,

OT 431 Overview of Occupational Therapy Practice (COTAs only)

OT 532 Kinesiology in Occupational Therapy Practice

This statement of prerequisites is subject to amendment in two respects:

1. Writing proficiency is critical in the profession of Occupational Therapy, and Dominican College is committed to providing its students with the kind of preparation that will assist them in the program and in their later careers; thus, all students are required to provide an on-site writing sample as part of the Program's admission process. Students should contact the Academic Success Center upon admission to the College to take the English Placement Examination to assess the level of writing proficiency. Students should contact the program to complete the on-site occupational therapy admissions essay. Students may be required to enroll in writing courses or workshops as a result of these processes.
2. The Anatomy & Physiology Challenge Examination is required to transfer Anatomy & Physiology I and/or Clinical Anatomy with grades of B- or higher earned more than five years before applying to Dominican College. Students who do not meet the academic standard for the challenge exam will be required to retake BI 223 and BI 224 Anatomy and Physiology I and II and BI 324. Students with grades lower than B- in BI 223 and BI 224 will be required to retake these courses.

Admission Standards

Applicants must have a minimum G.P.A. of 3.0 and meet the following additional grade criteria:

Science prerequisite requires no grade lower than a B- (2.7) for any individual science course. Prerequisite science courses can only be repeated one time. Overall science prerequisite G.P.A. must be a minimum of 3.0 (B).

Other liberal arts prerequisites also require a minimum G.P.A. of 3.0 (B) and must be completed with no grade lower than a C (2.0) for any individual course.

Students must earn a B or higher based on the undergraduate grading system in OT 421, Introduction to OT Practice, or OT 431, Overview of OT Practice

Students must earn a B or higher based on the graduate grading system in OT 532, Kinesiology in OT Practice, to be considered for admission into the Master's program, again meeting the overall 3.0 G.P.A. standard.

How to Apply

Applicants interested in the Graduate Occupational Therapy Program apply first to Dominican College through the Office of Ad-

missions. Once accepted to the college, applicants will be assigned a Coordinator of Academics and Fieldwork who will work with applicants to determine eligibility status and timeline for applying to the Graduate Program.

Applicants who have successfully completed all but the last five Dominican College prerequisite courses, PY114, BI324, BI333, OT421 or OT431 (for COTAs) and have met the minimum individual grade and the G.P.A. standard of 3.0 will apply to the graduate program through OTCAS. The OTCAS scores are calculated based on the combined average of all student transcripts. The assigned advisor will determine when you are ready to apply through OTCAS.

Applicants must include documentation of volunteer experience in an Occupational Therapy department, professional work experience in Occupational Therapy or a related health field, and/or personal life experience resulting in significant exposure to the field of Occupational Therapy as per the directions on OTCAS.

COTAs applying to Dominican College must submit a copy of their initial NBCOT certification (even if currently inactive) and documentation of one year of full-time experience working as a COTA to the Dominican College Office of Admissions. If the certification has been revoked, the applicant is ineligible for program admission.

Candidates will be evaluated on the basis of their OTCAS Score, academic record, application essay, on-site essay, work experience, references, and interview.

Professional Curriculum and Academic Standards

Once a student is admitted to the graduate program they must maintain a minimum current term and cumulative G.P.A. of 3.0 (B), with no grade lower than a B for 6 credit courses and a C+ (2.5) for other courses, again maintaining the 3.0 cumulative G.P.A. at all times. Any grade of B or lower places the student at risk.

Students must comply with the standards and policies set forth by Dominican College, the Graduate Occupational Therapy Program, and the Occupational Therapy profession throughout their academic tenure. An advantage of a weekend course format is that it allows students to pursue educational goals while continuing some form of workplace arrangements. Students are cautioned, however, that long work hours are generally incompatible with success in the program, which requires extensive study time. The program cannot consider competing work obligations as a substitute for the maintenance of academic standards. In particular, it is a matter of policy that absence for more than the equivalent of one weekend will necessitate a non-passing grade for any Graduate Occupational Therapy course. Absence for any part of the first weekend of a trimester is not permitted. This includes the mandatory program orientation day on Friday of the first instructional weekend in the Fall.

Program of Study

The entry-level Master's Occupational Therapy curriculum requires students to participate in seven trimesters of academic work (a minimum of 63 semester hours). In recognition of their professional experience, the curriculum for students with initial NBCOT certification as COTAs is taught over six trimesters and requires eleven fewer credits. Both program tracks require the completion of two full-time three-month, Level II Fieldwork Experiences (3 credits each fieldwork) directly following the last academic trimester.

Students enter the program with a liberal arts foundation and specified courses in the social sciences and basic sciences. A prerequisite course, OT 421 Introduction to Occupational Therapy, will ensure that have a basic understanding of the profession's history, philosophy, and domains of concern. The prerequisite course OT 431 Overview of Occupational Therapy Practice provides the COTA with a solid foundation in theory, clinical reasoning, and frames of reference to facilitate a successful transition from a technical level of knowledge and skill to professional-level of education.

The curriculum design incorporates a liberal arts foundation, a core of basic and social science courses, a sequence of professional courses, and fieldwork in Occupational Therapy. The program leads to a combined Bachelor of Science/Master of Science degree.

B.S./M.S. Curriculum Sequence for Graduate Occupational Therapy Students

Year 1 (27 credits)		Credits
1st Trimester Fall (September)		
OT 534 Tools of Practice I		6
OT 536 Foundations of Occupational Therapy		3
COTAs begin here		
2nd Trimester Spring (January)		
OT 545 Professional Practice Skills I		6
OT 544 Clinical Conditions		3
3rd Trimester Summer (May)		
OT 542 Childhood & OT Practice		6
OT 664 Research in OT		3
Year 2 (27 credits)		Credits
1st Trimester Fall (September)		
OT 643 Adolescence & OT Practice		6
OT 662 Fieldwork Level I Seminar**		3
OT 663 Fieldwork Level I Seminar** COTAs		1**
2nd Trimester Spring (January)		
OT 646 Professional Practice Skills II		6
OT 756 Research Symposium		3
3rd Trimester Summer (May)		
OT 652 Adulthood & OT Practice		6
OT 754 Advanced Practice		3
Year 3 (15 credits)		Credits
1st Trimester Fall (September)		
OT 753 Maturity and OT Practice		6
OT 649 Leadership and OT Practice		3
2nd Trimester Spring (January)		
OT 764 Fieldwork Level II A*		3

3rd Trimester Summer (May)

OT 765 Fieldwork Level II B*

3

* Upon completion of the academic curriculum, students are required to complete 6 months of clinical affiliation, taken as 2 full-time, three-month fieldwork experiences, which carry three units of credit each (see OT 764 – OT 765). These full-time fieldwork placements are considered the equivalent of full-time enrollment for students and must be completed within 24 months following completion of academic coursework. Students need to plan as working during the Level II Fieldwork Experiences is not permitted.

** Two day-long visits during the week for COTAs and twelve (12) day-long visits during the week all other students are also required as a component of the course. See course description.

*** The BS/MS curriculum sequence must be completed within 150% of the program length. 4 years, 3 months for students and 3 years, 9 months for COTAs.

Pre-Professional OT Curriculum

(All courses offered in a weekend format.)

OT 421 Introduction to Occupational Therapy Practice (3)

This course provides an introductory study to the field of occupational therapy. The historical and philosophical development of occupational therapy will be presented as well as the concepts of occupation, person, environment, and professional interpersonal factors. Emphasis will be placed on occupation and co-occupation as core concepts, the domain and occupational therapy client centered process, and the importance in engagement in occupation to support participation in context(s), health and wellness. Professional factors will address Occupational Therapy Standards of Practice and Code of Ethics, and how occupational therapy services are delivery. Roles and tasks of occupational therapy practitioners, working in a variety of practice settings with diverse populations across the life span, will be discussed as well as professional development.

Course does not apply to students who are COTAs. A minimum grade of B (84) is required for acceptance into OT professional courses.

OT 431 Overview of Occupational Therapy Practice (3)

This course provides a comprehensive overview of the profession, including the Occupational Therapy Practice Framework: Domain and Process - 3rd edition (2014), the history, and theorists in the profession, professionalism, conceptual framework of occupational therapy (applied theory and models of practice), clinical reasoning, and therapeutic use of self. The context of service delivery will be reviewed along with an introduction to the structure of a frame of reference, as well as ethical and professional considerations, as a foundation for subsequent courses. Current practices and future trends will also be explored inclusive of cultural and global issues as they impact quality of life, service delivery, and clients' ability to live "life to the fullest." The roles of occupational therapy practitioners, as relate to a career transition from occupational therapy assistant to occupational therapist, will be explored. This course involves distance learning assignments and experiential teaching-learning experiences.

Students with COTA backgrounds only. A course grade of B (84) is required for acceptance into OT professional courses.

OT 532 Kinesiology in OT Practice (6)

This course expands upon and integrates information presented in Anatomy & Physiology, and/or Clinical Anatomy. Students are introduced to the principles of biomechanics, joint kinematics, and muscle function, to enhance their understanding of normal human motion. Experiential laboratory sessions will provide illustrations of these concepts as well as the opportunity to develop skill in assessing joint range of motion, muscle strength, posture, and movement patterns related to occupational performance. A course grade of B and a G.P.A. of 3.0 (80 for graduate grading system) is required for acceptance into OT professional courses.

Professional Courses

OT 534 Tools of Practice (6)

A study of the tools of occupational therapy including the non-human environment, activity analysis, occupation-based analysis, conscious use of self, the teaching-learning process, synthesis and gradation of activities. Laboratory sessions consist of task group meetings that enable a student to develop skills in a variety of therapeutic media. Emphasis is on application and process to build beginning skills for the therapeutic use of occupations and activities. This course enables students to integrate theoretical foundations with activity selection, performance, adaptation and gradation for a diversity of clinical situations. Course does not apply to students who are COTAs.

OT 536 Foundations of Occupational Therapy (3)

This course focuses on the theoretical constructs underlying occupational performance encompassing a study of major occupational therapy models of practice. Historical and current theoretical constructs are explored, with socio-political, cultural, and research perspectives analyzed for their impact on theory development. A corollary focus of the course is on the domain and process of the profession, which has occupation as its core, while also exploring the role and contribution of an individual's personal resources to the occupational therapy process. Students are immersed in learning activities and readings to develop an essential practice tool, that is, "therapeutic use of self". This is done through select activities designed to develop self-awareness and critical appraisal skill and to foster self-directed learning and the development of critical thinking skills. Students are guided through reflective activities to critically evaluate and monitor the development of their critical thinking skills. Students are encouraged to apply concepts learned in this and future courses to improve their occupational performance in the occupation of school.

Emphasis is placed on the development of skills understand and apply the conceptual foundations of practice through the use of lecture, laboratory experiences, problem-based learning activities, video, and case analyses. Along with comparing and contrasting occupation-centered models, students discuss the historical influences through the lens of the Occupational Therapy founders and occupational therapy and occupational science scholars, e.g. Eleanor Clarke Slagle lectures. The discipline of occupational science, cultural competency model, the Kawa Model and principles of critical thinking and reasoning are also addressed. Course does not apply to students who are COTAs.

OT 542 Childhood and OT Practice (6)

This course will highlight occupation based pediatric practice focusing on the assessment and, to a lesser degree, the treat-

ment of children birth to 12 years. The developmental mastery of performance skills impacting childhood occupations as well as the pediatric disorders most frequently treated in practice will be studied. The ability to recognize the difference between typical and atypical development is also investigated. Because the process of evaluation is the initial phase of occupational therapy the evaluation process will be highlighted. Students will complete two evaluations on two different typically developing children during the course, thus, beginning to experience and understand simultaneously the occupational therapy process and typical development. The importance of client factors, context and environment on pediatric practice, and the profession's support for the individual child, their family, as well as the community is emphasized. Students will be expected to identify and, by the end of the course, choose the most relevant frames of reference for establishing an evaluation and intervention plan for a student created case study. Introduction to advanced practice issues specific to pediatric practice, such as neonatal intensive care (highlighting team members, family and environment of the NICU), pediatric feeding disorders, sensory processing, early intervention, and school-based practice, occurs in this course. Audiovisuals, use of concept maps, hands-on activities with assessment tools, role play, and laboratory exercises will be used as instructional aides to complement lecture material and required reading.

OT 544 Clinical Conditions in Occupational Therapy Practice (3)

This course provides the student with a study of the significant disease entities, including the etiology, pathology, prognosis and typical medical treatments that are most often encountered by the practicing occupational therapist. Opportunities are provided for students to learn, identify and relate covered material to their emerging occupational therapy knowledge. Emphasis will be placed on readings, discussions, and examples to illustrate the impact that the covered diseases and conditions may have on occupational performance and engagement in a variety of contexts and stages of development across the lifespan.

OT 545 Professional Practice Skills I (6)

This course provides an introductory, yet in-depth, experiential study of the core skills necessary for professional practice, including the knowledge and ability to think and reason critically, utilize the Occupational Therapy Practice Framework to observe and document human behavior and occupational performance, understand and implement a wide variety of frames of reference across the lifespan and clinical conditions, develop and participate meaningfully in group settings and activities, and continue the development of therapeutic and professional relationships, behaviors, and cultural competence.

OT 643 Adolescence and OT Practice (6)

This course focuses on the developmental stage of middle childhood and adolescence for the application of theoretical constructs for evaluation and interventions. Students are provided with teaching-learning activities to understand, illustrate and demonstrate screening, evaluation and intervention planning for the middle childhood to late adolescence period in relation to supporting engagement in occupations. Opportunities are provided for students to study and begin to develop skills for remediation and compensation for disability status (mental, cognitive, perceptual, behavioral, etc.) and situational factors based on identified needs of the population. An examination of behavioral, and psycho-social factors is emphasized for their relevance/importance in the application of theories for this life stage for meaningful occupation outcomes. The course addresses occupational therapy practice most often associated with middle childhood and adolescence. Through classroom-based, and online-based teaching methodology, the

course addresses occupational therapy practice with children in middle childhood and with young people in their adolescence.

OT 646 Professional Practice Skills II (6)

This course provides an in-depth study of the tools of occupational therapy practice. Emphasis will be placed upon the learning of established evaluation methods and intervention techniques so that students will have the background skills for planning appropriate adaptations, compensations, or modifications for clients with limitations in occupational performance tasks. Laboratory sessions will consist of task group meetings that will enable students to develop evaluation and intervention skills, and become competent in the use, design, and/or fabrication of a variety of rehabilitative equipment, positioning devices, and orthotics. Additionally, students will have the opportunity to observe and/or practice skills related to assessment, muscle testing, goniometry, transfer techniques, wheelchair positioning and seating. The role of the occupational therapist in increasing function, diminishing dysfunction, and enhancing the quality of life for persons with disabilities will be emphasized. The use of evidence-based practice will be discussed as related to intervention strategies in order to draw conclusions for practice. Through the lens of occupational therapy practice, the impact of the current health care and educational delivery system is explored.

OT 649 Leadership in Occupational Therapy Practice (3)

This last trimester course focuses on the leadership and management of occupational therapy services, as well as professional issues that include the ethical, legal, political, legislative, reimbursement, and ethos of the practice and the practitioner. Students explore and analyze administrative, supervisory, leadership, and professional issues related to the practice context and promotion of the profession. The course addresses the contexts of the health care and other delivery systems (e.g. political, educational, and community). The examination and analysis of policy, demographic factors, and organizational considerations in the delivery of occupational therapy services is discussed. Federal, state and local guidelines related to practice and implications for credentialing and reimbursement are explored. The grant writing process is introduced as a potential avenue for fiscal resources. Professional standards (American Occupational Therapy Association (AOTA)), national certification, licensure, and continuing competence are discussed with emphasis on ongoing professional development to maintain currency in all areas of professional practice.

OT 652 Adulthood and OT Practice (6)

This course presents the developmental stages, roles, and tasks of the adult. Focus is placed on the impact that biopsychosocial stress, dysfunction and/or disability have on the primary roles and tasks of the adult. The course develops and emphasizes the skillful analysis and application of occupational therapy frames of reference for the selection and utilization of appropriate evaluation and intervention techniques with a variety of adult clinical conditions.

OT 662 Fieldwork Level I Seminar (3)

This course is an introductory study of the roles and tasks of the occupational therapist practicing in psychosocial and physical disabilities clinical or community-based settings. A minimum of 48 hours of supervised fieldwork experience in two different settings with emphasis on physical, cognitive and psychosocial aspects will provide the student with an integrated learning experience. The fieldwork experience will be structured around academic assignments enabling students to integrate theoretical knowledge with a range of clinical and/or commu-

nity-based situations as well as working with individuals having a diversity of psychosocial and physical disabilities or needs along the developmental continuum.

OT 663 Fieldwork Level I Seminar (1)

This course is an introductory study of the roles and tasks of the occupational therapist practicing in psychosocial and physical disabilities clinical or community-based settings. A minimum of 6 to 8 hours of supervised fieldwork experience in two different settings with emphasis on physical, cognitive and psychosocial aspects will provide the student with an integrated learning experience. The fieldwork experience will be structured around academic assignments enabling students to integrate theoretical knowledge with a range of clinical and/or community-based situations as well as working with individuals having a diversity of psychosocial and physical disabilities or needs along the developmental continuum. This course is also designed to provide a link between theory and practice for the Certified Occupational Therapy Assistant (COTA) student transitioning to the role of the occupational therapist. (Students with COTA backgrounds only).

OT 664 Research in Occupational Therapy (3)

Students' understanding of the types of scholarship related to the value of occupation to improve health and wellness of human lives is promoted. Types and ways in which knowledge is obtained are examined in preparation for evidence-based practice. Students develop skills to critically appraise published research studies as related to occupational therapy practice and evidence-based practice. Components that go into formulating a question(s) and/or hypothesis, a relevant background, literature review, and methodology and analysis of qualitative and quantitative data are discussed. Students complete an evidence-based practice paper, which critically appraises evidence that supports or refutes a treatment intervention impacting on individuals' participation in meaningful occupations. Criteria for reporting research, according to established publication standards, will be emphasized.

OT 753 Maturity and OT Practice (6)

This course will present those elements that contribute to making the age of maturity productive and filled with meaningful occupation. Emphasis on occupational therapy assessments and intervention associated with the aging process due to 1) client factors affected by disability, illness, disease, deprivation, 2) contextual or environmental factors or 3) the demands, performance, or process (patterns) of activities meaningful to the individual. Specific issues related to chronic illness, family care giving, and terminal illness are explored. Skills for evaluating the mature person's occupational performance and intervention methods to support "health and participation in life through engagement in occupation" are explored. This course also has an application experience-one day off-site providing students opportunities to demonstrate skills in designing appropriate group interventions for the elderly under supervision with peer support. The capstone project involves conducting a needs assessment for an agency or facility serving the elderly, and developing an occupational therapy program based on the determined needs.

OT 754 Advanced Practice (3)

This course exposes students to areas of occupational therapy practice that are considered specialized to increase their awareness of the depth and breadth of the profession. Emphasis will be on clinical reasoning and the integration of contemporary frames of reference and models of practice, and evidence-based assessments and interventions in specialized areas of practice.

A more in-depth discussion and practical experience of a variety of entry-level concepts, processes and methods will be provided. The course also highlights the significance of the need to pursue continuing professional education to ensure competence in advanced practice areas.

OT 756 Research Symposium (3)

This course provides continued opportunities for students to refine their critical appraisal skills in evaluating the quality of evidence provided in published research studies, for evidence-based practice in occupational therapy. Components that go into the collecting and analyzing of qualitative and quantitative data are discussed as well as the components that go into the Results, Discussion, Conclusion, and Abstract Sections of a research study. Opportunities to apply knowledge of the research process is promoted by critical appraisal and discussion of quantitative and qualitative data analysis techniques, and the results, discussion, and conclusions sections of a study, as well as the limitations.

Students who are not analyzing data will complete a capstone project, which involves the critique of their scholarship papers developed in OT 664. Students will examine and assess their use of critical thinking skills, which includes deductive and inductive thinking, to produce a scholarly paper in preparation for higher level scholarly writing and evaluation of professional practice, service delivery, and/or professional issues (e.g. Scholarship of Integration, Application, Teaching and Learning). Students analyzing data will complete a capstone research project, which involves the writing of abstract and results, discussion, and conclusion sections. Criteria for reporting research, according to established publication standards, is emphasized. The course will culminate in students' poster presentations of their capstone papers.

OT 764 Fieldwork Level II A (3)

OT 765 Fieldwork Level II B (3)

This course offers supervised full-time fieldwork at agencies and organizations approved by the faculty in accordance with established AOTA and ACOTE standards. Two three-month affiliations provide a diversity of professional experience in both psychosocial and physical disabilities across the developmental continuum. Selection and scheduling of fieldwork sites is a collaborative process between the student and the Fieldwork Coordinators to ensure that the student's educational needs and professional requirements are properly met. Direct supervision is provided by a registered Occupational Therapist with at least one year of experience. A mandatory seminar is scheduled during each fieldwork experience to provide support, facilitate the sharing of experiences and strategies, and promote successful integration of academic training with professional clinical practice.

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.

Entry Level Doctor of Physical Therapy Program

(845) 398-4800, extension 6049 or fax: (845) 398-4892

The role of the physical therapist is exciting and challenging. The professional uses therapeutic intervention to improve the quality and satisfaction of the lives of diverse clients throughout the 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, neonatal intensive care, school, research, education, and administration.

This mission of the Doctor of Physical Therapy Program of Dominican College is as follows:

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

- 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)
- a Doctor of Physical Therapy degree for the student who has already earned a baccalaureate degree

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 Friday evening, all-day Saturday, and all-day Sunday. There are various learning experiences (e.g. open labs, proficiency checkouts, student-driven group work, student/faculty meetings, etc.) during the day of the Friday instructional weekend. It is strongly recommended 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 clinical affiliations,

weekend classes are scheduled to promote learning and integration of physical therapy skills. The non-traditional format schedule allows a student to continue employment, to maintain family responsibilities, and to pursue other interests. Students are cautioned, however, that long work hours are generally 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.

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.

Program of Study from Biology (Pre-Med) to Physical Therapy

Freshman Year

Semester I (Fall)		Credits
EN 112	College Writing	3
BI 221S	General Biology I	4
CH 221S	General Chemistry I	4
MA 221	Calculus I	3
FS 111	Freshman Seminar I	2
TOTAL		16

Semester II (Winter/Spring)		Credits
EN 113	Writing About Literature	3
BI 222S	General Biology II	4
CH 221S	General Chemistry II	4
MA 222	Calculus II	3
SH 111	Oral Communication	3
FS 112	Freshman Seminar II	1
TOTAL		18

Sophomore Year

Semester I (Fall)		Credits
BI 223S	Anatomy and Physiology I	4
PY 211S	General Physics I	4
CH 331S	Organic Chemistry I	4
GEC II		3
GEC II		3
TOTAL		18

Semester II (Winter/Spring)		Credits
BI 224S	Anatomy and Physiology II	4
PY 222S	General Physics II	4
CH 332S	Organic Chemistry II	4
GEC II		3
TOTAL		15

Summer Session		Credits
PS 113	Developmental Psychology I	3
PS 114	Developmental Psychology II	3
TOTAL		6

Junior Year Semester I (Fall)		Credits
BI 226S	Genetics	4
BI 228S	Introduction to Biochemistry	3
MA 225	Introduction to Statistics	3
BI 440	Research Techniques	3
GEC III		3
TOTAL		16

Semester II (Winter/Spring)		Credits
BI 225S	Introduction to Microbiology	4
BI 334S	Histology	4
MA 226	Inferential Statistics	3
BI 441S	Research Seminar	3
GEC II		3
TOTAL		17

Professional Sequence (Weekend Format: Start of PT Sequence)		
Trimester I (Fall)		Credits
BI 542	Gross Anatomy I	4
PT 540	Overview of the Physical Therapy Profession	1
PT 544	Introduction to Critical Inquiry	3
TOTAL		8

Trimester II (Winter/Spring)		Credits
BI 532	Biomechanics and Kinesiology	3
BI 533	Neuroscience	3
PT 541	Basic Principles of PT	4
PT 546	Clinical Education Seminar I	2
TOTAL		12

Entry-Level Doctor of Physical Therapy Professional Sequence

Year One (32 Credits)		
Summer		Credits
BI 542	Gross Anatomy I	4
PT 540	Overview of Physical Therapy Profession	2
PT 544	Introduction to Critical Inquiry	3
TOTAL		9

Fall		Credits
BI 532	Biomechanics and Kinesiology	3
BI 533	Neuroscience	3
PT 541	Basic Principles of Physical Therapy	4
PT 546	Clinical Education Seminar I	2
TOTAL		12

Winter/Spring		Credits
BI 538	Physiology of Exercise	3
PT 564	MS Assessment and Tx I	4
PT 556	Clinical Education Seminar II	2
PT 611	Motor Learning and Control	2
TOTAL		11

Year Two (31 Credits)		
Summer		Credits
PT 560	Physical Agents, Mechanical and Electrotherapeutic Modalities	2
PT 614	MS Assessment and Tx II	4
PT 621	Cardiopulmonary Assessment and Treatment	4
PT 623	Teaching and Learning	1
TOTAL		11

Fall		Credits
PT 562	Clinical Medicine: Musculoskeletal Management.	4
PT 566	Clinical Education Seminar III	1
PT 624	Neuromuscular Assessment and Treatment	4
PT 862	Physical Therapy Pharmacology	2
TOTAL		11

Winter/Spring		Credits
PT 637	Clinical Experience I*	3
PT 634	Neuromuscular Assessment and TX II	4
PT 639	Research I	3
TOTAL		10

Year Three (29 Credits)		
Summer		Credits
PT 742	Special Topics in Physical Therapy I	2
PT 616	Clinical Education Seminar IV	1
PT 882	Diagnostic Imaging	2
PT 846	Advanced Principles of Physical Therapy	3
TOTAL		8

Fall		Credits
PT 757	Clinical Experience II*	4
PT 884	Medical Screening	2
PT 844	Advanced Clinical Seminar	3
PT 842	Special Topics in PT II	2
TOTAL		11

Winter/Spring		Credits
PT 740	Physical Therapy Administra- tion and Management	2
PT 767	Clinical Experience III*	3
PT 789	Research II	1
PT 860	Health Promotion & Wellness	2
TOTAL		8

Summer		Credits
PT 770	Professional Development	2
PT 797	Clinical Experience IV	4
PT 889	Research III	2
TOTAL		8

Entry-Level Doctor of Physical Therapy Admission and Program Standards

All candidates must apply online utilizing the APTA's Centralized Application Service (www.ptcas.org). 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
Developmental Psychology I, II	3, 3 cr
Chemistry I, II	4, 4 cr

Prerequisite courses are offered by Dominican College in either the traditional semester-based weekday schedule or in a format. 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 G.P.A.). A 3.0 G.P.A. 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.).

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 G.P.A.) 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.

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.

Admission to the Doctor of Physical Therapy Program

The post-baccalaureate student who has satisfied the prerequisites can make application to the Physical Therapy Program. Upon successful completion of the Physical Therapy curriculum, the student will be awarded a Doctor of Physical Therapy degree.

Admission to the Transitional Doctor of Physical Therapy Program

The physical therapist who has previously received an entry-level Bachelors or Masters physical therapy degree can make application to the Transitional Doctor of Physical Therapy Program. 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.

Clinical Experience

In addition to the prerequisite courses, all applicants must document a total of 100 hours 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.

Academic 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.

As stated during the interview process, Fridays of the instructional weekends are used for on-campus student learning- in groups, open lab practicals, and proficiency checkouts. 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 may 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, the student 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 by the end of the two subsequent trimesters. A student has no more than two trimesters to improve the overall GPA to the required 3.0. If the student is unable to attain the minimum overall GPA of 3.0 by the end of the two subsequent trimesters, the substandard GPA 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.

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 for PT 637 Basic Affiliation I. The third capstone written is administered 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.

In concert with Program standards, the written capstone examination passing grade is 70%, and the clinical lab practical capstone examination is 80%. A student must pass the written and lab practical capstone examinations to continue in the Program. Only one retake of the Capstone Written and Lab Practical Examinations is permitted. A student is subject to dismissal from the program if unable to maintain these standards.

Withdrawal from a Course

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.

Physical Therapy Course Descriptions

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)

This course 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)

This course is 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)

The purpose of this course is to introduce the 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)

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 546 Clinical Education Seminar I (2)

This course is the complementary lab to BI 532. The purpose of this course is for Doctor of Physical Therapy students to ~~con-~~ 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. This course also offers an introduction to the essential principles of therapeutic exercise, posture analysis and anthropometric testing to promote the enhancement of physical and functional abilities. 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. This course also gives a brief introduction to professional behaviors for clinical practice.

PT 556 Clinical Education Seminar II (2)

This course offers an 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. The electrical modalities that are commonly employed in the physical therapy clinic for evaluation and treatment of various physical dysfunctions will be emphasized. The specific electrotherapeutic applications that will be demonstrated and practiced including those that are utilized for pain modulation, edema reduction, vascular dysfunction, wound care, muscle strengthening and neuromuscular re-education. Students will focus on pre-treatment assessment and physiological response to treatment as the basis for clinical decision making. 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 and physical agents. This course is the first of two. It will introduce the student to the principles of physical therapy evaluation and management of the patient with musculoskeletal conditions of the lower and upper extremities. The use of cases develops the clinical application of information to physical therapy practice in an orthopedic setting.

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)

This course covers the cardiac and pulmonary systems and the pathological conditions of these systems encountered by the physical therapist during patient care. 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 course examines the role of the physical therapist as an educator of the client, caregiver, and interdisciplinary team member. 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)

This course presents both normal and abnormal movement patterns in children. It continues with the developmental and long term effects of neuromuscular and musculoskeletal dysfunction as they relate to movement. 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. As this is the first clinical experience, productivity and independent performance will not yet be emphasized. As the CPI rating is determined by the weakest of the five performance dimensions, it is recognized that ratings on the first five CPI criteria may be limited by the amount of supervision and guidance or student productivity. This is acceptable as students are likely to be novice clinicians. However, from a qualitative standpoint, students will demonstrate the professional behaviors for which they have self-assessed and have been validated by the faculty.

PT 639 Research I (3)

This course provides 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 when 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, prosthetics 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, life-long learning, support and involvement in professional organiza-

tions, and the expanding role of the physical therapist. Licensure preparation is an essential component of this course.

PT 772 Independent Study (2)

These courses cover special topics in specific system therapeutics, such as musculoskeletal, neuromuscular, cardiopulmonary and/or integumentary. 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, private practices, inpatient rehabilitation, and home care. This experience is full-time for a duration of 10 weeks, typically.

PT 842 Special Topics in Physical Therapy II (2)

This course will cover 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. 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 per-

form 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. Through-

out 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 892 Independent Study (2)

This optional course allows the student to foster skills in scientific writing and/or research an area of interest in depth under the mentorship of a selected faculty member. The course also allows the Dominican graduate an opportunity to extend the research project carried out in the previous trimester. Open to both DPT and Transitional DPT students.

Graduate Program in Teacher Education

(845) 848-4084, 4090 or fax: (845) 359-7802

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: single certification as (CE) Teacher of Childhood Education (Grades 1-6), (AE) Adolescence Teacher of Mathematics, Social Studies, Science (Biology, Chemistry, Earth Science, Physics), English and World Languages or (SWD) Teacher of Students with Disabilities (Grades 1-6) (including additional annotation/extension for severe and multiple disabilities), (CE/SWD) dual certification as Teacher of Childhood Education/Students with Disabilities (Grades 1-6), and (AE/SWD) Adolescence Education with SWD Grade 7-12 Generalist and (TVI) Teacher of Students Who Are Blind or Visually Impaired (Pre-K to Grade 12). Graduates of the program who hold certification in additional areas such as Early Childhood, Childhood, Middle Childhood, or Adolescence (Biology, Chemistry, Earth Science, English, Math, Physics, Social Studies or World Languages) are also eligible to apply for their professional certification in those areas.

Each of these programs provides 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 which require personnel adequately trained to work with growing populations of special needs students. Most courses require a minimum 8-10 hour field component or laboratory experience, and all graduate programs

require a (3) three-credit Research in Education course.

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 in 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 and possession of an external storage source (hard drive, thumb drive, etc.) are requirements for all programs as all courses have Blackboard components.

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 classrooms 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. 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 six (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/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 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 six 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) three-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.

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 six (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, Science, English or World Language specialization). Students must meet State Education Department pre-requisite requirements in liberal arts and content.

Teacher Education Admission Information

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.

Undergraduate seniors with a 3.0 G.P.A. 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. 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.

Application forms are obtained online from the College's website (www.dc.edu) or from the College's Office of Graduate Admissions. The completed form, accompanied by the application fee (non-refundable), must be returned to the Office of Admissions. The candidate must also submit a current resume and arrange for three letters of recommendation (two from former professors) to be sent as well as official transcripts (not student copies) of all undergraduate and graduate records. 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 write to the Office of the Registrar requesting that an official transcript be sent to the Office of Admissions. Copies of teaching certificates as well as scores on the L.A.S.T., A.T.S.-W., and C.S.T. 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. At the discretion of the Program Director, determination of such skills can be made by combinations of phone, fax, email, and/or on-site samples.

These processes are the same for students seeking either the degree or certification only.

Please note that certification in teacher education is contingent not only on completion of prescribed course work and student teaching experiences, but also requires successful completion of additional requirements by the State Education Department.

Requirements of the Teacher Education Programs

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 trimester or 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: Only students in the TVI program must take: VI 533, VI 535, VI 641 and three-six 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.

Curriculum Requirements — Master of Science in Education--Teacher of Childhood Education

Year I

Quarter I

ED 520	Foundations of Education
ED 522	Educational and Developmental Psychology

Quarter II

ED 531	Fundamentals of Literacy
SE 510	Psychosocial Aspects of Exceptionality

Quarter III

ED 532	Strategies for Literacy Growth
SE 511	Strategies for the Inclusive Classroom

Quarter IV

ED 563	Methods for Mathematics Instruction
ED 564	Methods for Science Instruction
ED 565	Methods for Social Studies Instruction

Year II

Quarter V (extended)

ED 672	Student Teaching
ED 673	Integrative Seminar
ED 616	Research in Education

Curriculum Requirements — Master of Science in Education--Teacher of Childhood Education/Students with Disabilities (Dual Program)

Year I

Quarter I

ED 520	Foundations of Education
ED 522	Educational and Developmental Psychology

Quarter II

ED 531	Fundamentals of Literacy
SE 510	Psychosocial Aspects of Exceptionality

Quarter III

ED 532	Strategies for Literacy Growth
SE 530	Psychology of Learners with Academic and Behavioral Challenges

Quarter IV

ED 563	Methods for Mathematics Instruction
ED 564	Methods for Science Instruction
ED 565	Methods for Social Studies Instruction

Year II

Quarter V

SE 541	Psychoeducational Diagnosis and Assessment
--------	--

Quarter VI

SE 565	Curriculum and Instructional Strategies
SE 623	Positive Behavior Approaches

Quarter VII

ED/SE 672	(extended)
ED 673	Student Teaching
ED 616	Integrative Seminar
	Research in Education

Curriculum Requirements — Master of Science in Education--Teacher of Adolescence Education (Mathematics, Social Studies, Science [Biology, Chemistry, Earth Science, Physics], English and World Languages)

Year I

Quarter I

ED 520	Foundations of Education
ED 522	Educational and Developmental Psychology

Quarter II

ED 531	Fundamentals of Literacy
SE 510	Psychosocial Aspects of Exceptionality

Quarter III

ED 542	Inclusive Literacy Strategies for the Adolescent Learner
SE 511	Strategies for the Inclusive Classroom

Quarter IV

ED 519	Growth, Development and Cognition in the Adolescent Learner
ED 566-580	Methods and Materials in Adolescent Education: Ed 566 Math, Ed 567 Social Studies, Ed 568 Science, ED 569 English or ED 580 World Languages

Year II

Quarter V (extended)

ED 674	Student Teaching
ED 675	Integrative Seminar

Curriculum Requirements — Master of Science in Education--Teacher of Adolescent Education/Students with Disabilities (Dual Program)-Generalist Grades 7-12

Year I

Quarter I

ED 520	Foundations of Education
ED 522	Educational and Developmental Psychology

Quarter II

ED 531	Fundamentals of Literacy
SE 510	Psychosocial Aspects of Exceptionality

Quarter III

SE 530	Psychology of Learners with Academic and Behavioral Challenges
ED 542	Inclusive Literacy Strategies for the Adolescent Learner

Quarter IV

ED 519	Growth, Development and Cognition in the Adolescent Learner
ED 566-580	Methods and Materials in Adolescent Education: Ed 566 Math, Ed 567 Social Studies, Ed 568 Science, ED 569 English or ED 580 World Languages

Year II

Quarter V

SE 541	Psychoeducational Diagnosis and Assessment
SE 537	Introduction to American Sign Language

Quarter VI

SE 565	Curriculum and Strategies for Teaching Students with Disabilities
SE 623	Positive Behavior Approaches

Quarter VII (extended)

SE/ED 674	Student Teaching in Adolescent/SWD Education
ED 675	Integrative Seminar
ED 616	Research in Education

Curriculum Requirements — Teacher of Students with Disabilities (Including Those with Severe or Multiple Disabilities)

Prior to Year I

Summer

SE 510 Psychosocial Aspects of Exceptionality*

Year I

Quarter I

SE 530 Psychology of Learners with Academic and Behavioral Challenges
SE 537 Introduction to American Sign Language
SE 541 Psychoeducational Diagnosis and Assessment

Quarter II

SE 565 Curriculum and Instructional Strategies for Teaching Students with Disabilities
SE 623 Positive Behavior Approaches

Quarter III

SE 622 Collaboration and Teaming to Support All Students
SE 624 Linking Curriculum, Assessment, and Instruction for Students

Quarter IV

SE 617 Student Teaching and Seminar
SE 625 Communication, Technology, and Literacy

Year II

Quarter V

SE 541 Psychoeducational Diagnosis and Assessment
SE 621 Adaptive Methods for Developing Motor Skills in Students with Health and/or Physical Disabilities

Quarter VI

SE 616 Research in Special Education
SE 717 Student Teaching and Advanced Seminar: Person Centered Planning

* For students without Special Education coursework.

Curriculum Requirements — Teacher of Students Who Are Blind or Visually Impaired

Prior to Year I

Summer

SE 510 Psychosocial Aspects of Exceptionality*

Year I

Quarters I & II

VI 532 Psychosocial Aspects and Evaluation of Blindness/ Visual Impairment
VI 535 Literary Braille and Instructional Strategies

Quarter III

VI 533 Assessment and Functional Implications of Blindness and Visual Impairment
VI 538 Nemeth and Other Specialized Braille Codes

Quarter IV

VI 534 Orientation & Mobility for Teachers
VI 539 Assistive Technology for Students who are Blind or Visually Impaired (2 day residency on campus)
VI 641 Methods for Academic Learners who are Blind or Visually Impaired (3 1/2 day residency on campus)

Year II

Quarter V

SE 621 Adaptive Methods for Developing Motor Skills in Students with Health and Physical Disabilities*
VI 717 Student Teaching and Advanced Seminar

Quarter VI

SE 623 Positive Behavior Approaches
VI 642 Methods for Young and/or Multiply Impaired Learners who are Blind or Visually Impaired

Quarter VII

SE 616 Research in Special Education
SE 537 Introduction to American Sign Language

* For students without Special Education coursework.

Blind/Visually Impaired Course Descriptions

All courses are offered in a hybrid/online format.

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 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. Examines use of computer software as research tool. Students prepare either a paper based on an original research design, or a paper based on analytical/historical outline of a question or problem specific to the target population and a journal article of publishable quality based on the paper. Offered as a hybrid/online course.

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 a hybrid/online course.

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. Field experience required. Offered as a hybrid/online course.

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, on-campus institute in July. Offered as a week-long hybrid/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 assuring that New York State Learning Standards in all identified areas are met by all learners. *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.

Childhood Education Course Descriptions

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 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 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.

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.

SE 510 Psycho-Social 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.

Childhood Education/Students with Disabilities (Dual Program) Course Descriptions

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 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 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.

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.

SE 510 Psycho-Social 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 student with a repertoire of tangible strategies necessary for successful implementation of differentiated instruction. Designed to provide evidence-based practices to teachers who are responsible for educating learners in mainstreamed, self-contained and resource room environments; implementation of Response to Intervention (RTI) and Universal Design for Instruction (UDI) principles. *Field experience in a special education environment required.*

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 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.*

Adolescence Education Course Descriptions

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. Which 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 542 Inclusive Literacy Strategies for the Adolescent Learner (3)

ED 542 is designed to strengthen 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 566 Methods and Materials in Adolescent Education: Mathematics (3)

ED 566 is a secondary methods/materials course that 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 a twenty-five hour 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 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 a twenty-five hour 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)

ED 568 is a secondary methods/materials course that 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 a twenty-five hour 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 a twenty-five hour 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)

ED 580 is a secondary methods/materials course that 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 a twenty-five hour 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.

ED 674 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 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 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.

SE 510 Psycho-Social 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 student with a repertoire of tangible strategies necessary for successful implementation of differentiated instruction. Designed to provide evidence-based practices to teachers who are responsible for educating learners in mainstreamed, self-contained and resource room environments; implementation of Response to Intervention (RTI) and Universal Design for Instruction (UDI) principles.

Field experience in a special education environment required.

Adolescence Education/Students with Disabilities (Dual Program) Course Descriptions**ED 519 Growth, Development and Cognition in the Adolescent Learner (3)**

Explores the unique developmental period of adolescence as a major transition 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 which 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 542 Inclusive Literacy Strategies for the Adolescent Learner (3)

ED 542 is designed to strengthen 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 566 Methods and Materials in Adolescent Education: Mathematics (3)

ED 566 is a secondary methods/materials course that 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 a twenty- five hour 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 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 a twenty- five hour 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)

ED 568 is a secondary methods/materials course that 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 a twenty- five hour 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 a twenty- five hour 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)

ED 580 is a secondary methods/materials course that 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 a twenty- five hour 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.

ED/SE 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 middle/high school 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 674 co-requisite.

SE 510 Psycho-Social 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 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 students 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 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.*

Students with Disabilities Course Descriptions**SE 510 Psychosocial Aspects of Exceptionality (3)**

Introduction to the area of early childhood, childhood, middle childhood, adolescent, and adult exceptionality; focuses on the educational, historical, sociological, philosophical, legal, ethical, and psychological issues involved in definition and classification. Student has the opportunity to examine his/her own feelings about exceptionality and to interact indirectly and directly with exceptional individuals in schools and work sites. *Field experience required.* Required for students with no prior coursework in Special Education.

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. Examines use of computer software as research tool. Students prepare either a paper based on an original research design, or a paper based on analytical/historical outline of a question or problem specific to the target population and a journal article of publishable quality based on the paper. 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.

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 a hybrid/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.

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.

Intentionally Left Blank

Tuition and Fees

Undergraduate Tuition & Fees 2016-2017

Tuition

12 -19 credits/semester*	\$13,289
20 Credits & over\$350/credit	\$350/credit
Fewer than 12 credits	\$803/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	\$6,465/semester
Suite	\$6,250/semester
Double Room	\$6,210/semester
Triple Room	\$6,080/semester

Rosary Hall:

Single Room	\$6,045/semester
Double Room	\$6,100/semester
Triple Room	\$6,015/semester

Guzman Hall

Two Singles Units	\$6,715/semester
Four Singles Unit	\$6,990/semester

Dorm Damage Deposit

(new students only)	\$250
Dorm Deposit (returning students only)	\$200
Tuition Deposit	\$300

Special Fees 2016-2017

Auditing (per course)	\$650
Portfolio (per credit)	\$50
Conferring of Degree	\$200
Transcripts	\$5
Late Registration	\$50
Nursing Entrance Examination	\$35
Nursing (pre-licensure) support and Test preparation (non-refundable)	\$75/Semester
ABSN Support and Test prep (non-refundable)	\$150/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

Graduate Tuition & Fees 2016-2017

Tuition (Per credit):	\$868
DPT and DNP	\$940

General Registration Fees (nonrefundable):

12 credits or more per term	\$430
Fewer than 12 credits per term	\$200

Special Fees 2016-2017

Auditing (per course)	\$750
Conferring of degree	\$200
Transcripts	\$5
Late registration	\$50

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 service fee of \$25 is charged for rejected checks. Students will be responsible 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:

Unsubsidized Direct Loans, Subsidized Direct Loans, Direct Plus/Grad Plus Loan, Federal Pell Grant, Federal SEOG Grant, Teach Grant, other federal sources of aid.

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:

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 Higher Education Council
Lower Hudson Valley Catholic Colleges and Universities Consortium
National Association of Independent Colleges and Universities
National Collegiate Athletic Association
New York Campus Compact
Society for College and University Planning

Board of Trustees

Kenneth R. Marks, Chairperson
Choice Alternative Investments

John Bartolotta
Orange County Trust Company

Michael K Breen, Esq.
Price, Meese, Shulman & D'Arminio

Mary Ann Collins, O.P.
Chaplain, Bedford Hills Correctional Facility

P. Joseph Corless
Corless & Associates

John T. Dillon, Jr., Esq.
SUEZ

Joan H. Facelle, M.D.
Rockland County Health Commissioner (Retired)

Mary Flood, O.P., M.D., Ph.D.
Columbia University Medical Center

John F. M. Flynn, Ph.D.
Westchester Community College (Retired)

James E. Hennessy
NYNEX (Verizon) (Retired)

Catherine Howard, O.P., Ph.D.
President, Sisters of St. Dominic

Edward J. Imparato
Hire Counsel/Mestel & Company

Bernadette Kappen, Ph.D.
The New York Institute for Special Education

Chris Larsen
Halmar International LLC

Christopher J. Mahoney
The Mahoney Group of Raymond James

Peter McGroddy
HDR Engineering (Retired)

Michael T. McLaughlin
Urban Foundation and Engineering

Frank T. Medici
Berkley Capital, LLC

Pat Miele
NYNEX (Verizon) (Retired)

Anthony Montalbano, Esq.
Montalbano, Condon & Frank, P.C.

James J. O'Brien, Jr.
Orange & Rockland Utilities, Inc. (Retired)

Mary Eileen O'Brien, O.P., Ph.D.
President, Dominican College

Clement Y. Osei, M.D.
Rockland Pulmonary & Medical Associates

Michael C. Perry
Perry Management Consulting, LLC for Investment Casting

Brian J. Quinn, Esq.
Montalbano, Condon & Frank, P.C.

Steven T. Sabatini
Modern Bank, N.A.

Gertrude Simpson, O.P.
St. Raymond Academy

Erinmarie Sullivan, M.D.
Lenox Hill Hospital

Kathleen Sullivan, O.P.
Chancellor, Dominican College

James J. Toolen
Trace Environment Systems, Inc.

James B. Tully
CB Richard Ellis

Mary Kay Vyskocil, Esq.
Judge, U.S. Bankruptcy Court Southern District

Noreen Walsh, O.P.
Blauvelt Dominican Sisters, Health Coordinator

Anne Daniel Young, O.P.
Blauvelt Dominican Sisters, Leadership Team

Trustee Emeriti:

Karim Abood, Ph.D.
HDR/LMS

Pat Diccianni
Tilcon New York, Inc. (Retired)

Michael H. Fury, Esq.
Dorfman, Knoebel, Conway & Fury, LLP (Retired)

Jerry Keahon
Eastern Concrete Materials, Inc.

Robert Vatter
Metropolitan Life Insurance Co. (Retired)

President's Advisory Council Affiliations

Donald H. Briggs
NEA Federal Credit Union

Ed Cicalese
Tilcon New York, Inc.

Dorothy C. Filoramo
Dominican College

Kevin Francis
Rifkin & Company, LLP

William Gove
Jacobs Engineering Group, Inc.

William Hind
Centennial Elevator Industries, Inc.

Douglas Katz
Jacob J. Katz and Company

Hilda A. Kogut
Public Safety Consultant
Adjunct Dominican College

James Mullen
HVS, LLC Electrical & Construction Services

Sister Mary Eileen O'Brien, O.P.
Dominican College

Joseph Porrovecchio
Carbon-Key, LLC

Joseph L. Sagaria
Yonkers Contracting Co., Inc. (Retired)

Sister Kathleen Sullivan, O.P.
Dominican College

Administration

Sr. Mary Eileen O'Brien, O.P., Ph.D., President
TBA, Presidential Assistant
Henrietta Malzacher, Executive Assistant

Sr. Kathleen Sullivan, O.P., M.A., Chancellor for External Affairs
Denice Tomassetti, Executive Assistant

Academic Services

Thomas S. Nowak, Ph.D., Vice President for Academic Affairs /
Academic Dean

Ann Vavolizza, Ed.D., Associate Academic Dean

Daphne Estwick, Ed.D., Assistant Academic Dean

Marcella Doonan, Executive Assistant

Sr. Bernadette Burke, O.P., M.S.Ed., Coordinator of
Special Projects

Barbara Sulzer, Administrative Assistant

Academic Divisions

Mark Meachem, Ed.D., Director, Arts and Sciences Division

Ann Beutel, Administrative Assistant

Veronica Glynn, Administrative Assistant

Siobhan O'Sullivan, Science Lab Assistant

Clare Pennino, Ph.D., Director, Business Administration Division

Sarah Colgan, B.S., Administrative Assistant

Nancy DiDona, Ed.D., Director, Nursing Division

Ann Fogarty, Administrative Assistant

Carol Spear, A.A.S., Administrative Assistant

Anita Green, Administrative Assistant

Christopher Libertini, Ph.D., Director, Social Sciences Division

Lorraine Morris, Administrative Assistant

Lucinda Acquaye-Doyle, Ph.D., Program Director, Social Work

Maureen Aitchison, B.A., Administrative Assistant

Diane DiSpagna, Director, Teacher Education Division

Lorraine Motta, Administrative Assistant

Maria Pizzano, A.A., Administrative Assistant

Jan Garbarini, M.A., Director, Occupational Therapy Program

Margaret Boyd, Ph.D., OTR/L, Assistant Professor in
Occupational Therapy and Coordinator of Graduate

Academics and Community/Program Outreach

Mary Roche Walsh, M.S., Instructor in Occupational
Therapy and Coordinator of Academic Studies and
Fieldwork, OT Fieldwork

Beth Barletta, B.S., Administrative Assistant

Debra Peligri, A.S., Administrative Assistant

Marianne Mockler, B.A., Administrative Assistant

Diana Caraballo, Graduate Weekend Resources Assistant

Emil Euaparadorn, PT, DSc., Program Director, Physical Therapy

Helen Hallinan, Administrative Assistant

Maureen Regan, B.A., Administrative Assistant

Lori Russo, B.S., Administrative Assistant

James Crawley, M.Ed., ATC, PT, Athletic Training Program
Director / Faculty Athletic Representative

Jenna Tacinelli-Hach, MS, ATC, CCT, CKTP, Clinical
Coordinator in Athletic Training Program

Barry Kraushaar, M.D., Athletic Training Medical Director
Jennifer Hind, A.S.N., Administrative Assistant

Special Sessions

AnnMarie DiSiena, Ed.D., Director

Center for Adult Student Education (CASE)

AnnMarie DiSiena, Ed.D., Academic Advisor

Academic Success Center

Debra Moniz, Ed.D., Director

Gregory DiDona, M.F.A., Assistant Director

Sr. Ursula McGovern, M.A., Assistant to the Director

Special Services

Margaret Giuliano, M.S., M.L.S., Director of Special Services

Library

Gina Shelton, M.S.L.I.S. Head Librarian

Judy Gitlin, M.S.L.S., Assistant Librarian for Technical Services

Ellie Horowitz, M.S.L.I.S., Assistant Librarian for Information

Literacy Services

Sarah Hughes, M.S.L.I.S., Assistant Librarian for Access Services

Kathleen Sullivan, M.L.S., Assistant Librarian

Maureen Valdes, Administrative Assistant

Brendan Grella, Library Clerk

Rodney Hoffner, Library Clerk

Briana Johnston, Library Clerk

Karen Ko, Library Clerk

Mary McNamara, Library Clerk

Pamela O'Donohue, Senior Library Clerk

Maureen O'Keeffe, Library Clerk

Kaitlin Taylor, Library Clerk

Maria Bianca Tingson, Library Clerk

New Student and Transition Center/Freshman Year Program

Katie Anderson, M.S., Director

Ani Bournoutian, Ph.D., Assistant Director

Michelle Fitzpatrick, Administrative Assistant

Enrollment Management

Brian G. Fernandes, M.B.A., Vice President for Enrollment
Management

Anna Desposati, Executive Assistant

Admissions

TBH, Director of Admissions

Robert Tyrrell, M.S. Ed., Assistant Director of Freshman
Admissions

Christina Lifshey, M.A., Assistant Director of Graduate
Admissions

Heather Bergling, M.S., Assistant Director of Admissions for
Transfer and On-Line Programs

Kimberly Billera, M.A., Transfer Counselor

Emma Fortunato, B.A., Freshman Admissions Counselor
Melissa Gariola, B.S., Freshman Admissions Counselor
Monique Lalanne, B.S., Freshman Admissions Counselor
Timothy Heinzinger, B.A., Admissions Systems Coordinator
Lynn Massey, B.A., Office Coordinator
Lalitha Mahalingam, B.A., Administrative Assistant
Gina Toriello, Office Assistant

Financial Aid

Stacy Salinas, B.A., Director of Financial Aid
Nancy Petronella, B.A., Assistant Director of Financial Aid
Denise Marren, B.A., Assistant Director of Financial Aid
Deborah Boye, Financial Aid Office Counselor
Linda Fitzpatrick, Office Coordinator
Lisa Meyers, B.S. Financial Aid Assistant
Mary Ellen Zoccali, Office Assistant

Registrar

Mary McFadden, B.S., Registrar
Donna LaPoma, Assistant Registrar
Christine Zinna, B.A., Assistant Registrar
AnneMarie Monahan Administrative Assistant

Fiscal Services

Anthony Cipolla, M.B.A., Vice President for Financial Affairs /
Chief Fiscal Officer
Veronica Rogers, M.B.A., Fiscal Associate
Janet Dwyer, B.S., Staff Accountant
Roxanne Drown, M.B.A., Controller
Christine Divinagracia, B.S., Payroll Manager
Eleanor Klepper, Accounts Payable Clerk
Pauline Teahan, A.A., Accounting Clerk
Kathleen Rosenberger, B.S., Bursar
Jean Caserma, B.S., Student Accounts Representative
Kristin Pagels, Student Accounts Representative
Linda Scheulen, Student Accounts Representative
Diane Witschieben, Student Accounts Representative

Information Technology

Russell Diaz, M.S., Chief Information Officer
Eileen Taylor, A.A., Administrative Assistant
Marie Donlon, B.A., Director of Business Systems
Joel Rajan, B.S., Business Systems Specialist
Riju Abraham, B.A., Network Server Administrator
Martiny Jean Baptiste, B.S., Coordinator of IT Services
Parweez Popal, B.A., IT Support Specialist
Lisa Surless, B.S., Learning Management System Administrator

Audiovisual Services

Thomas Wells, A.S., Audio Visual Media Specialist

One-Card Services

Edgar Villamor, B.S., Coordinator of DC 1Card Office
Daniel Melendez, B.S., DC 1Card Support Specialist

Human Resources

Marybeth Broderick, M.B.A., Director of Human Resources
Eileen Doyle, A.A., Human Resources Generalist
Anne Buchan, Receptionist
John Lennon, Sr., Receptionist
Michael Musich, Receptionist

Purchasing

Amy Bianco, A.A.S., Director of Purchasing
Kathy Strickland, A.A., Purchasing Office Coordinator
Dana Salzman, B.A., Purchasing Agent

Gaetchine Louis, B.S., Mailroom Supervisor

Facilities

Michael Dempsey, Director of Facilities
Wellington Casscles, Facilities Supervisor
Anne Reeves, Administrative Assistant
Maureen Keane, Office Assistant
Jason Beard, Maintenance Mechanic
David Brooks, Maintenance Mechanic
Michael Ehlers, Maintenance Mechanic
Lush Grishaj, Maintenance Mechanic
Jason Kolling, Maintenance Mechanic
Bardh Marku, Maintenance Mechanic
Vincent Miraglia, Maintenance Mechanic
Edelmiro Torres, Maintenance Mechanic
David Von Holt, Maintenance Mechanic

Security & Public Safety

John Lennon, Jr., B.S., Director of Public Safety and Security
James Corrigan, Assistant Security Manager – Nights & Weekends
Charles Goodman, Public Safety Official
Harry Hagopian, B.A., Public Safety Official
Walter Leppert, Public Safety Official
Wayne Mackey, Public Safety Official
Brien Olivo, Public Safety Official
William Quirk, M.P.A., Public Safety Official
John Wintersteiger, Public Safety Official

Student Development

John Burke, B.A., Vice President for Student Development / Dean
of Students
Christine Dilts, M.S., Assistant Dean for Student Development
Margaret Kivlehan, B.S., Executive Assistant
Alise Cohen, A.C.S.W., Director of Counseling
Eileen Piccininni, M.A., Education & Prevention Counselor
Sr. Barbara McEneany, O.P., M.S., Director of Campus Ministry
Melissa Grau, B.A., Director of Community Engagement and
Leadership Development
Katrina Redmond, B.A., Director of Student Activities
Evelyn Fiskaa, M.S., Director of Career Development Center
Andrea Catania, A.A., Administrative Assistant
Ryan O'Gorman, B.S., Director of Residence Life
Debra Ferguson, B.S., Assistant Director of Residence Life
Joseph Dratch, M.S., Assistant Director of Residence Life
Richard Manu, M.S., Assistant Director of Residence Life
Kathleen Boylan, M.A., Administrative Assistant
Michael G. Rogan, M.S.S., Hennessy/Granito Facilities Manager
Chad Duesler, B.A., Assistant Manager - Hennessy/Granito
Lynda Chesterman, RN, BSN, MA, ANP-BC, Director of College
Health Center
Julie Albrecht, R.N., MSN, FNP-BC, Assistant Director
Denise Signorile, Administrative Assistant

Athletics

Joseph Clinton, B.A., Director of Athletics/SMA, Men's Head
Basketball Coach
Kelly Ann Digiulio 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, Assistant
Compliance Officer, Summer Camp Coordinator, Women's
Head Softball Coach
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
Joseph Gartner, B.S., Statistician
Jim Drivas, M.S., Women's Head Lacrosse Coach
Marcelo Sandoval, B.A., Men's Head Lacrosse Coach
Dan Altro, 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
Marcelo Sandoval, B.A., Women's Head Soccer Coach
Colin Hodge, B.S., Men's Head Soccer Coach
Howard McNiff, B.S., Women's Head Cross Country Coach;
Head Track and Field Coach
Jamie Kempton, M.S., Men's Head Cross Country Coach;
Head Track and Field Coach

Institutional Advancement

Dorothy C. Filoramo, B.A., Vice President for Institutional
Advancement
Carmela Brown, Executive Assistant
Denise Mingione, B.B.A., Development Associate
Mary Neeson, Research 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
Bridget Shalvey, Administrative Assistant

Institutional Research

Shaowei Wu, Ph.D., Director of Institutional Research, Planning
& Assessment
Alice Donohue, B.S., Coordinator, Institutional Research,
Planning & Assessment

Full-time Faculty

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, Assistant Professor of Psychology (2011)
B.A., Lehman College
M.A., Yeshiva University
Ph.D., Yeshiva University

Aldea, Royce, Assistant Professor of Physical Therapy (2013)
B.S., Rutgers University
D.P.T., Dominican College

Arcieri, Rosanna Silvestri, Assistant Professor of Modern Languages (1992)
B.A., Hunter College
M.A., CUNY
M. Phil., Columbia University
Ph.D., Columbia University

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

Biondolillo, Mathew, Assistant Professor of Psychology (2016)
B.S., Syracuse University
M.A., University of New Hampshire
Ph.D., University of New Hampshire

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

Boyd, Marge E Moffett, Assistant Professor of Occupational Therapy and Coordinator of Graduate Academics and Community/Program Outreach (1991)
B.S., Dominican College
M.P.H., New York Medical College
Ph.D., Nova Southeastern 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

Callanan, Emily, Instructor in Nursing (2012)
B.S.N., Fairfield University
M.S.N., Columbia University
FNP-BC, American Nurses Credentialing Center

Cavaliere, Catherine M., Assistant Professor of Occupational Therapy (2012)
B.A., Catholic University
Ph.D., Seton Hall University

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

Coyne, Matthew, Assistant Professor of Accounting (1984)
B.B.A., Iona College
M.B.A., Long Island University
C.P.A. (New York)

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, Assistant Professor of Religious Studies (2009)
B.A., and M.A., Università 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

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 Generic 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., Candidate, 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
BC. Board Certified in Medical-Surgical Nursing,
American Nurses Association

DiDona, 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
 RNL-MNN, National Certification Corporation

DiSiena, AnnMarie, Associate Professor and Coordinator of Communication Studies 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
 Ed.D., Nova Southeastern University

Dolgin, Ellen, Professor and Coordinator of the English Program (1996)
 B.S., Syracuse University
 M.A., Vanderbilt University
 Ph.D., New York University

Edeer, Ayse Ozcan, Assistant 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

Euaparadorn, Emil, Associate Professor and Director of the Physical Therapy Program (2016)
 B.S., Touro College
 M.S., Touro College
 DSc. 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

Farlow, Kasie, Assistant Professor of Mathematics (2016)
 B.S., Brockport State University
 M.S., Virginia Tech
 Ph.D., Virginia Tech

Filippelli, James A., Assistant Professor of Fine and Performing Arts (1980)
 B.A., Saint Leo College
 M.F.A., Brooklyn College of City University of New York
 Professional Diploma, Fordham University
 Ed.D., Manhattanville College

Furlong, Mary Patricia, Assistant Professor of Nursing (2006)
 B.S., College of Mt. St. Vincent
 M.A., New York University
 A.C.N.P., New York University

Gann, John M., Assistant Professor of Computer Science (1998)
 B.B.A., Pace University
 M.S., Marist College

Garbarini, Jan G., Assistant Professor and Program Director of Occupational Therapy and Research Coordinator of Occupational Therapy (1996)
 B.S., Temple University
 M.A., New York University
 Ph.D., Nova Southeastern University

Gawronski, Sonia Nicole, Assistant Professor of Physical Therapy and Director of Clinical Education for Physical Therapy (2014)
 B.S., Quinnipiac College
 tDPT, Dominican College
 CEEAA, Academy of Geriatric Physical Therapy
 APTA, American Physical Therapy Association

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, Associate 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, Associate 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, Instructor in Accounting (2016)
 B.S., Fairfield University
 CPA, State of New York
 M.B.A., Fordham University

Hsu, Donald K., Associate Professor of Computer Information Systems (1988)
 B.S., Taiwan Cheng Kung University
 M.S., Fordham University
 Ph.D., Fordham University

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

Kaywork, Jennifer, Assistant Professor of Teacher Education (2005)
 B.S.Ed., University of Georgia
 M.S., Virginia Tech
 Ed.D., Rutgers University

- Kelly, Michael W.**, Associate Professor and Director for Graduate Teacher Education Programs (1987)
B.A., Iona College
M.S., College of New Rochelle
Ph.D., Fordham University
- 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
- Maynard, Lydia**, Assistant Professor of Mathematics (2012)
B.S., Virginia Tech
M.A., Virginia Tech
Ph.D., Teachers College, Columbia University
- McDermott, Annemarie**, Assistant Professor of Nursing and Coordinator of the Graduate Family Nurse Practitioner Program (2011)
A.S.N., Nassau Community College
B.S.N., Pace University M.S.N., Pace University
DNP, Pace University
- Meachem, Mark**, Associate Professor of Communications and Director of the Division of Arts and Sciences (2004)
B.A., St. Michael's College
M.S., Manhattanville College
Ed.D., Fielding University
- Mias, Kenneth**, Assistant Professor of Business Administration and MBA Program Director (2008)
B.S., St. John's University
M.B.A., Long Island University
D.P.S., Pace University
- Mignone, Madeline Micceri**, Associate Professor of Biology (2001)
B.S., Pace University
M.S., Iona College
M. Phil., CUNY Graduate Center
Ph.D., Biology, CUNY Graduate Center
- Moreno, Claudia L.**, Associate Professor of Social Work (2013)
B.A., Montclair State College
M.S.W., Rutgers State University of New Jersey
Ph.D., The Ohio State University
- Mulligan, Margaret E.**, Assistant Professor of Mathematics (2002)
B.S., University of Scranton
M.S., Seton Hall University
- 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
- O'Brien, Sr. Mary Eileen, O.P.**, President (1979-1987, 1997)
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)
B.S.N., Herbert H. Lehman College
M.S.N., College of Mount Saint Vincent
- Parrello, Tara**, Assistant Professor of Sociology and Criminal Justice and Coordinator of the Criminal Justice Program (2007)
B.A., Manhattanville College
M.A., Fordham University
Ph.D., Fordham University
- Pennino, Clare**, Associate Professor and Director of the Division 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)
A.A.S., Pace University
B.S.N., Pace University
M.S.N., Pace University
F.N.P., Pace University
- 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
- Reitter, James**, Assistant 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
- Roche, Mary P. Walsh**, Instructor in Occupational Therapy and Coordinator of Academic Studies and Field Work (2016)
A.A.S., Swedish Institute
B.A., Iona College
M.S., Columbia University
- Rusch, Karl**, Assistant Professor of Physical Therapy (2015)
B.S., Quinnipiac University
D.P.T., Sacred Heart 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., Assistant Professor and Head Librarian (2014)
B.A., William Smith College
M.S.L.I.S., 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

Stanley, Ellen, Assistant Professor and Coordinator of the Weekend ABSN Nursing Program (2001)
B.S., Fairleigh Dickinson University
B.S.N., Saint Peter's College
M.S., Rutgers University
CNE NLN Certification

Stauffer, Robert, Assistant 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 Coordinator of Program Development and Compliance/Curriculum and Advisement for Occupational Therapy (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

Troncone, Anthony C., Assistant Professor of History (1992)
B.A., Kean College
M.A., Rutgers University
Ph.D., Rutgers University

Vavolizza, Ann, Assistant 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)
DNP, 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
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., Dominican College

Williams, Cynthia-Lee, Assistant Professor of Criminal Justice (2016)
B.A., Ithaca College
M.A., St. John's University
M.A., John Jay College of Criminal Justice

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 Specialist

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

Amico-Stubbs, Salvatrice, Lecturer in Italian (1995)
Laurea di dottore (Dr.), University of Catania, Italy

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

Baechle, Carl, Lecturer in Religious Studies (2015)
B.A., University of St. Thomas
M.A., University of Houston
Ph.D., Fordham University

Barbera, William, Lecturer in Criminal Justice (2010)
A.A.S., Rockland Community College
B.S., St. Thomas Aquinas College

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

Bogin, 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

Bournoutian, Ani, Lecturer in English and History (2015)
A.B., Barnard College
Ph.D., Columbia University

Brennan, Mary Margaret, Lecturer in Nursing (2012)
B.S.N., Dominican College
M.S.N., Felician College

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 (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

Cain, Cristen, Lecturer in English (2010)
B.A., St. Thomas Aquinas College
M.A., Mercy College

Calivas, Demitra, Lecturer in Communications (2016)
B.F.A., St. John's University
M.A., Montclair State University

Camacho, Michael, Physical Therapy Laboratory Assistant (2015)
B.A., Rutgers University
DPT, Dominican College

Cerbasi, Joyce, Lecturer in Graduate Teacher Education (2005)
B.A., Dominican College
M.Ed., Iona College

Chapin, Georganne, Lecturer in Graduate Nursing (2016)
A.B., Barnard College
M.Phil., Columbia University Graduate School
J.D., Pace University School of Law

Chertok, Gregory J., Lecturer in Sports Psychology (2014)
B.A., Tufts University
M.Ed., Boston University

Chiacchiero, Michael, Adjunct Assistant Professor of Physical Therapy (2013)
B.S., Penn State University
B.A., College of Staten Island
M.P.T., Rutgers/UMDNJ D.P.T., Massachusetts General Hospital

Clinton, Edward, Lecturer in Mathematics and Science (1984)
B.S., Villanova University
M.S., Fordham University

Coakley, Michael, Lecturer in Management Information Systems (MBA) (2016)
B.A., Marist College
M.S., Stevens Institute of Technology

Conover, Deidre, Lecturer in Chemistry (2016)
B.S., Fordham University
M.A., New York University

- Cooper, Leslie**, Lecturer in Nursing (MSFNP) (2013)
A.A., Rockland Community College SUNY
B.A., State University of NY at Albany
B.S.N., Columbia University
M.S., FNP, Dominican College
- Costanzo, Jason**, Lecturer in English (2007)
B.A., Dominican College
J.D., Pace University School of Law
- Couch, Kristin L.**, Lecturer in Communications (2013)
B.A., Pace University
M.S.E., Long Island University
- Culliton, Catherine**, Lecturer in Physical Therapy (2007)
B.A., Ithaca College
M.P.A., Pace University
- Curry, Judith A.**, Lecturer in Allied Health (2003)
A.A.S. Nursing, Bergen Community College
B.S., Dominican College
M.P.A., Long Island University
- Damiao, John**, Lecturer in Occupational Therapy (2013)
A.A.S., Union County College
B.S./M.S., OTR, Dominican College
- Danowski, William A.**, Lecturer in Psychology and Sociology (1999)
B.S., St. Thomas Aquinas College
M.S.W., Adelphi University School of Social Work
- David, Deborah**, Lecturer in Mathematics (2008)
B.S., Jackson College (Tufts University)
M. Phil., Columbia University
Ph. D., Columbia University
- Delfini, Bruce**, Lecturer in History (1995)
B.S., State University of New York at Oneonta
M.A., State University of New York at Albany
- Dellicarri, 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
- Dias, Nadesha**, Lecturer in Social Work (2015)
B.S.A., Rutgers University
M.S.W., Columbia University Graduate School of Social Work
- Diaz, Russell**, Lecturer in Computer Information Systems (2009)
A.A.S., Academy of Aeronautics
B.S., Mercy College
M.S., Marist College
- DiDona, 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
- Doebler, Sue-Ann**, Lecturer in Nursing (2001)
B.S.N., SUNY, New Paltz
M.S., College of New Rochelle
- 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
- Doyle, Maureen**, Lecturer in Nursing (1981)
B.S., Hunter College
M.Ed., Teachers College, Columbia University
- Dubil-Craig, Jacqueline**, Lecturer in Graduate Special Education (2012)
B.S., University of Scranton
M.A., New York University
- Dunn, Michelle**, Lecturer in Occupational Therapy (2016)
B.S./M.S., Dominican 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
- 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
- Fineman, Julie**, Adjunct Assistant Professor of Physical Therapy (2011)
B.S., University of Delaware
M.A., Columbia University, Teachers College
Ed.M., Columbia University, Teachers 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
- Fishman, Marilyn**, Lecturer in Nursing (2008)
A.A.S., Rockland Community College
B.S.N., Dominican College
M.P.A., C.W. Post College
- Fleisher, Jerrold M.**, Lecturer in Business Administration (2003)
B.A., Union College
LL.B., Albany Law School
J.D., Albany Law School
- Foland, Penny**, Lecturer in Athletic Training (2008)
A.S., Northeastern Christian Junior College
B.A., Messiah College

Formisano, Michael, Physical Therapy Lab Assistant (2015)
B.S., The University of the Sciences in Philadelphia
M.P.T., The University of the Sciences in Philadelphia
D.P.T., The University of the Sciences in Philadelphia

Franzen-Korzendorfer, Holly, Adjunct Professor in Physical Therapy (2014)
B.A., Iowa State University
M.P.T., Chapman University
Phd, PT, Nova Southeastern University

Freeman, Allyn, Lecturer in Business Administration (MBA) (2008)
B.A., Brown University
M.B.A., Columbia University Business School

Fucci, Judith, Lecturer in Graduate Teacher Education (2016)
B.A., Lehman College
M.S., College of New Rochelle

Galperin, Jacole, Lecturer in Graduate Teacher Education (2011)
B.A., Dominican College
M.S., Adelphi University

Gettler, Mary, Lecturer in Mathematics (2005)
B.S., St. Thomas Aquinas College
M.B.A., Iona College

Gillen, Kim, Clinical Lecturer in Nursing (2011)
A.S.N., Brookdale Community College
B.S.N., Dominican College
M.S.N., Ramapo College

Gold, Marni, Lecturer in English (2014)
B.A., SUNY Plattsburgh
M.S.Ed., Pace University

Goldberg, William, Lecturer in Social Work (2004)
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

Gorglione, 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

Gregory, Richard, Lecturer in Physiology (2010)
D.C., Palmer College of Chiropractic

Grimaldi, Gary, Lecturer in Occupational Therapy (2002)
B.S., New York University
M.S., New York University
Ph.D., Nova Southeastern 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

Hart-Denmark, Fay, Lecturer in Nursing (2007)
B.S.N., State University of NY at Brockport
M.S., College at St. Elizabeth

Haskew, Chantal, Lecturer in Art (1993)
B.A., Rosary College
M.A., Pius XII Institute, Italy

Haughey, Dawn, Nursing Skills Laboratory Assistant (2014)
B.S.N., Villanova University
M.S.N., Columbia School of Nursing

Heller, Sandra, Clinical Lecturer in Nursing (2011)
B.A., Brooklyn College, CUNY
B.S.N., New York University
M.A., Downstate Medical Center, N.Y. SUNY

Henkin, Raphael, Lecturer in Biology (2014)
B.A., Rutgers University
M.S., Polytechnic University-NYU
Ph.D., Polytechnic University-NYU

Hennessy, Edward, Lecturer in Biology (1993)
B.S., University of the State of New York Regents College
M.S., University of Bridgeport
D.C., Palmer College of Chiropractic

Henry, Kathleen B., Clinical Lecturer in Nursing (2001)
A.A.S., Bronx Community College
B.S.N., Pace University
M.S., Pace University

Hertzlich, Helaine, Adjunct Clinical Instructor in Nursing (2013)
B.S.N., SUNY at Stony Brook
M.S.N., Simmons College

Hester-Ramsay, Susan, Lecturer in Psychology and Communications (1997)
B.S., Fordham University
M.B.A., Long Island University
M.Div., Pittsburgh Theological Seminary
Ph.D., Marquette University

Hillsman, Doria, Lecturer in Chemistry (2015)
B.A., John Hopkins University
M.C.E., University of Pennsylvania (Chemistry Ed)

Hodgens, Donna, Lecturer in Nursing (2004)
B.S.N., SUNY Plattsburgh
M.A., New York University
Family Nurse Practitioner, Pace University

Honey, Marianne, Lecturer in History (2007)
B.A., Dominican College
M.A., Iona College

Huq, Lubna, Lecturer in Biology (2005)
B.S., University of Strathclyde, Glasgow, Scotland
Ph.D., University of Strathclyde

- Hylton, Pamela**, Clinical Lecturer in Nursing (2013)
A.A.S., Kingsborough Community College
B.A., State University of New York at New Paltz
M.S.N./M.B.A., Phoenix University
- Jacob, Swapnamole**, Lecturer in Biology (2014)
MBBS (Medicine and Surgery), Vinayaka Mission's Medical College, Salem, India
- James, Samantha**, Lecturer in Athletic Training (2004)
B.A., SUNY, Stony Brook
M.S., Long Island University
- Johnson, Danette, J. Gray**, Lecturer in Graduate Special Education (2016)
B.S.Ed., Illinois State University
M.S.Ed., Northern Illinois University
- Kagan-Birkeland, Debra**, Lecturer in Social Work (2013)
B.A., State University of New York College at Plattsburgh
M.S.W., University of Kansas
- Kelly, Marie**, Assistant Professor of Physical Therapy (2012)
B.A., Rutgers Douglass College
B.S., New York University
MHS, University of Indianapolis
DHS, University of Indianapolis
- Kepes, Rochelle**, Lecturer in Nursing (2009)
B.S.N., Dominican College
M.S.N., Columbia University
- Kerchner, Mariel**, Lecturer in Biology (2015)
B.S., Stony Brook University
M.S., New York Medical College
- Kiarashi, Kiuomars**, Lecturer in Business Administration (MBA) (2015)
B.S., College of Massachusetts
M.S., Polytechnic University – Operating Research
M.S., Polytechnic University – Industrial Engineering
- Kiggins, Kristen**, Lecturer in Psychology (2016)
B.A., State University of New York at Oswego
M.S., Long Island University
- King, Ryan**, Physical Therapy Lab Assistant (2013)
B.S., Hunter College
B.S., College of Staten Island
M.S., College of Staten Island
- Kivlehan, Amy**, Lecturer in Mathematics (2014)
B.A., Dominican College
M.S., Ramapo College
Advanced Certificate, Long Island University
- Kleinberger, Donna**, Lecturer in Nursing (2009)
A.A.S., Pace University
B.S.N., Pace University
M.A., Pace University
- Klint, Michaela**, Lecturer in Criminal Justice (2008)
A.A., Rockland Community College
B.S.W., Ramapo College
M.S.W., Fordham University Graduate School of Social Service
- Ko, Yu Bong**, Lecturer in Art (2009)
B.A., Brown University
M.Ed., Teacher's College, Columbia University
- Kogut, Hilda**, Lecturer in Criminal Justice (2008)
B.A., University of Massachusetts
M.P.A., Long Island University
- Konschak, Ruth**, Lecturer in Nursing (2011)
B.S., Marymount College
B.S., Pace University Lienhard School of Nursing
M.P.A., Pace University
- Krauchuk, Julie**, Lecturer in Nursing (2010)
A.A.S., Rockland Community College
B.S.N., Dominican College
M.S.N., Dominican College
- Krupna, Michelle**, Lecturer in Biology (2015)
B.A., Dominican College
Ph.D., New York Medical College
- Landis, Roy**, Lecturer in Mathematics (2005)
B.A., Brooklyn College
M.A., City College of New York
- 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)
B.A., Lehman College
B.S.N., Dominican College
M.P.A., New York University
- Levin, Toby**, Lecturer in Epidemiology Graduate Nursing (2016)
B.A., CUNY-Brooklyn College
M.P.H., CUNY-Hunter College
Ph.D., Walden University
- Lithco, Eileen**, Clinical Lecturer in Nursing (2013)
B.S., Hunter-Bellvue School of Nursing
M.S., Mercy College
- Luu, My Thuy**, Clinical Lecturer in Nursing (2012)
B.A., SUNY Oswego
B.S.N., Dominican College
M.S.N., Chamberlain College of Nursing
- MacKenzie, Amy**, Lecturer in Graduate Teacher Education (2011)
B.S., Manhattan College, New York
M.A., New York University School of Education
M.S. Ed., Bank Street College
Ph.D., Fordham University
- Mahan, Patricia**, Lecturer in Occupational Therapy (2015)
A.A., Rockland Community College
B.S./M.S., Dominican College
OTD, Chatham University
- Mahon, Brenda**, Lecturer in Occupational Therapy (2013)
A.A.S., Rockland Community College
M.S., OT, Dominican College
OTD, Chatham University
- Manley, Margaret**, Lecturer in Communications (2010)
B.A., Iona College
M.S., Fordham University
M.S., Iona College
- Maradiaga-Aanonsen, Nora L.**, Lecturer in Spanish (2005)
B.A., California State University at Dominguez Hills
M.A., California State University at Dominguez Hills

- Marcus, Lorne**, Lecturer in Criminal Justice (2008)
B.A., State University of New York at Cortland
M.A., St. Thomas University Graduate School
J.D., St. Thomas University School of Law
- Maresca, Mario**, Lecturer in History (2012)
B.A., Fordham University
M.A., Fordham University
- 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
- 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
- Martinez, Noreen**, Lecturer in Occupational Therapy (2011)
A.A.S., SUNY Rockland Community College
B.S./M.S., Dominican College
- Martinez, Sharon**, Lecturer in Occupational Therapy (2003)
B.S., CUNY, Jamaica, N.Y.
M.S., College of New Rochelle
- Mason, Bruce**, Lecturer in Business Administration (2005)
B.A., Colgate University
M.B.A., Fairleigh Dickinson University
- McCue, Carole**, Lecturer in Nursing (2004)
R.N., Cochran School of Nursing
B.S., Pace University
M.S., Pace University
- McDevitt, Seung Eun**, Lecturer in Graduate Teacher Education (2016)
B.S., Bucknell University
M.S., Brooklyn College
- McDonald, Virginia**, Lecturer in English (2008)
B.S., Fordham University
M.A., Manhattan College
M.S., College of New Rochelle
- McFall, Pamela**, Lecturer in Occupational Therapy (2003)
B.S., University of Texas Medical Branch
M.S., College Misericordia
- McGrath, Mildred**, Lecturer in Nursing (MSFNP) (1996)
B.S.N., Seton Hall University
M.S.N., Seton Hall University
- McHale, Virginia**, Clinical Lecturer in Nursing (2009)
B.A., SUNY at Buffalo
B.A., Dominican College
M.A., New York University
- McMahon, Jacqueline**, Lecturer in Nursing (2009)
A.A.S., Pace University
B.S.N., Pace University
M.S.N., Pace University
- McMahon, Wayne**, Lecturer in Chemistry (2015)
B.S., Moravian College
M.S., Ph.D., Rensselaer Polytechnic Institute
M.S.Ed., Mount Saint Mary College
- 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
- Migliaccio, Joseph**, Lecturer in Biology (2013)
B.S., Manhattan College
D.P.m., New York College of Podiatric Medicine
- 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
- Moreno, Ellen**, Clinical Lecturer in Nursing (2015)
B.A., Penn State University
B.S., Dominican College
M.S.N., Gonzaga University
- Mullen, Deidre**, Clinical Lecturer in Nursing (2012)
A.A.S., Queensborough Community College
B.S.N., St. Joseph's College
M.S.N., Columbia University School of Nursing
- Murphy, 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
- Naissant, Jean-Max**, Lecturer in Sociology (2013)
B.S., Mercy College
M.S., Mercy College
- Neabore, Ruth A.**, Lecturer in Art History (1988)
B.A., City College of New York
M.A., City College of New York
M.A., William Paterson University
- Newcombe, Christine**, Lecturer in Psychology (1993)
B.A., Loyola College
M.S., Fordham University
- 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

- Occhiogrosso, Deborah**, Lecturer in Nursing (2008)
B.S., Downstate Medical Center, SUNY
M.S., Pace University
- Ort, Jennifer**, Lecturer in Nursing (DNP) (2004)
A.A., Frederick Community College
B.S.N., Dominican College
M.S.N., Mercy College
- Orth, John D.**, Adjunct Professor of Political Science (2008)
B.S., William Paterson University
J.D., Pace University School of Law
- Otlowski, Joan**, Lecturer in Art (2012)
A.B.A., Rockland Community College
B.A., St. Thomas Aquinas College
M.A., College of New Rochelle
- Parietti-Fogarty, Jennifer**, Lecturer in Criminal Justice (2010)
B.S., High Point University
J.D., SUNY Buffalo Law
- Phillips, H. James**, Adjunct Associate Professor of Physical Therapy (2011)
B.S., Montclair State University
M.S., Columbia University
Ph.D., Seton Hall 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
- Rivera, Pietra**, Lecturer in Occupational Therapy (2010)
B.S., Dominican College
M.S., Dominican College
- Robertson, Matthew**, Lecturer in History (2014)
B.A., Dominican College
M.S.Ed., Iona College
- Ross, Bonnie**, Lecturer in Occupational Therapy (2012)
A.A.S., Orange County Community College
B.A., Wagner College
B.S./M.S., Dominican College
- 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
- Safaie, 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
- Seidel, Barbara**, Lecturer in Nursing (2010)
B.S.N., Villanova University, PA
M.S., (Adult Primary Care N.P.) New York University
- Sena, John**, Lecturer in Biology (2013)
B.S., Upsala College
A.S., Eastwick College
D.C., Cleveland Chiropractic College
- Sheehy, Elizabeth**, Lecturer in Graduate Special Education (2013)
B.A., Dominican College
M.A., Columbia University, New York
- Sheldon, Phyllis**, Clinical Lecturer in Nursing (2007)
A.A.S., Rockland Community College
B.S.E., State University of New York at Cortland
M.S., Mercy College
- 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
- 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
- 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
- Sovak, Stefanie A.**, Lecturer in Business Administration (2010)
B.S., Georgetown University
J.D., Pace University School of Law
- 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

Straus-Schwartz, Judy, Lecturer in Graduate Special Education (2002, 2015)
B.A., Case Western Reserve University
M.Ed., Boston College

Sweeney, Stephen, Lecturer in Physics (2016)
B.S., New York Institute of Technology
M.S., CCNY Lehman College

Toney, Sharon, Lecturer in Nursing (2007)
A.A.S., Phillips Beth Israel School of Nursing
B.S.N., Pace University
M.S.N., Pace University

Vallo, Mary, Lecturer in English (2009)
B.A., SUNY Oswego
M.A., Manhattanville College

Vallon, Jeffrey, Lecturer in Psychology (2008)
B.A., Northeastern University
M.E.D., Springfield College
M.S., New York University
Ph.D., California Coast University

Waitman, Heather, Adjunct Professor in Business Administration (2015)
B.S., Fordham University
M.H.R., Manhattanville College
Ph.D., Capella University

Weil, Joe, Lecturer in Mathematics (2005)
B.S., City College of New York
M.A., City College of New York

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 (2014)
B.E., Cooper Union School of Engineering and Science
M.B.A., Baruch College/CUNY

White, Scott, Lecturer in History (2016)
B.A., West Virginia University
M.A., University of South Dakota
Ph.D., Arizona State University

Whitton, Dorothy, Lecturer in Nursing (2002)
B.S., Mercy College
M.S., College of New Rochelle

Whyte, Kaye, Nursing Skills Laboratory Assistant (2011)
B.S.N., Dominican College
M.A., Pace University

Wilkins, Diana, Lecturer in English (2009)
B.A., College of New Rochelle
M.A., Queens College
M.F.A., Lesley University

Wirr, Amir, Lecturer in Psychology (2015)
B.S., The Pennsylvania State University
M.A., Iona College

Yan, Michelle, Lecturer in Chemistry (2010)
M.S., Long Island University

Zipp, Genevieve, Adjunct Associate Professor of Physical Therapy (2011)
B.S., University of Medicine & Dentistry, Kean College
M.A., Teachers College Columbia University
M.Ed., Teachers College Columbia University
Ed.D., Teachers College Columbia University

Athletic Training Clinical Instructors and Sites

Julie Albrecht, RN, FNP-BC
Dominican College
Orangeburg, NY

David Allen, MS, ATC
United States Military Academy
West Point, NY

Howard Arciniegas, Head Athletic Trainer
Spring Valley High School
Spring Valley, NY

Laura Bucci, PT, DPT
Sleepy Hollow Physical Therapy
Yonkers, NY

David Buetti, Head Football Athletic Trainer
Monroe College
New Rochelle, NY

Evan Chait, PT, LAC, CNRT
Kinetic PC
Ramsey, NJ

Lynda Chesterman, RN, BSN, MA, CANP
Dominican College
Orangeburg, NY

Sam DeRosa, Head Athletic Trainer
Iona College
New Rochelle, NY

Leah Ann Dior, ATC
Iona College
New Rochelle, NY

Penny Foland, Head Athletic Trainer
Nyack College
Nyack, NY

Jason E. Fond, MD
Advanced Orthopedics & Sports Medicine
West Nyack, NY

John Galvany, Assistant Athletic Trainer
Dominican College
Orangeburg, NY

Margaret Greiner, Head Athletic Trainer
Hendrick Hudson High School
Montrose, NY

Carol Guzinski, Head Athletic Trainer
North Rockland High School
Thiells, NY

Timothy Hansen, MS, ATC, CSCS, NASM-CES
West Point Preparatory School
West Point, NY

Samantha James, Head Athletic Trainer
Dominican College
Orangeburg, NY

Charles Jenks, Assistant Athletic Trainer
North Rockland High School
Thiells, NY

Dana Johnston, MS, ATC
United States Military Academy
West Point, NY

Gabrielle Kachur, Head Athletic Trainer
Tappan Zee High School
Orangeburg, NY

Barry S. Kraushaar, MD
Advanced Orthopedics & Sports Medicine
West Nyack, NY

Timothy Kelly, Head Athletic Trainer
United States Military Academy
West Point, NY

Annette LaBarbiera
Ultimate Rehab
Glen Rock, NJ

Christopher Lauretani, PT
Symmetry Physical Therapy
Pelham, NY

Diane Mainor, Head Athletic Trainer
Monroe-Woodbury High School
Monroe, NY

Lt. Donna Marques, BS, AEMT-P
Rockland Paramedic Services, Inc.

Vinny Maugeri
Monroe College
New Rochelle, NY

John R. McCullough, EMT-P
Rockland Paramedic Services, Inc.

Dr. Joshua Mitgang
Orlin and Cohen Orthopedic Group
Cedarhurst, NY

Michael Murphy, RN, EMT-P
Rockland Paramedic Services, Inc.

Jennifer Natal, Assistant Athletic Trainer
Manhattan College
Riverdale, NY

Craig Olejniczak, Head Athletic Trainer
Middletown High School
Middletown, NY

Steve Papa, MS, ATC
Pascack Hills High School
Montvale, NJ

Dorienne Pearson, Athletic Trainer
Symmetry Physical Therapy
Pelham, NY

David Peele, ATC
Monroe College
New Rochelle, NY

Richard Popowitz, MD
Advanced Orthopedics & Sports Medicine
West Nyack, NY

Megan Priddy, Head Athletic Trainer
Ramapo College of New Jersey
Mahwah, NJ

Lori Anne Rahaim, Head Athletic Trainer
St. Thomas Aquinas College
Sparkill, NY

Jessica Rayford, Head Athletic Trainer
Monroe College
New Rochelle, NY

Alexander Rosado, DPT
Bardonia Physical Therapy
New City, NY

Christine Stathes, PT, DPT
Sleepy Hollow Physical Therapy
Hawthorne, NY

Douglas Straley, Head Athletic Trainer
Manhattan College
Riverdale, NY

Joanne Szorentini-Ruland, ATC
Kinetic PC
Ramsey, NJ

Jeffrey Varghese, DPT
Kinetic PC
Ramsey, NJ

Robby Vought, MS, ATC
West Point Preparatory School
West Point, NY

Matthew Walter, Head Athletic Trainer
Dover High School
Dover, NJ

Occupational Therapy Fieldwork Supervisors

CONNECTICUT

Abbot Terrace-Athena Healthcare Systems
Gillian VanderVliet

Capital Region Education Council
Joyce Rioux, Ed.D., OTR/L

Center for Pediatric Therapy
Courtney Richards, MA, OTR/L

Children's Therapy Services
Cindy Jackson, OTR

Creative Development, LLC
Deanne Anderson, OTR/L

Danbury Hospital
Melissa Cornelis, OTR

Day Kimball Healthcare
Jeffrey Sheridan, OTR

Hospital for Special Care
Robyn Cop, OTR

Institute for Living
Jaclyn Cmero, MS, OTR/L

Jumpstart Therapy & Fitness Network
Catherine Risigo-Wickline, OTR

Natchaug Hospital
Joan Brickner, OTR/L

Senior Philanthropy of Cheshire, LLC
Steve Souza, OTR/L

Sharon Hospital
Jessica Bannerman, OTR/L

University of Connecticut Health Care
Mark Warren, OTR/L

Wheeler Clinic
Adrienne Smith, OTR/L

DELAWARE

Jungle Gym Rehabilitation Center
Debbie Simmons, OTR

Kentmere Rehabilitation and Healthcare Center
Lisa Culp, OTR

FLORIDA

ADL Achievement Therapy
Denise Comiskay, OTR/L

Advanced Rehab and Nursing Center
Catherine Escarrilla, OTR

Children's Therapy Solutions
Lena Thoresen, OTR/L

Health South Sunrise Rehabilitation Hospital
Toni Miret, OTR

Miami Children's Hospital Dan Marino Center
John McDonough, OTR

United Cerebral Palsy of Central Florida
Solina Brainin, OTR

MARYLAND

Hands on Therapy
Candy Diamond, OTR/L

Skills on the Hill, LLC
Kristin Masci, MS, OTR/L

The Johns Hopkins Hospital
Jan Jaskulski, OTR/L

MASSACHUSETTS

Genesis Rehabilitation Center-Waterview Center
Estelle Strydom, OTR/L

New England Center for Children
Kristen Sidman, MS, OTR/L

Shriners Hospitals for Children
Deborah Latour, OTR

NEW JERSEY

Accelerated Hand Therapy
Mariann Moran, OTD, OTR, CHT

Advantage Rehabilitation
Gilbert Rubio, OTR

Arc of Essex-Stepping Stone School
Sue Brand, OTR

Bergen County Special Services
Christine Babasade, OTR

Bergen Pediatric Therapy Center
Lisa Koo, OTR/L

Caldwell Pediatric Therapy
Jason Campbell, OTR

Capital Health System
Maureen Castello, OTR

Care One at Dunroven
Paige Thomasson, OTR

Care One at Holmdel
Pia Pirhonen, OTR

Care One at Livingston
Glorietta Tison, OTR

Care One at Morris
Chris Metternich, OTR

Care One at Pine Rest
Lisa McConville, OTR/L

Care One at Teaneck
Meredith Diaz, OTR

Care One at Valley
Elaine Regan, OTR

Care One at Wayne
Alka Pai, OTR

Cedar Crest Village Mountain View Gardens
Katelyn Malotz, MS, OTR/L

Children's Specialized Hospital
Joanne Hunt, OTR

Chilton Memorial Hospital
Melissa Langewich, OT

Clark Nursing and Rehabilitation
Clara Delacerna, OTR

Community Medical Center
Raj Chawda, OTR

Concordia Learning Center at St. Joseph's School for the Blind
Miriam Hartstein, OTR/L

Englewood Hospital & Medical Center
Brian Frese, OTR

FunSense, LLC
Lauren Jaffe, OTR/L

Hackensack University Medical Center
Irma Arndt, MA, OTR/L

Hamilton Park Health Care Center
Lorna Mercado, OTR

Hand Therapy Solutions
Michelle Blumenstyk, OTR

Holy Name Hospital
Christine Smith, OTR

Horizon School
Linda Peroff, OTR

J & B Therapy
Becky Kriege, MA, OTR

JDT Medical Rehabilitation
Jodi Chimbel-Berg, OT

Jewish Home at Rockleigh
Jennifer Thompson, OTR

JFK-Johnson Rehabilitation Institute
Shelly Levin, OTR

Kessler Institute for Rehabilitation
Christine DeFiglio, OTR/L

Kids Care Institute
Jennifer Ciraulo, MS, OTR

Methany Medical and Educational Center
Lynne Quada, MS, OTR

Milford Manor Nursing and Rehabilitation
Christopher Jovino, OTR

Montville Board of Education
Crystal Hemberger, OTR

Morristown Memorial Hospital
Barbara McGroarty, OTR

Occupational Therapy Consultants, Inc.
Evelyn Eisenstein, OTR

Overlook Hospital
Jeanne White, OTR

Palisades Rehabilitation Center of Cresskill
Deborah Longest, MS, OTR/L

Paramus Board of Education
Cathryn Coppola, OT
Passaic Beth Israel
Ileana Glazer, OTR

Passaic County Elks, CP Center
Donna Coffey, OTR

Paterson School District
Nicole Heid, OTR/L

PG Chambers School
Becky Tate, OTR

Prospect Heights Care Center
Betty Thomas, MPA, OTR

Rehabilitation Specialist
Stephanie Blodgett, OTR

Rickard Rehabilitation Services, Inc.
Betsey Hemmerle, OTR

Ridgewood Pediatric Therapy Associates
Rose Santos-Martinez, OTR

Robert Wood Johnson University Hospital
Pamela Ferreira, OTR

Sensory Smart Therapy Services
Catherine Cavaliere, PhD, OTR/L

Shore Kids Pediatric Therapies
Tracy Garguilo, MS, OTR/L

St. Barnabas Health Care System
Catherine Ruiz, OTR

St. Clare's Health System
Cathy Levin, OTR

St. Josephs Regional Medical Center
Patricia Stone-Jones, OTR/L, CHT

Tender Touch Rehabilitation Services, LLC
Lori Blaire, OTR

The Buckingham at Norwood
Irene Dionisio, OTR

The Children's Therapy Center of North Jersey, LLC
Linda A. Harrigan, MA, OTR

The Phoenix Center
Shira Marks, OTR

The Rehabilitation Institute
Karen Christopher, OTR/L

The Therapeutic School and Preschool
Donna Hicks

The Valley Hospital
Natalie Simons, MOT, OTR/L

The Valley Hospital Center for Child Development
Greta Gray, MS, OTR/L
Tiny Tots Therapy
Rebecca Dean, OTR/L

Trinitas Children's Therapy Services
Jennifer Agresto, OTR/L

Universal Rehabilitation
Randy Marti, MAEd, MS, OTR

VA New Jersey Healthcare System
Lynn Ryan, MS, OTR/L

Waldwick Public Schools
Maria Scalia, MA. Ed, OTR

Wanaque Center for Nursing and Rehabilitation
Jennifer Waters, OTR

NEW YORK

A Starting Place
Laurie Lupien, MS, OTR/L

ABC Kids Occupational Therapy
Victoria Meehan, OTR

Access Physical Therapy and Wellness
Cynthia Boccia, OTR/L

AFYA Foundation
Danielle Butin, MS, OTR/L

Anderson School
Jessica DeCicco, OTR/L

Ahava Physical Therapy and Wellness
Moryam Ladotun, MS, OTR/L

B.D. Manual Rehabilitation
Mun Shieh, OTD, OTR/L

Beth Abraham Family of Health Services
John Matos, OTR/L

Beth Israel Medical Center
Mary Petti-Weber, MA, OTR/L

Blythedale Children's Hospital
Susan Morrow-McGinty, OTR/L

Bon Secours Charity Health System, Inc.
Dan Woods, MS, OTR/L

Broadlawn Manor Nursing and Rehabilitation Center
Dena Gilbert, OTR

Brookdale Hospital
Michelle Springer-Cooper, OTR/L

Burke Rehabilitation Hospital
Lisa Edelstein, MS, OTR/L

Campbell Hall Rehabilitation
Helga Medican, OTR

Complete Rehab
Barbara Heim, OTR/L

Concourse Rehabilitation and Nursing Home
Dennis Wagner, OTR

Coney Island Hospital
Lisa Bosse, OTR

Cornwall Hospital
Jeanne Campbell, OTR

Cortland Regional Medical Center
Kelly Stalnaker-Tucker, OTR/L

Cove Lakes Nursing Home
Denise Galante, OTR, FEW

Crystal Run Healthcare
Emily Barsky, OTR/L

Department of Education
Mary Anne Hooghuis, OTR/L

East End Occupational Therapy, PLLC
Anthony Marullo, OTR/L

Eger Health Care and Rehabilitation Center
Kevin Cullen, OTR

Elant at Fishkill
Donna Frazier, OTR/L

Elant at Goshen
Yudelis Quilain, OTR

Elizabeth Seton Pediatric Center
Carmelia Senese, MA, OTR/L

First Step, LLC
Lina Zhitnik, MS, OTR/L

Forest View Center for Rehabilitation and Nursing
Russ Tavroff, OTR

Franklin Hospital Center
Denise Jackbir, OTR

George Robinson Center
Margaret Amatura, OTR

Giant Leaps Occupational Therapy, PC
Tammy Belcher, MS, OTR/L

Goshen School District
Marian Hammaren, OTR

Hand Therapy of Rockland
Shari Federbusch, MA, OTR, CHT

Hebrew Academy for Special Children
Faye Levy, OTR

Helen Hayes Hospital
Terry Berg, OTR

Herbert G. Birch Early Childhood
Winnie Chan, OTR/L

Hillside Hospital
Cynthia Cassanova, OTR/L

Hudson Valley Hospital Center
Eve Shoenthal, OTR/L

Inclusive Sports and Fitness, Inc.
Alexander Lopez, JD, OT/L

Inspire
Marisa Hoff, MS, OTR/L
Isabella Geriatric Institute
Erica Lin, OTR

Jamaica Hospital
Camille Hodge, OTR/L

Jawanio
Eileen Goldberg, OTR

Kassimir Hand Therapy
Joanne Kassimir, OTR, CHT

Kidabilities
Sue Seiler, OT/L

Kingston Hospital
Bonnie Fischer Camara, OTR

Kings Harbor Multicare Center
Jane Albore, MS, OTR

Lakeland Central School District
Jennifer Maria Dzialga-Kalbfell, OTR/L

Lifespire
Joyce Karpinski, OTR

Los Ninos
Rebecca Laber-Quijaro, OTR/L

Lutheran Medical Center
Enza Navarra, OTR/L

Manhattan Psychiatric Center
Marie Colette Noel, OTR/L

Manhattan Veterans Administration Hospital
Roxanne Disla, OTR

Michael Malotz Skilled Nursing Home
Mary Lynn Lounsbury, OTR

Minisink Valley, CSD
Ada Partini, OTR

Monroe Woodbury School District
Laura Stubecki, OTR

Morningside House
Marie Morgan, MS, OTR

Nassau University Medical Center
Josee Lamour, OTR

New York City Health and Hospitals Corporation
Sharon Martinez, OTR/L

New York Presbyterian Weill Cornell Medical Center
Robin Silver, OTR/L

Northeast Center for Special Care
Vicky Chandler, OTR

Northern Riverview
Jay Qu, OTR

Norwegian Christian Home
Oscar Rubin, OTR/L

Nyack Public School System
Lori Zawel, OT/L

Occupational Therapy Associates of New York, PLLC
RoseAnne Sangregorio, MS, OTR/L, CHT

Orange Regional Medical Center
Diane Stryko, OTR

Orthopedic and Sports Medicine, PC
Dan Stanley, OTR, CHT

Our Place School
Tammy Vincigurra, OTR

Parkside Children's Services
Debra Barry, OTR

Parkview Nursing Home
Ravi Sardesai, OTR
Pediatric Occupational Therapy Solutions
Laura Stubecki, OTR

Phelps Memorial Hospital Center
Susan O'Reilly, OTR/L

Prime Time for Kids
Elizabeth McKiernan, OTR

PRN RehabilitationNetwork
John DiLorenzo, OTR/L

Protherapy, OT, PT, SLP, PLLC
Russalette Magbanua, OTR/L

Putnam Hand Therapy
Deborah Maldonado-Baker, OTR, CHT

Queens Boulevard Extensive Care
Hadassah Zern, OTR/L

Ramapo Central School District
Sandra Block, OTD, OTR/L

Ramapo Manor Center for
Nursing and Rehabilitation
Marcia Manila, OTR

Rehabilitation Programs
Kristen Schilling, OTR

Rockland Psychiatric Center
Nadine Revheim, Ph.D., OTR

Rockville Centre School District
Maria Minondo, MS, OTR/L

Rusk Institute of Rehabilitation Medicine
Nandita Singh, MPH, OTR/L

Schervier Pavilion
Frank P. Zorrola, MBA, MS, OTR/L

Schnurmacher Center for Rehabilitation & Nursing
Jennifer Krol, OTR/L

Sensory Street Pediatric Occupational Therapy, PC
Beatrice Hector, OTR

Shore Kids Pediatric Therapies
Tracy Garguilo, MS, OTR/L

St. Barnabas Hospital
Michelle Chin, OTR/L

St. Dominic's Convent and Community
Michael Pizzi, PhD, OT/L

St. Francis Hospital
Michael Lavoie, OTR/L

St. Luke's Hospital Cornwall
Jeanne Campbell, OTR/L

St. Martin DePorress Infirmary, St. Dominic's Convent
Sharon Martinez, MS, OTR/L

Staten Island University Hospital
Nora Goldberg, OTR

Stony Brook University Hospital
Kathleen Grant, MS, OTR

Sunshine Children's Home and Rehabilitation Center
Myra Baltazar, OTR

Ten Broeck Commons
Christine MacMorran

The Brookside School and Early Intervention
Lori Schwark, OTR

The Center for Discovery
Coleen Visconti, OTR/L, C/NDT

The Center for Spectrum Services
Laurie Hopkins, OTR/L

The Glengariff Health Care Center
Alison Hiestand, OTR/L

The Harry Gordon School
Robin Butler, OTR

The New York Hospital Medical Center of Queens
Anita Liu-Chen, OTR

The New York Institute for Special Education
Constance Ascerno, OTR

The Summit School
Gail Grubman, MS, OTR

The Wartburg Home of the Evangelical Lutheran Church
Antoinette Celletti, OTR

Transitions of Long Island
Patricia Kearney, OTR/L

UCP Association, Nassau County, Inc.
Diana Forcina, OTR/L

United Cerebral Palsy Association
Gary Grimaldi, Ph.D, OTR

VA Hudson Valley Healthcare system
Maura Timm, OTR/L

Valley View Center for Nursing Care & Rehabilitation
Rupta Sehoy, OTR

Variety Child Learning Center
Terrie Lugwig, MS, OTR/L

Vassar Brothers Medical Center
Kimberly Puffer-Wranovics, OTR

Wappingers Central School District
Lorie Mehrhof, OTR

Washingtonville School District
Jamie Serra, OTR/L

Westchester Medical Center-Taylor Care Center Building
Beverly Thiemann, OTR

Westchester School for Special Children
Ruma Choudhury, MS, OTR

White Oaks Rehabilitation and Nursing Center
Tanvi Fadia, OTR

William Floyd School District
Edwin Diaz, OTR

Willow Point Nursing Home
Judy Duncan, OTR/L

Winthrop University Hospital
Carmela Tepper, OTR

Wonder Kids
David Green, OTR

Woodmere Rehabilitation & Healthcare Center
Patricia Conroy, MS, OTR

NORTH CAROLINA

Cape Fear Valley Health System
Rhonda Sweitzer, OTR/L

Cumberland County Schools
Cindy Weymer, MS, OTR/L

OHIO

Mercy St. Vincent Medical Center
Alaina Hartman, OTR

Rehab Dynamics, INC.
Maureen Kane-Wineland, OTR

PENNSYLVANIA

Colonial Intermediate Unit 20, Stroudsburg School District
Betty Oertner, M.Ed. OTR/L

Milford Senior Care and Rehabilitation Center
Bridget Dellert, OTR/L

VERMONT

Central Vermont Medical Center
Lauren Briere, MS, OTR/L

Pediatric Play
Michelle Bonang, OTR

Rutland Area Visiting Nurse Association, Inc.
Harry Synder, OTR

Rutland Regional Medical Center
Tricia Paparmelee, OTR

VA Medical Center-White River Junction
Joe Barry, OTR

VIRGINIA

Phillips School-Annandale
Sara Veley, MS, OTR/L

Southeastern Physical Therapy, Inc.
Cate Herbert, OTR

Virginia Commonwealth University
Robin McNeny, OTR/L

Physical Therapy Clinical Coordinators

ALABAMA		
HealthSouth Lakeshore Hospital Nancy McCracken, PT, CCCE		
CALIFORNIA		
Corona Del Mar Rehabilitation Michelle Edwards, CCCE	Laguna Beach PT Michelle Edwards, CCCE	Magnolia Physical Therapy Michelle Edwards, CCCE
CONNECTICUT		
Elim Park Baptist Home Josh Greene, OT, CCCE		
DISTRICT OF COLUMBIA		
Georgetown University Child Development Center Rachel Brady, CCCE	Veteran Affairs Medical Center Physical Medicine & Rehabilitation Heather Malecki	
FLORIDA		
Beachside Physical Therapy Chris Wicker, PT, DPT		
MASSACHUSETTS		
Falmouth Hospital Glenn English, CCCE	HealthSouth Rehab Hospital of West MA Danielle Godin, CCCE	Mullis & Associates Jonathan Mullis, CCCE
Pro Sports Therapy Doug Fecko, PT, CCCE		
NEW JERSEY		
AllCare PT & Sports Training Jason Fahs, CCCE	Alliance Hand & Physical Therapy Colleen Fitzsimmons, PT, DPT, CCCE At Englewood	Alliance Hand & Physical Therapy Colleen Fitzsimmons, PT, DPT, CCCE At Hackensack
The Atlantic Rehab Institute (AHS) Geri Guingon-White, PT, DPT, CCCE	Bergen Center for Child Development Katie Dunne PT, CCCE	Center for Disability Elizabeth Keating, PT
Center for Physical Therapy & Sports Rehab (AHS) Geri Guingon-White, PT, DPT, CCCE	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 Mountainside	Children's Specialized Hospital Ellen Lloyd, PT, CCCE At New Brunswick	Children's Specialized Hospital Ellen Lloyd, PT, CCCE At Toms River
Chilton Memorial Hospital Nancy Bonard PT, CCCE	Clara Maas Hospital Gloria Brabone, PT, CCCE	Community Medical Center Karen Tortorelli, PT, CCCE
Cornerstone Physical Therapy David De La Fuente, PT, DPT, CCCE At Clark	Cornerstone Physical Therapy David De La Fuente, PT, DPT, CCCE At Tranquility	CP of Middlesex County - The Lakeview School Linda D'Anton, PT, CCCE
Daughters of Miriam Kimberly Papa, CCCE	Delaware Valley Physical Therapy Tony Kauffman, PT, CCCE	ECLC of NJ - Chatham Suzanne Johnson, PT, CCCE
Excel Orthopedic Rehab Rami Said, PT, CCCE At Waldwick	Felician School for Except. Children Katie Dunne PT, CCCE	First CP of New Jersey Danielle Van Beuzekom, PT, CCCE

Forsgate Physical Therapy Dennis Gramata, PT, Dir., CCCE	Fort Lee Public Schools Katie Dunne PT, CCCE	Forum School Katie Dunne PT, CCCE
Franklin Lakes Physical Therapy Alyssa Lambrese, PT, CCCE	Genesis Eldercare Rehab Services Jessica Fulmino, PT, MS, CCCE Of Cedar Grove	Genesis Eldercare Rehab Services Jessica Fulmino, PT, MS, CCCE Of Fairlawn
Hackensack University Med Center Elissa Solow PT, CCCE	Hamilton Physical Therapy Mark Laurinaitis, PT, CCCE At Ewing	Hamilton Physical Therapy Mark Laurinaitis, PT, CCCE At Hamilton
Holy Name Hospital Bob Walsh, PT, CCCE	IVY Rehab Mahwah Paul Schroeder, PT, CCCE	JAG Physical Therapy John Gallucci, PT, DPT, CCCE, Director of Warren Township
JAG Physical Therapy John Gallucci, PT, DPT, CCCE, Director In West Orange	Jersey Central Physical Therapy Jennifer Barnett, PT, CCCE	JFK Medical Center Pragati Shah, PT, DPT, CCCE
Kessler, West Orange Lauren Snowden, CCCE	Kessler Institute for Rehab Outpatient Jennifer Skrapits, PT, CCCE Lauren Snowden PT, CCCE	Kids Therapy Center Gena Livingston, PT, CCCE
Ladacin Network Beth Vroman, CCCE	Lakeview Subacute Care Center Kerry lamuri, PT, CCCE	MCRC Michael Weis, CCCE
Montville Physical Therapy M. Benjamin Burton, PT, DPT, CCCE	Morristown Memorial Hospital (AHS) Geri Guingon-White, PT, DPT, CCCE	Mountainside Hospital Joseph Patanella, PT, CCCE
New Jersey Center of Physical Therapy M. Benjamin Burton, PT, DPT, CCCE	Next Step Aquatic & Manual Physical Therapy Reesa Reed, PT, CCCE	North Jersey Developmental Center Tracey Kalinowski, CCCE
North Jersey PT Association Carol Cote, CCCE	Optimum Orthopedics Michael Dunne, PT, CCCE At Lyndhurst	Optimum Orthopedics Michael Dunne, PT, CCCE At Montclair
Optimum Orthopedics Michael Dunne, PT, CCCE At Secaucus	Overlook Hospital Janet Warnet, PT, CCCE	Palisades Medical Center Nicole Nerli, OT, CCCE
Paramus Public Schools Katie Dunne, PT, CCCE	Pediatric Physical Therapy Specialties, PA (PPTS) Jennifer Inglett, PT, DPT, CCCE	Pediatric Rehab of North Jersey Chintan Pancholi, CCCE
Princeton Orthopedic Associates Annie Kennedy, CCCE	Rickard Rehab Services Inc. Carolyn Rickard, PT, Director	Robert Wood Johnson at Rahway Mary Windsor, PT
Robert Wood Johnson University Hospital Mirza Gamboa, PT, CCCE	St. Barnabas Medical Center Dana Fleming, PT, MPT, CCCE	St. Joseph's Regional Medical Center Diane Bertone, PT, CCCE
St. Joseph's Wayne Hospital & Rehab Cathy Nikolarakos, PT, CCCE	St. Peter's University Hospital Ann Hayes, PT, CCCE	Shore Rehabilitation Institute Tammy Meale, PT, CCCE
Somerset Medical Center Nancy Reger, CCCE	Special Strides Therapy Riding Center Laurie Landi, PT, CCCE	Sports Care Institute Jennifer Palaia, PT, CCCE At Bergenfield
Sports Care Institute Jennifer Palaia, PT, CCCE At Elmwood Park	Sports Training Physical Therapy Maureen Wilhelm, PT, Director, CCCE	Sterling Physical Therapy Sharla Schwartz, PT, CCCE
Suburban Therapy Center Michelle Banaag, PT, CCCE	Trinitas Children's Therapy Services Gerard Power, PT, CCCE	UMDNJ Marcia Downer, PT, CCCE
Universal Institute Randy Marti, OT, CCCE	University Med Center @ Princeton Janet Popowitz, PT, CCCE	The Valley Hospital Sonny Naviamos, PT, CCCE
Wayne Physical Therapy & Spine Center Catherine Laico, PT, CCCE	Wayne Township Board of Education Donna Shelichach, PT, CCCE	West Milford Physical Therapy Center Anne Kane, PT, Director
NEW YORK		
Adex PT Adewale Adenlola	Abilities First Medical Rehab Clinic Janet Graveswright, PT, CCCE	Albany Medical Center Hospital Julie Rieger, PT, DPT, CCCE
Alliance Physical Therapy Jeroen Keessen, PT, CCCE	Peter Anello Peter Anello, PT, CCCE	Aqua Health Rehab Center Julia Burman, CCCE
Associated Therapies Joann Ferrara	Benedictine Hospital Kevin Rudolph, PT, CCCE	Beck Physical Therapy Robert Beck, PT, CCCE

Beth Israel Medical Center Paul Lee, PT, CCCE	(BIMC)The Continuum Center for Health & Healing Yvonne Johnson, PT, CCCE	(BIMC) Phillips Ambulatory Care Center Paul Lee, PT, CCCE
Blythedale Children's Hospital Linda Fieback, PT, CCCE	Bon Secours Community Hospital Eugenia Tice-Shepard, PT, CCCE	Brookdale University Hospital & Medical Center Igor Maskovsky, PT, CCCE Finnie Lau, CCCE
Catskill Regional Medical Center John Pawlowski, PT, CCCE Kristine Conologue, CCCE	Center for Child Development Michael Weiss, PT, CCCE	Center for Nursing & Rehab Randy Palmaira, PT, CCCE
Children's Rehab Center Magen Kennedy, PT, CCCE	Churchill Orthopedic Rehabilitation Phil Lombardo	Community Hospital At Dobbs Ferry Kate Soliz, PT, CCCE
Complete Care Physical Therapy Eddie Charlton, CCCE	Dynamic Kids Liz Curran, PT	Early Intervention Center of Brooklyn Huck Ito, CCCE
Elant Inc. Donna Frazier, OT, Dir of Rehab	Ellenville Regional Hospital Teresa Marcel, PT, CCCE	Flushing Hospital Medical Center Milagros Uviles-Montavo, PT, CCCE
Frank Nani Physical Therapy Frank Nani, PT, Director, CCCE	Franklin Center for Rehab & Nursing Martha Mays, PT, CCCE	Golden Gate Rehab & Health Care Center Naomi Friedman, PT, CCCE
Good Samaritan Hospital Howard Wilen, PT, CCCE, Director	Hands on Physical Therapy Dimitrios Kostopoulos, PT, PhD, CCCE Of Astoria	Hands on Physical Therapy Dimitrios Kostopoulos, PT, PhD, CCCE Of Bayside
Helen Hayes Hospital Mary Nishimoto, PT, CCCE	Hospital for Special Surgery Karen Juliano, PT, CCCE	Inpire Deborah Engle, PT, CCCE
Island Sports PT Of Coram Kevin Roden, PT, CCCE	Island Sports PT Of Smithtown Dan Danato, PT, CCCE	Jamaica Hospital/Brady Center Milagros Uviles-Montavo, PT, CCCE
Jawano Inc. Jerry Staller, PT, CCCE	John A. Coleman Children's Rehabilitation Center Magen Kennedy, PT, CCCE Sue Hausch, PT	John T. Mather Memorial Hospital Dena Promutico, PT, CCCE
Kids Abilities Katherine Leinart Kirchen, PT, CCCE	Kingsbrook Jewish Medical Center Phillipe Nelson, PT, CCCE	The Kingston Hospital Jodie Cesarato, CCCE
Lenox Hill Hospital Teresa Pariezali, PT, CCCE	Lutheran Medical Center Enza Navarra, PT, CCCE	Madison PT Jay Hunt, CCCE
Moriarty Physical Therapy John P. Quinn, PT, MS, CCCE	New Interdisciplinary School Peter Raalf, PT, CCCE	New York and Presbyterian Hospital- Weill Cornell Center Franca Gioia, PT, MA, CCCE
The New York Hospital Center – Queens Nicole Manfield, PT, CCCE	Niagara Children Margaret Nawrocki, CCCE	Nyack Hospital Isaac Altschuller, PT, CCCE
NYC Board of Education Judith Loeb, PT, CCCE Of Brooklyn	NYC Board of Education Judith Loeb, PT, CCCE In N.Y.C.	NYU-RUSK INSTITUTE Angela Stolfi PT, CCCE
One on One PT Joanne Cavaliere, CCCE	Orange Physical Therapy Aaron Loeffler, PT, CCCE	Orange Regional Medical Center Anne McEnroe, PT, CCCE
Orange-Ulster BOCES Christine Pagana PT, CCCE	Orthopaedic Associates of Manhasset Rachelle Magsisi, PT, CCCE	Peak Performance Physical Therapy Chris Thomas, PT, CCCE
Peak Physical Therapy Dan Fishman, PT, DPT, CCCE, Director Of Middletown	Peak Physical Therapy Dan Fishman, PT, DPT, CCCE, Director Of Newburgh	Peak Physical Therapy Dan Fishman, PT, DPT, CCCE, Director Of New Paltz
Peak Physical Therapy Dan Fishman, PT, DPT, CCCE, Director Of Washingtonville	Pediatric Physical Therapy Services of Hudson Valley Linda Fuller, PT, DPT, CCCE	Mario Pelligrino Pediatric OT, PC Mario Pelligrino, OT, CCCE
Phelps Memorial Hospital Center Matt Landfield, PT, CCCE	Physical Therapy in Motion Lori Garone, PT, MS, HPCS	Pine Valley Center for Rehabilitation & Nursing Dawn Kelly, CCCE
Premiere Physical Therapy of Rockland Gerry Patchadlo, CCCE	Prime Time for Kids Donna Bogin, CCCE Linda Ferraro, CCCE	Procore Physical Therapy Steven McCune, PT, CCCE Of Blauvelt
Procore Physical Therapy Greg Stemkowski, PT, CCCE Of Valley Cottage	Professional Orthopedic Sports Physical Therapy Lou Petraglia, CCCE Of Bayside	Professional Orthopedic Sports Physical Therapy Lou Petraglia, CCCE Of N.Y.C.
Pulmonary Wellness & Rehab Center Noah Greenspan, PT, CCCE	Putnam/North Westchester BOCES Deidre Toolan, PT, DPT, CCCE	Richmond University Medical Center Andrea Myszak, PT, DPT, CCCE

Rockland BOCES Aileen Cummings, PT, CCCE	Roosevelt Hospital Linda Gonzalez, CCCE	Saugerties Diagnostic & Specialty Ctr Kevin Rudolph, CCCE Barbara Engle, CCCE
St Anthony's Community Hospital Stewart Ross	St. Francis Hospital Brenda Koepp, PT, CCCE	St. Joseph's Medical Center Susan Levine, PT, Admin, CCCE
St. Luke's Cornwall Hospital Jeanne Campbell, OT, CCCE	St. Martin De Porres Infirmary Sr. Martha Cummings, Director	St. Mary's Children's Hospital Colleen Martin, OT, CCCE
Schnurmacher Center for Rehabilitation & Nursing Heta Sheth, PT, CCCE	The Shield Institute Gail Tishcoff, OT, CCCE Of Bayside	The Shield Institute Gail Tishcoff, OT, CCCE Of the Bronx
The Shield Institute Gail Tishcoff, OT, CCCE Of Flushing	The Shield Institute Gail Tishcoff, OT, CCCE Of New York City	Sound Shore Medical Center of Westchester & Schaefer Extended Care Patrick McCarthy, PT, CCCE
Sports Care Institute Jennifer Palaia, PT, CCCE Of New York City	Sports Care Institute Jennifer Palaia, PT, CCCE Of Spring Valley	Sports Care Institute Jennifer Palaia, PT, CCCE Of West Nyack
Sports Physical Therapy of New York Aimee Alexander, PT, CCCE Of New York City	Sports Physical Therapy of New York Aimee Alexander, PT, CCCE Of Orangeburg	Sports Physical Therapy of New York Aimee Alexander, PT, CCCE Of Spring Valley
Staten Island University Hospital Rebecca Gonzales, PT, MS	Laura M. Stevens, Physical Therapy & Athletic Training Laura M. Stevens, PT, CCCE, Director	Sunnyview Rehabilitation Hospital Patty Valenza, PT, CCCE
TOTS Diane Bradford, Program Coordinator	United Cerebral Palsy (UCP) Bonnie Marietta-Gliptis, CCCE Of the Bronx	United Cerebral Palsy (UCP) Jill Mandel, CCCE Of Nassau
UCP Tradewinds Education Kristen Fitzgerald, PT	VA Hudson Valley Healthcare System Maura Timm, OT, CCCE At Castle Point	VA Hudson Valley Healthcare System Maura Timm, OT, CCCE At Montrose
Vassar Brothers Medical Center Jackie Lamando, PT, CCCE	Visiting Nurse Service David Jajoda, PT, CCCE	Wallkill, PLLC Lori Schneider, PT, CCCE
Westchester Medical Center Gail Cherry, PT, CCCE	Westchester Physical Therapy Group Betty Gao, PT, CCCE	Westchester Square Physical Therapy Allan Torres, Director
White Plains Hospital Beth Rose, PT, CCCE	Willcare Willyum Bobo, Rehab Supervisor, CCCE	Wingate Healthcare New York Regan Romanowski PT, CCCE
PENNSYLVANIA		
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

Christina Acosta, LCSW
Youth Consultation Services, Ft Lee Education Services

Sr. Lorraine Campanelli, LMSW
Cabrini Nursing Home

Martin O'Connell, LMSW
Veterans Administration, Hudson Valley HCS

Kerry Davis, Service Director, MSW
Rockland Psychiatric Center

Iris Ruelas, LCSW
St. Dominic's School

Eva Hernandez-Goley, LCSW
Volunteer Counseling Services, Inc.

Debra Kagan –Birkeland, LMSW
Alzheimer's Association

Renee Blackwell, LCSW
St. Dominic's Home Family Connections Program

Sharon Watson, LMSW
St. Dominic's Home, CQI

Mr. William Carter, LMSW
Town of Greenburgh

Ms. Kimberly Morcate, Head of School
Rockland Country Day School

Ellen Moscaritolo, LMSW
Orange County DSS

Laurie Mulanney, MSW
Safe Homes of Orange County

Mr. Scott Wonder
Rockland Psychiatric Center

Mr. Joseph Avallone
Rockland Psychiatric Center

Ms. Meredith Alpert
Rockland Psychiatric Center

Deirdre Fitzpatrick, LMSW
Summit Park Hospital & Nursing Care Center

JUNIOR YEAR

Teresa Winthrop, LMSW
Plaza Regency at Park Ridge Care Center

Karen Liebowitz, LMSW
Ester Gitlow Towers

Barbara Kohlhausen, LMSW
Ilsa Svoboda, MSW, Field Instructor
Meals on Wheels

Sr. Cecilia Byrnes, Field Instructor
Siena House

Christine Dilts, Directory of Community Engagement &
Leadership Development, Task Supervisor
Bonni Raab, DCSW
Dominican College

Dana Treacy, LMSW
United Way of Rockland

Kristen Ribnicky, LMSW, Program Supervisor
Lisa Kloenne, LCSW, Field Instructor
Serah Shillingford, LMSW, Field Instructor
St. Dominic's Home

Melissa Almenas, LMSW
Center for Safety and Change

Althena Milonas, LMSW
St. Dominic's Home, CAFÉ Program

Dana Treacy, LMSW
Youth Bureau of Rockland County

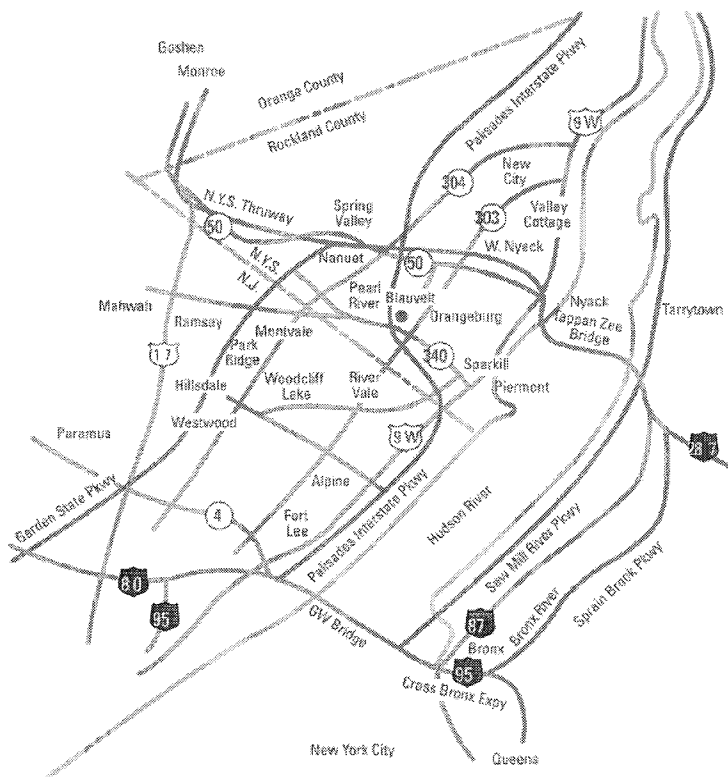
Jean Freer, LMSW, Field Instructor
Rockland County Probation

Sonia Vilgorin, LMSW
Rockland Psychiatric Center

Maria Marquez-Mckerrell, MSW
Elant, Goshen

Doris Zuckerberg, LMSW
Jewish Family Services

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.