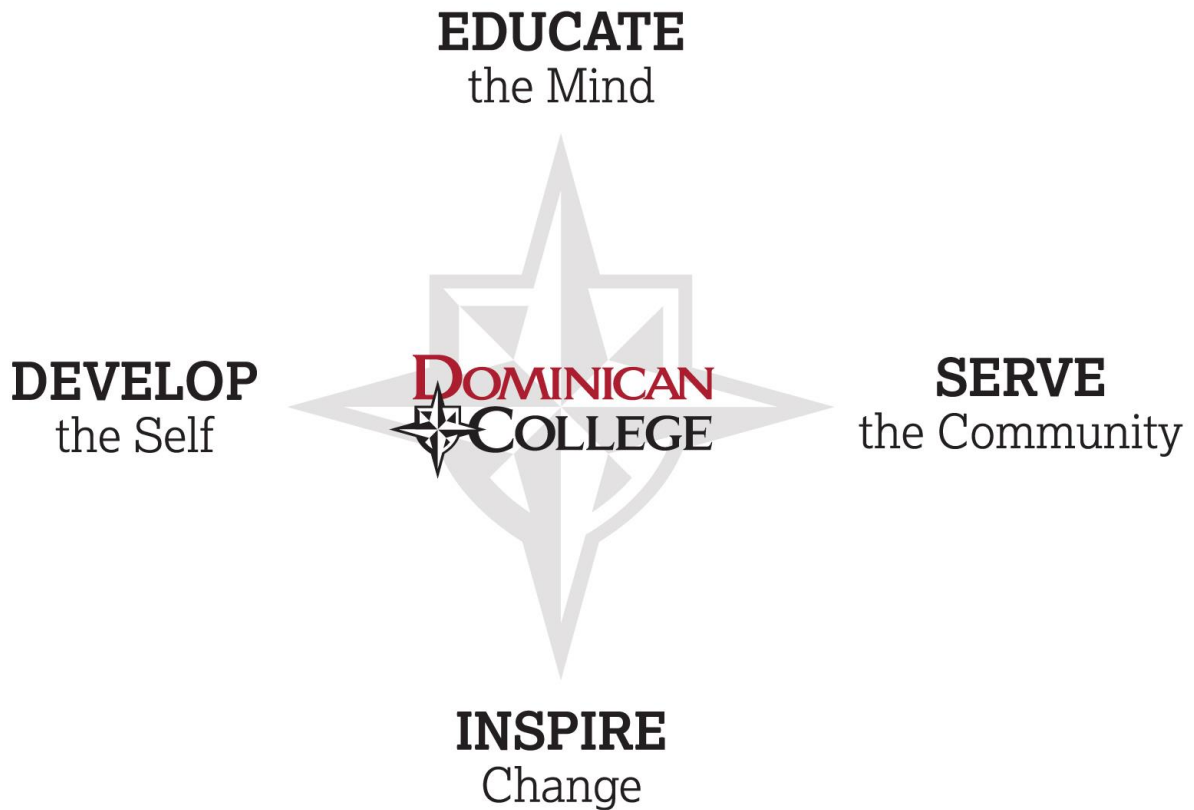


# DOMINICAN COLLEGE CATALOG 2020-2021



470 Western Highway • Orangeburg, N.Y. 10962 • (845) 359-7800 • [www.dc.edu](http://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 catalog are necessarily subject to change without notice at any time.

# Table of Contents

Academic Calendars.....	3	Marketing.....	59
Dominican College: An Overview.....	7	Mathematics.....	60
Student Life.....	11	Medieval & Renaissance Studies Minor.....	62
Admissions.....	14	Nursing.....	63
Financial Aid.....	17	Philosophy Minor.....	66
Academic Information and Policies.....	21	Pre-Law Minor.....	66
Inventory of Registered Programs.....	30	Psychology.....	67
Sequence of Study.....	31	Religious Studies Minor.....	68
Undergraduate Curricula and Courses of Instruction.....	32	Social Sciences.....	69
General Education Curriculum.....	32	Sociology Minor.....	70
Undergraduate Major and Minor Programs.....	35	Social Sciences to Occupational Therapy Track.....	70
Accounting.....	35	Social Work.....	71
Art Minor.....	36	Spanish Minor.....	73
Athletic Training.....	37	Teacher Education.....	73
Biology.....	39	Theatre Minor.....	78
Business Management.....	41	Undergraduate Course Offerings.....	79
Chemistry Minor.....	45	Graduate Programs.....	122
Communication Studies.....	46	Master's in Business Administration.....	123
Computer Information Systems.....	47	Master of Science, Family Nurse Practitioner (MSFNP).....	127
Criminal Justice.....	48	Doctor of Nursing Practice (DNP).....	130
Economics Minor.....	49	Graduate Program in Occupational Therapy.....	133
English.....	50	M.S. in Organizational Leadership & Communication.....	138
Ethnic Diversity Studies Minor.....	52	Doctor of Physical Therapy Program.....	141
Gender Studies Minor.....	52	Graduate Programs in Teacher Education.....	150
Gerontology Minor.....	52	Tuition and Fees.....	159
Health Sciences.....	53	Board of Trustees.....	163
History.....	56	Administration.....	165
Humanities.....	57	Full-time Faculty.....	168
Liberal Arts Concentrations with the B.S in Education.....	58	Part-time Faculty.....	172
		Directions.....	191

# Academic Calendars

## Academic Calendar 2020-2021

### FALL TERM 2020

Aug 24 (Mon)	Accelerated BSN (ABSN) Fall Trimester begins
Aug. 24-25 (Mon-Tues)	Fall Semester Advisement/Testing/Registration
Aug. 26 (Wed)	COLLEGE CONFERENCE/Division Meetings
Aug. 27 (Thurs)	FACULTY CONFERENCE
Aug. 28-29 (Fri-Sat)	Freshman Orientation (Day/Evening Students)
Aug. 29 (Sat)	Freshman Convocation (Day/Evening Students)
Aug. 29 (Sat)	Graduate Education Quarter I/V begins
Aug. 31 (Mon)	Fall Semester begins/Graduate Nursing Fall Semester Begins
Aug. 31-Sept. 3 (Mon-Thu)	Late Registration & Drop/Add for Fall Semester
Sept. 1 (Tues)	Dominican College Online/RN-to-BSN/MBA/MSOLC Session I begins
Sept. 7 (Mon)	Labor Day— <b>COLLEGE CLOSED</b>
Sept. 11 (Fri)	OT, PT, and Undergraduate Weekend Fall Trimesters begin
Sept. 12 (Sat)	Weekend ABSN (WABSBN) Fall Trimester begins
Oct. 27 (Tues)	Dominican College Online/RN-to-BSN/MBA/MSOLC Session II begins
Nov. 3 (Tues)	Election Day— <b>CLASSES SUSPENDED</b>
Nov. 7 (Sat)	Graduate Education Quarter II/VI begins
Nov. 10 (Tues)	Last day for withdrawal from Fall Semester classes
Nov. 16 (Mon.)	HONORS CONVOCATION
Nov. 20 (Fri)	Last day for January graduates to file a "Candidate for Degree" form
Nov. 25-Nov. 29 (Wed-Sun)	Thanksgiving Recess— <b>COLLEGE CLOSED</b>
Dec. 14-Dec. 18 (Mon-Fri)	Final examination week, Fall semester
Dec. 24-Jan. 3 (Thurs-Sun)	<b>COLLEGE CLOSED</b>

### WINTERSESSION 2021

Jan. 4-Jan. 25 (Mon-Mon)	Winter Session Classes
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### SPRING TERM 2021

Jan. 5 (Tues)	Dominican College Online/RN-to-BSN/MBA/MSOLC Session III begins
Jan. 7 (Thurs)	Accelerated BSN (ABSN) Spring Trimester begins
Jan. 8 (Fri)	OT, PT and Undergraduate Weekend Spring Trimesters begin
Jan. 9 (Sat)	Weekend ABSN (WABSBN) Spring Trimester Begins
Jan. 18 (Mon)	Martin Luther King Day— <b>COLLEGE CLOSED</b>
Jan. 20 (Wed)	Spring Semester Registration
Jan. 23 (Sat)	Graduate Education Quarter III/VII begins
Jan. 25 (Mon)	COLLEGE CONFERENCE
Jan. 26 (Tues)	Residence Halls Open for Returning Students
Jan. 27 (Wed)	Spring Semester begins/Graduate Nursing Spring Semester begins
Jan. 27, 28, Feb. 1, 2 (Wed-Thurs, Mon-Tues)	Late Registration & Drop/Add for Spring Semester
Feb. 5 (Fri)	Last day for May /August graduates to file a "Candidate for Degree" form
Mar. 2 (Tues)	Dominican College Online/RN-to-BSN/MBA/MSOLC Session IV begins
Mar. 31 (Wed)	Classes follow Monday schedule
Apr. 1-Apr. 5 (Thurs-Mon)	<b>RELIGIOUS HOLIDAYS—COLLEGE CLOSED</b>
Apr. 9 (Fri)	Last day for withdrawal from Spring Semester classes
May 10-14 (Mon-Fri)	Final examination week, Spring Semester

### **COMMENCEMENT WEEK 2021**

May 17-21 (Mon-Fri)	Pre-Commencement Activities
May 19 (Wed)	Service Recognition Ceremony
May 20 (Thurs)	Graduate Program Hooding Ceremonies
May 22 (Sat)	Graduation Mass and Baccalaureate Awards Ceremony
May 23 (Sun)	Commencement

### **SUMMER TERM 2021**

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

## **Alternative Undergraduate Delivery Systems and Graduate Programs, 2020-2021**

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

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

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

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

Dec. 19, 20

(Emergency Alternate)

Apr. 24, 25

(Emergency Alternate)

Aug. 14, 15

(Emergency Alternate)

**UNDERGRADUATE WEEKEND COURSES, 2020-2021:**

<i>On-Campus Weekend</i>	<i>Fall 2020 Trimester</i>	<i>Spring 2021 Trimester</i>	<i>Summer 2021 Trimester</i>
1	September 11 - 13	January 8 - 10	May 7 - 9
2	October 2 - 4	January 29 - 31	June 4 - 6
3	October 16 - 18	February 12 - 14	June 18 - 20
4	November 6 - 8	March 5 - 7	July 9 - 11
5	November 20 - 22	March 26 - 28	July 23 - 25
6	December 11 - 13	April 16 - 18	August 6 - 8
<i>Alternate Makeup</i>	<i>December 18 - 20</i>	<i>April 23 - 25</i>	<i>August 13 - 15</i>

**DOMINICAN COLLEGE ONLINE / RN-to-BSN / MBA / MSOLC, 2020-2021:**

**Session I:**

Sept. 1-Oct. 22, 2020

**Session II:**

Oct. 27-Dec. 17, 2020

**Session III:**

Jan. 5-Feb. 25, 2021

**Session IV:**

Mar. 2-Apr. 22, 2021

**Session V:**

May 4-June 24, 2021

**Session VI:**

June 29-Aug. 19, 2021 (except RN-to-BSN)

**GRADUATE NURSING, 2020-2021:**

<i>Fall 2020</i>	<i>Spring 2021</i>	<i>Summer 2021</i>
August 31 (Monday) Semester Begins	January 20 (Wednesday) Semester Begins	June 1 (Tuesday) Semester Begins
December 14 - 18 Finals Week	May 10 - 14 Finals Week	August 6 (Thursday) Semester Ends

**OCCUPATIONAL THERAPY, 2020-2021:**

<i>On-Campus Weekend</i>	<i>Fall 2020 Trimester</i>	<i>Spring 2021 Trimester</i>	<i>Summer 2021 Trimester</i>
1	September 11 - 13	January 8 - 10	May 7 - 9
2	October 2 - 4	January 29 - 31	June 4 - 6
3	October 16 - 18	February 12 - 14	June 18 - 20
4	November 6 - 8	March 5 - 7	July 9 - 11
5	November 20 - 22	March 26 - 28	July 23 - 25
6	December 11 - 13	April 16 - 18	August 6 - 8
<i>Alternate Makeup</i>	<i>December 18 - 20</i>	<i>April 23 - 25</i>	<i>August 13 - 15</i>

**PHYSICAL THERAPY, 2020-2021:**

<i>On-Campus Weekend</i>	<i>Fall 2020 Trimester</i>	<i>Spring 2021 Trimester</i>	<i>Summer 2021 Trimester (Year 1)</i>	<i>Summer 2021 Trimester (Years 2 - 4)</i>
1	September 11 - 13	January 8 - 10	May 7 - 9	May 7 - 9
2	September 18 - 20	January 15 - 17	<i>Off</i>	May 14 - 16
3	October 2 - 4	January 29 - 31	May 28 -30	June 4 - 6
4	October 9 - 11	February 5 - 7	June 11 - 13	June 11 - 13
5	October 23 - 25	February 26 - 28	June 25 -27	June 25 -27
6	November 6 - 8	March 12-14	July 9 - 11	July 9 - 11
7	November 20 - 22	March 26 - 28	July 23 - 25	July 23 - 25
8	December 4 - 6	April 9 - 11	August 6 - 8	August 6 - 8
<i>Alternate Makeup</i>	<i>December 11 - 13</i>	<i>April 16 - 18</i>	<i>August 13 - 15</i>	<i>August 13 - 15</i>

**GRADUATE TEACHER EDUCATION, 2020-2021:**

<i>Quarter I, V</i>	<i>Quarter II, VI</i>	<i>Quarter III, VII</i>	<i>Quarter IV</i>
Aug. 29, 30	Nov. 7, 8	Jan. 23, 24	Apr. 10, 11
Sept. 12, 13	Nov. 21, 22	Feb. 6, 7	Apr. 24, 25
Sept. 26, 27	Dec. 5, 6	Feb. 20, 21	May 8, 9
Oct. 10, 11	Dec. 19, 20	Mar. 6, 7	June 5, 6
Oct. 24, 25	Jan. 9, 10	Mar. 20, 21	June 19, 20
<i>Oct. 31, Nov. 1 (Alternate Days)</i>	<i>Jan. 16, 17 (Alternate Days)</i>	<i>Mar. 27, 28 (Alternate Days)</i>	<i>June 26, 27 (Alternate Days)</i>

# Dominican College: An Overview

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

## **Dominican College in Profile**

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

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

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

M.S. in Organizational Leadership & Communication

## **Professional and Pre-professional Programs in**

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

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

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

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

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

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

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

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

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

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

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

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

## **Enrollment:**

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

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

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

## Mission

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

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

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

## Our History

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

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

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

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

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

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

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

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

In 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. In 2018, the undergraduate program in Health Sciences was approved. In 2019, two online programs, RN to BSN and M.S. in Organizational Leadership & Communication were approved.

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

The Palisades Institute was created in October, 1990, as part of Dominican College of Blauvelt, to serve for-profit, not-for-profit, and governmental organizations in metropolitan New York, especially

those located in Rockland and Orange Counties in New York, and Bergen and Passaic Counties in New Jersey. It also participates in activities for Dominican College students.

## Educational Goals and Academic Learning Objectives

### *Educational Goals:*

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

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

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

### *College-Wide Academic Learning Objectives*

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

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

## Setting

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

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

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

**Cooke Hall** is the Administration Building. Offices of the President,

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

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

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

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

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

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

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

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

**Rosary Hall** is a residence hall with accommodations for 165 students. The first floor is home to Student Development offices including Office of the Vice President, Office of the 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 (Alumni Relations, Fundraising, and Special Events).

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

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

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

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

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

Mon.–Thurs. 8:00 am – 12:00 am  
Fri. 8:00 am – 7:00 pm  
Sat. 12:00 pm – 7:00 pm  
Sun. 12:00 pm – 10:00 pm

## Academic Year

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

## Day Sessions

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

## Evening Sessions

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

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

## DC Online

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

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

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

### **Online Programs Currently Available:**

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

## Wintersession

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

## Summer Session

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

## Graduate Weekend Sessions

Additionally, Graduate Degree Programs are available in the following areas on a weekend schedule:

Adolescence Education (M.S. Ed.)  
Childhood Education (M.S. Ed.)  
Occupational Therapy (B.S./M.S.; M.S.)  
Physical Therapy (D.P.T.)  
Special Education (programs for Teachers of Students with Disabilities and for Teachers of Students Who are Blind or Visually Impaired)

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

## Continuing Education

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

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

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

## Delivery of Instruction

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

# Student Life

Dominican College provides an enriching and supportive environment, designed to meet the needs and actualize the potential of each student.

Dominican fosters close personal relationships between faculty and students through individual advisement processes and through college clubs, moderated by faculty.

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

## Student Handbook

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

## Counseling

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

### Prevention and Education Services

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

## Campus Ministry

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

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

## Career Development

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

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

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

## Student Government

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

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

The Student Government Office in Casey Hall is open to all students.

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

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

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

## Student Activities

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

## Athletics

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

Any student who meets the academic and athletic entrance requirements, has the requisite health and skill, and maintains a 2.0 cumulative G.P.A. is eligible for the teams. All entering freshmen must receive eligibility clearance from the NCAA eligibility center before participating.

Dominican athletics include men's and women's basketball, men's and women's soccer, men and women's cross country, men's and women's lacrosse, women's volleyball, men's baseball, women's softball, men and women's golf, men and women's tennis, and men and women's track and field. Intramural activities open to all students are available in selected sports.

## Residence Facilities

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

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

## Hennessy Center

The Hennessy Center for Student Life is a major hub of student activity. It houses a 10,000 square-foot gymnasium, running track, fitness center, training and locker rooms, as well as facilities for meetings and conferences. The Center hosts intercollegiate athletic contests, open recreation, and student events; when time permits, it is also available for various community functions. There is no charge to students and faculty for the use of the facility. Regulations and procedures for usage

are distributed and must be rigorously observed in order to keep the facility in good order. Hours are posted at the front desk and distributed throughout the campus.

## Cafeterias

The Granito Center, located next to the Hennessy Center, is open Monday to Thursdays: 7:30 a.m. to 9:00 p.m. for breakfast, lunch, and dinner; Friday: 7:30 a.m. to 8:00 p.m. breakfast, lunch, and dinner; Saturday and Sunday: 10:30 a.m. to 6:30 p.m. for brunch and dinner for the resident and non-resident College community. A "Grab and Go" service is available Sunday thru Thursday until 11:00 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](mailto:admissions@dc.edu); or visit our website: [www.dc.edu](http://www.dc.edu). Applications are accepted throughout the year.

## Admission of Freshman Students

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

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

## Application Procedure for New Freshmen

1. Apply online using the Dominican College application [www.dc.edu/admissions/apply](http://www.dc.edu/admissions/apply), or the Common Application at [www.commonapp.org](http://www.commonapp.org). Complete the application by submitting the non-refundable fee. You may enclose any additional information you wish to be considered with your application.
2. Ask your high school guidance counselor to forward transcripts directly to Dominican College, Office of Admissions.

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

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

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

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

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

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

If appropriate, arrange to take one of the following examinations. Your scores must be sent directly to the Office of Admissions at Dominican College. Scholastic Aptitude Test (S.A.T.) of the College Entrance Examination Board. Address: P.O. Box 881, Princeton, NJ 08540. The C.E.E.B. Code for Dominican College is 2190. The American College Testing (A.C.T.) Assessment Test. Address: 2201 N. Dodge Street, P.O. Box 414, Iowa City, IA52240. The A.C.T. code for Dominican College is 2730.

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

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

Upon acceptance, students must submit a deposit. Students who wish to live on campus must submit an additional residence hall deposit. Deposits are refundable up to May 1st for fall applicants and November 1st for spring applicants.

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

## Advanced Placement

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

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

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

## Admission of Adult Students (No Prior College)

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

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

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

### Transfer Credit Policy

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

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

### Appeal of Denied Transfer Credit

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

A student dissatisfied with the results of the appeal at the program level may submit a written appeal and department notification to the Vice President for Academic Affairs/Academic Dean for a final review. Within ten days of receipt of the appeal, the Vice President for Academic Affairs/Academic Dean will notify the student of the

results of the review. Any changes will be communicated to the Registrar's Office for official processing.

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

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

### ***The Abbreviated General Education Curriculum (GEC)***

For students who transfer 45 or more liberal arts credits from other institutions, the total GEC requirements are:

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

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

## **Undergraduate Deferment Policy**

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

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

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

## **International Student Admissions**

Applications from international students are welcomed. Dominican College is served by three major international airports: J.F.K. International Airport and LaGuardia Airport in New York and Newark Liberty Airport in New Jersey. International students follow the same application procedures as those indicated above. All applicants must submit certified translations and evaluations of all prior secondary and collegiate academic records on a course-by-course basis from an organization like the World Education Services. In addition, scores from the Test of English as a Foreign Language (T.O.E.F.L.) must be submitted from all applicants from non-English speaking countries. Information

and registration forms can be obtained from the T.O.E.F.L. Program, Educational Testing Service, Princeton, N.J. 08540 or visit the T.O.E.F.L. website for up-to-date information at: [www.toefl.org](http://www.toefl.org). A minimum score of 550 on the traditional paper test, 213 on the computer-based T.O.E.F.L. (C.B.T.) or 80 on the Internet Based Test (I.B.T.) is required for admission.

## **Admission of Graduate Students**

See section on Graduate Programs.

## **Non-Degree Seeking Students**

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

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

### ***Post-Baccalaureate Students (Teacher Certification)***

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

### ***Senior Citizens***

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

## **Readmission of Students**

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

# Financial Aid

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

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

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

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

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

Financial aid is awarded annually and disbursed by credit to student accounts equally across the terms of the academic year (with adjustments as necessary if there are differences in enrollment status). Financial Aid is not automatically renewed. Annual reapplication is required for all programs. For priority consideration, freshman applicants should apply as soon 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 20 in order to continue

on aid. Recipients of Dominican College scholarships, grants, and awards must meet further criteria, explained below and in their award letters from the Office of Admissions.

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

## Athletic Grants

Athletic Grants are available to students who have demonstrated athletic ability and maintain the required grades. A Dominican College admissions application, an athletic grant application, and the Free Application for Federal Aid (FAFSA) must be filed. Please refer to the 2008 Coaches Handbook for the following Athletic Department policies: Policies and Procedures for Awarding Athletic Grants in Aid; Policies for Awarding Athletic Grants to Returning Students; and Policy for Student Athletic Grant 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](http://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.
- Awards for children of deceased/disabled N.Y. State Firemen and Police.
- Federal Aid to Native Americans.
- V.A. Benefits: GI Bill, Child of Deceased/Disabled Veteran, Yellow Ribbon Program.

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

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

However, to qualify for this provision, such students will be required to produce the Certificate of Eligibility by the first day of class.

## Standards of Academic Progress (SAP)

To be eligible for any form of financial aid, Federal (Title IV) and State and funds, a student must make satisfactory academic progress. Academic progress is evaluated and determined at the end of each academic year, including summer courses based on *academic progression (Pace) and grades (CGPA)*. Students *must meet both* components. Students are notified of their progress after all spring semester/term grades have been submitted to the Registrar's Office. Special consideration will be given if late grade changes or course corrections occur.

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

See SAP policies below:

### UNDERGRADUATE SAP POLICY

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: <b>Student's Total Attempted Credits</b>	<b>Percent of Credits Attempted vs. Credits Completed (Pace)</b>	<b>Cumulative Grade Point Average (CGPA)</b>
29 or less Attempted Credits	30%	1.7
30 - 61 Attempted Credits	50%	1.9
Beyond 61 Attempted Credits	67%	2.0

**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: <b>Percent of Credits Attempted vs. Credits Completed (Pace)</b>	<b>Cumulative Grade Point Average (CGPA)</b>
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: <b>Percent of Credits Attempted vs. Credits Completed (Pace)</b>	<b>Cumulative Grade Point Average (CGPA)</b>
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 Nursing Practice and Doctor of Physical Therapy, Master of Business Administration, Master of Science, Master of Science in Education, and in Occupational Therapy, both a combined Bachelor of Science/Master of Science degree and a standalone Master of Science degree.

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

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

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

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

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

Accounting  
\*American Studies  
\*\*Athletic Training  
Biology (B.A. + B.S.)  
Business Management  
Business Administration (M.B.A.)  
Childhood Education  
Communication Studies  
Computer Information Systems  
Criminal Justice  
English

Health Sciences  
History  
Humanities  
Liberal Arts (A.A.)  
Mathematics  
Marketing  
\*Natural Sciences  
Nursing (B.S.N., M.S., + D.N.P.)  
Occupational Therapy (B.S./M.S.; M.S.)  
Organizational Leadership & Communication (M.S.)  
Physical Therapy (D.P.T.)  
Psychology  
Social Sciences  
Social Work  
Teacher Education:  
Adolescence Education (B.S.Ed. + M.S. Ed.)  
Childhood Education (B.S.Ed. + M.S. Ed.)  
Teacher of Students with Disabilities (M.S. Ed.)  
Teacher of Students who are Blind/Visually Impaired (M.S. Ed.)  
\* *In conjunction with Teacher Education Programs.*  
\*\* *Not available for students admitted after Fall 2017.*

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

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

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

### **3-2 B.A. Biology-B.S. Bioengineering**

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

### **Pre-Law Preparation**

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

In order that students obtain assistance in planning an undergraduate program that will be helpful in achieving success in the Law School Admissions Test and in subsequent legal studies, a Pre-Law Advisor has been designated to serve in an advisory capacity to students who are considering law as a career.

### **Certificate Programs**

Certificate Programs may be pursued independently or in conjunction with degree programs. Thus, the credits earned may be applied to the elective portion of a degree program or, in some instances, to the major requirements, or may be pursued as an independent option. Certificates are issued to those who complete the program successfully. Certificate programs are offered in: Computer Information Systems, Computer Programming, Personal Computers, and Health Care Management (graduate level).

## **Degree Programs**

### **The Associate Degree**

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

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

### **The Baccalaureate Degree**

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

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

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

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

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

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

### **Distribution of Baccalaureate Degree Requirements**

1. Completion of the General Education Curriculum;
2. Fulfillment of all the requirements of a major field as specified in the program; a minimum of 15 semester hours in the major must be completed at Dominican College;
3. Completion of a minimum of 120 semester hours\*, at least 30 of which must be earned at Dominican College. For students needing additional practice in the basic skill areas,

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

4. A minimum cumulative G.P.A. of 2.0 in Dominican College courses and 2.0 or higher (as specified) in the major.

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

### **Double Majors**

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

### **The Master's Degree/The Doctoral Degree**

For Masters and Doctoral Degree program requirements, see the Graduate Studies section of this catalog.

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

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

### *The Freshman Directorate*

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

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

### *Peer Mentors*

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

tendance in the Freshman Seminar. Peer Mentors make sure all students are aware of the academic and student support services open to them at Dominican.

## The Academic Success Center

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

## Students with Disabilities

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

## Academic Honors

### *Dean's List*

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

### *Annual Honors Convocation*

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

### *Commencement Honors*

Degrees are conferred:

<i>Summa cum laude</i>	to students who have achieved a cumulative G.P.A. of 3.9.
<i>Magna cum laude</i>	to students who have achieved a cumulative G.P.A. of 3.7.
<i>Cum laude</i>	to students who have achieved a cumulative G.P.A. of 3.5.

## Program Honors

to students who achieve a cumulative G.P.A. of 3.0 and a 3.5 G.P.A. in their major field.

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

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

## Alpha Chi

### National Collegiate Honor Society

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

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

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

## Other Chartered National/International Organizations

*Alpha Lambda Delta* Freshman Honor Society

*Alpha Phi Sigma* Criminal Justice Honor Society

*Beta Beta Beta* Biology Honor Society

*Chi Alpha Sigma* National College Athlete Honor Society

*Iota Tau Alpha* Athletic Training Education Honor Society

*Kappa Delta Pi* International Honor Society in Education

*Lambda Pi Eta* Communication Studies Honor Society

*Phi Alpha* International Social Work Honor Society

*Phi Alpha Theta* History Honor Society

*Pi Theta Epsilon* Occupational Therapy Honor Society

*Pi Gamma Mu* Social Sciences Honor Society

*Psi Chi* International Honor Society in Psychology

*Rho Alpha Sigma*, National Resident Assistant Honorary Society

*Sigma Beta Delta* International Honor Society for Business

*Sigma Tau Delta* International English Honor Society

*Sigma Theta Tau* Honor Society in Nursing

## Honors Program

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

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

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

### Honors Program Requirements

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

Four HXP will be mandated for all students:

1. Two Honors courses not including EN 120, EN 123 or FS 101
2. HO 399 (Honors Tutorial)
3. HO 499 (Honors Project)

Students would then complete credits from the following options, with no more than two points completed in any one area:

1. Study Abroad (counts as two HXP for full-semester programs)
2. Alternative Spring Break (ASP)
3. Attendance at seminars either on or off campus (4 seminars for one HXP; should not count as extra credit for classes)
4. Presentation at an Honors conference
5. Publication in a peer-reviewed journal
6. An Honors contract (An Honors contract is a mechanism for adding an Honors component to a course or section that is not already designated an Honors course. The contract is an agreement between the individual student and the course professor and must be approved by the Honors Program Director.)
7. Community engagement experience (must have approval from the Director)
8. Writing for the Honors newsletter (must participate in both editions per academic year)
9. Joining and actively participating in the Honors Student Association
10. Internship or other pre-professional experience
11. Research that is not related to completion of a capstone project or the Honors Project
12. On campus tutoring at the Academic Success Center (ASC) for 20 hours; cannot overlap with course requirements or obligations to an honor society
13. Students may propose an HXP not already included on this list. The proposal must be approved by the Director in order for the student to receive credit.

In order to track completion of HXP, students will be asked to upload documentation into a "portfolio" that will be set up through Blackboard. Some of the HXP will require a reflective piece.

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

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

## Credit System

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

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

## Attendance

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

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

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

## Registration, Change of Program and Withdrawal

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

In the traditional day/evening sessions, students are allowed to register for courses (space permitting) throughout the first week of classes in a semester. Students may also be allowed to register during the second week after consultation with the appropriate faculty advisor and, when feasible, after consultation by the advisor with the course

instructor(s). After two weeks of the semester have elapsed, however, no new registrations are permitted. Any individual waiver of this policy requires the authorization of the Academic Dean or Associate Academic Dean, who will grant the waiver only upon compelling evidence of (1) reasons beyond the student's control for the delay in registration, (2) an academic history for the student that promises success despite the already missed classes, and (3) the opinion of the course instructor(s) that the student could still succeed if diligent.

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

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

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

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

## Auditing Courses

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

## Leave of Absence

A student may request a leave of absence from the College, which, when granted, permits the student to maintain matriculated status although not in attendance and to resume study without applying for 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.

## Grade Changes

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

## Undergraduate Grading System

Grade	% Scale	Quality Points per Semester Hour of Credit
A	(100-95)	4.0
A-	(94 - 90)	3.7
B+	(89 - 87)	3.3
B	(86 - 83)	3.0
B-	(82 - 80)	2.7
C+	(79 - 77)	2.3
C	(76 - 73)	2.0
C-	(72 - 70)	1.7
D+	(69 - 66)	1.3
D	(65 - 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 121 for more information.

## Transcript Requests

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

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

To order an Official Transcript online:

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

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

## Student Records

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

## Certification/Verification Procedures

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

## Class Standing

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

## Academic Integrity

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

## Research Policy

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

## Academic Standing and Dismissal

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

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

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

A student is subject to dismissal if he or she has failed two attempts to achieve the required minimum grade in a developmental-level English (EN 108) or Mathematics (MA 112) course. A student is also subject to dismissal if he or she has failed three times to achieve the required minimum grade in any other Writing Sequence course (EN 115, EN 119, EN 120, EN 123). Students who place into MA 112 are required to take the course as early as possible in their academic years and must immediately repeat the course if they do not receive the required minimum grade of "C-." A student is subject to dismissal from the College if he or she has failed two times to achieve the required minimum grade in MA 112.

Any grade below a “C-”—including grades of “W” or “WU”—will count as a failed attempt for Writing Sequence courses and MA 112. Students who earn less than a “C-” in any Writing Sequence course must repeat it the next semester.

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

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

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

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

## Fresh Start

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.
0-29	1.7
30-61	1.9
62+	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 among those regularly offered. If no alternative courses are available and if a faculty member accepts the responsibility for directing and evaluating the student's work, the course may be undertaken on an independent basis. Such arrangements are designated as "Independent Coverage of Course Work" and the transcript bears the name and number of the course offering with the suffix "IS." As in the case of Independent Study described above, the outline of study or contract must be endorsed by the faculty sponsor and approved by the Division Director prior to registration. A copy of the outline is filed in the Office of the Academic Dean.

An alternative to the forms of Independent Study described above is the validation of learning by means of examination. Study outlines and bibliographies are made available by the various programs which administer college - level examinations. For additional information, see section below.

### ***Internships***

Students may obtain liberal arts or professional area credits by participating in the Elective Internship program of the College. By providing opportunities for internships off campus, Dominican College encourages students to broaden their collegiate learning experience and to explore career options in business, government, the arts, and private agencies. All experiences are related to an academic area, and a faculty sponsor must approve the internship proposal.

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

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

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

### ***Credit by Examination***

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

Examinations completed before admission to the College are evaluated as part of the admissions process. After admission to the College,

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

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

### ***Portfolio Preparation***

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

### ***Non-Collegiate Sponsored Instruction***

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

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

# Inventory of Registered Programs

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

<b><i>Certificates and Undergraduate Degree Programs</i></b>	<b>HEGIS Code</b>
<b><i>Certificate Programs</i></b>	
Computer Information Systems	5101
Computer Programming	5101
Personal Computers	5101.00
Health Care Management (Graduate)	0506.00
<b><i>Associate in Arts Program</i></b>	
Liberal Arts	5649
<b><i>Bachelor of Arts Programs</i></b>	
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
<b><i>Bachelor of Science Programs</i></b>	
Accounting	0502
Athletic Training	1299.30
Biology	0401.00
Business Management	0506
Computer Information Systems	0701
Health Sciences	0701
Marketing	1299
Nursing (B.S.N.)	0509.00
Nursing (R.N.) (B.S.N.)	1203
Occupational Therapy (B.S./M.S.; M.S.)	1203.10
Teacher Education*	1208
Childhood Education (B.S.Ed.) and Childhood/Students with Disabilities (B.S.Ed.)	
Early Childhood Education (B.S.Ed.)	0802
<i>*Liberal Arts Curricula with B.S. Ed. Programs: American Studies, Humanities, Mathematics, Natural Sciences.</i>	0802
<b><i>Bachelor of Social Work Program</i></b>	
Social Work	2104

<b><i>Graduate Degree Programs</i></b>	<b>HEGIS Code</b>
Business Administration (M.B.A.)	0506
Health Care Management (Advanced Certificate)	0506
Nursing: Family Nurse Practitioner (M.S.)	1203.10
Doctor of Nursing Practice (DNP)	1203.10
Occupational Therapy (B.S./M.S.; M.S.)	1208
Organizational Leadership and Communication (M.S.)	0601.00
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
- Allied Health
- American Studies
- Art
- Athletic Training
- Biology
- Business Management
  - Financial Management
  - Human Resource Management
  - International Management
  - Marketing Management
  - Sports Management
- Chemistry
- Communication Studies
- Computer Information Systems
- Criminal Justice
- Economics
- English
- Ethnic Diversity Studies
- Fine & Performing Arts
  - Art
  - Dance
  - Film
  - Music
  - Theatre
- French
- Gender Studies
- Gerontology
- Health Care Management (M.B.A. Program)
- Health Sciences
- History
- Humanities
  - Communications
  - English
  - Philosophy
  - Religious Studies
  - Hispanic Language and Culture
- Management (M.B.A. Program)
- Marketing
- Mathematics
- Medieval and Renaissance Studies
- Natural Sciences
  - Biology
  - Chemistry
  - Earth Science
  - Physics
- Nursing
  - Baccalaureate (Traditional, A.B.S.N., L.P.N. to B.S.N.)
  - Baccalaureate (R.N. to B.S.N.)
  - Family Nurse Practitioner (M.S. Program)
  - Doctor of Nursing Practice (DNP Program)
- Occupational Therapy (B.S./M.S. and M.S. Programs)
- Organizational Leadership and Communication (M.S. Program)
- Philosophy
- Physical Therapy (D.P.T. Program)
- Political Science
- Pre-Law
- Professional Selling
- Psychology
- Religious Studies
- Social Sciences
  - Criminal Justice
  - Economics
  - History
  - Political Science
  - Psychology
  - Sociology/Anthropology
- Social Work
- Sociology/Anthropology
- Spanish
- Speech/Communications
  - Media
  - Speech
- Teacher Education
  - Early Childhood Education
  - Childhood Education (B.S. Ed. & M.S.Ed. Programs)
  - Middle Childhood Education
  - Adolescence Education
    - Biology
    - English
    - Mathematics
    - Social Studies
  - Special Education (Students with Disabilities)
    - Cognitively/Emotionally/Behaviorally Challenged
    - Severe/Multiple Impairments (included in the M.S. Ed. Program)
    - Visually Impaired (M.S. Ed. Program)

# Undergraduate Curricula and Courses of Instruction

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

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

The College publishes schedules of courses for each academic term.

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

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

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

## General Education Curriculum

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

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

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

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

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

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

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

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

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

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

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

## Fulfillment of the GEC Requirements

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

### Component I courses:

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

The courses that fulfill GEC Component I requirements are:

Writing Sequence (3 – 6 credits)  
EN 119 or EN 120, EN123; placement by 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 120 to take PH 113.

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

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

### Component II courses:

Each course in GEC-II focuses on 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.

The courses that fulfill GEC Component II requirements are:

#### Classical Period

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

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
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#### Medieval Period – the Renaissance

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
EN/RS 339M	Medieval Women Writers: Domestic and Peaceful Contributions
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

#### The Enlightenment – Mid 20th Century

Enlightenment – mid 20<sup>th</sup> 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 Style
CS/PO 300P	Propaganda: Messages of War
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
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 courses:

#### Science (GEC-IIIa)

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

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

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

#### Values (GEC-IIIb)

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

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

GEC-IIIb courses have “V” or “VG” after their course numbers; e.g., SO 224V: Sociology of the Family.

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
IX 328V	Artificial Intelligence
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 337VG*	World Religions
SO 221VG*	Cultural Anthropology
SO 223VG*	Social Problems
SO 224V	Sociology of the Family
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/SW443VG*	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 or finance-related fields. Accounting students must complete a minimum of 120 credit hours for a bachelor's degree. Upon graduation, some students may work in the private sector or the government sector, while others may wish to become certified public accountants.

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

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

### Summary of Requirements: Accounting

Course	Credits
AC 241 & AC 242	6
AC 254	3
AC 333	3
AC 361	3
AC 448	3
BU 323	3
Finance or Economics Elective, 300 level or higher Business Core (MG 211, MK 114, IX 211, BU 213, AC 111, AC 112, FN 226, MG 310, MG 355, MG 474)	31
Liberal Arts (including EC 211, EC 212, MA 113, MA 114 or 116, MA 225, CS/BU 112)	60
Internships or Practicum	3
Freshman Seminar (Day students only)	2
<b>Total Credits Required</b>	<b>120</b>

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

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

### Sample Curriculum Pattern: Accounting

#### Freshman Year, Fall Semester

MG 211*	Introduction to Management
IX 250*	Principles of Systems and Technology
EN 119 or EN 120	College Writing & Research

MA 113	College Algebra
CS 111*	Dynamics of Oral Communication
FS 111	Freshman Seminar

#### Freshman Year, Spring Semester

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

#### Sophomore Year, Fall Semester

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

#### Sophomore Year, Spring Semester

AC 112	Managerial Accounting
EC 212	Microeconomics
BU 323	Business Law II
GEC V*	Any "Values" course
GEC 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
GEC C*	Any "Classical" course

#### Junior Year, Spring Semester

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

#### Senior Year, Fall Semester

AC 361	Advanced Accounting
C*/M*/P*	Any C, M, or P course
BU 393.**	Internship I
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.

\*\*Internship can be completed over the summer

# Art Minor

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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/SP 232 Art of Spain

**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 credits hours in Studio Art:**

AR 112 Essentials of Art  
AR 235 Mosaics  
AR 250 Digital Imaging Technology  
AR 330 Life Drawing  
AR 331 The Language of Drawing  
AR 332 Sculpture I  
AR 334 Oil Painting  
AR 335 Advanced Oil Painting  
AR 336 Watercolors  
AR 337 Advanced Watercolors  
AR 339 Intro to Print Making  
AR345 Beg. Ceramics/Pottery  
AR 365 Figure Study in Clay

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# Athletic Training

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

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

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

## Summary of Requirements: Athletic Training

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

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

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

## Summary of Requirements: Athletic Training

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

## Admissions and Program Standards

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

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

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

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

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

## Sample Curriculum Pattern: Athletic Training

Semester I		Credits
EN 119 or 120	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
EN123	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 Quantitative Methods	3*
SS 221		3*
TOTAL		15

Semester VII		Credits
BI 338	Exercise Physiology	3*
AT 443	Organization and Admin. of Ath- letic 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 depth. Students in this program are strongly prepared for graduate work in areas including research graduate studies, clinical programs in allied health, and medical school programs.

## ***Articulation Agreements***

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

### American University of Antigua (AUA)

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

### New York Medical College (NYMC)

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

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

### 3-2 B.A. Biology-B.S. Bioengineering

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

### 3-3 B.A. Biology-Doctor of Physical Therapy

Entering freshmen whose high school GPA is at least 3.3 and SAT scores are at least 1150 and who have had 4 years of science in high school (including physics) may enter Dominican College's 3-3 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***

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

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

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

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

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

## **Summary of Degree Requirements:**

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

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

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

### ***B.A. Biology Core Courses: 18 credits***

BI 221S-222S General Biology I-II  
BI 226 Genetics  
BI 229 Molecular Microbiology  
BI 438 Proposal Writing  
BI 400 Faculty Research Experience, 2 cr.  
BI 441 Research Seminar

**B.S. Biology Core Courses: 29 credits**

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

**Cognate Courses: 36 credits**

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

**Concentration Courses:****Science/Pre-Med: 19-20 credits**

BI 223-224	Anatomy & Physiology I-II
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BI 328	Studies in Biochemistry
BI 334	Histology
BI xxx	Biology Elective, 3-4 cr.

**Pre-PT: 25-26 credits**

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

**Environmental Sciences: 18-19 credits**

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

**Adolescent Education: 18 credits**

BI 113S	Introductory Ecology
BI 223-224	Anatomy & Physiology I-II
BI 228	Introductory Biochemistry
BI 468	Teaching Biology

## Biology Minor

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**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 <i>or</i>
<i>or</i> BI 229	Molecular Microbiology

**Elective Courses: 6 credits (minimum)**

BI 227	Botanical Science
BI 228	Introductory Biochemistry <i>or</i>
<i>or</i> 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

# Business Management

The student of Business Management is afforded the opportunity to develop managerial and leadership skills; these include strategic, technical, human relations, operational, marketing, and administrative skills – in short, everything needed to successfully run a business. The Business Administration Division’s motto is “Doing Business Right” – which means learning to be successful through modern business techniques while also seeking to make the world a better place. Students who wish to pursue these goals in relation to a specific area of expertise may choose one of the areas of Concentrations listed below. Subject to the approval of the Business Administration Division Director, a student may elect more than one of these areas.

- Financial Management
- International Management
- Sports Management

Programs in the Business Administration Division are accredited by the International Accreditation Council for Business Education (I.A.C.B.E.).  
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## Sigma Beta Delta Business Honor Society

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

### Purposes:

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

### Eligibility:

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

## Summary of Requirements: Business Management

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

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

### Summary of Requirements: Business Management

Course	Credits
Management courses (in addition to those in Business Core, one of which must be MG 341)	9
Business Core (MG 211, MK 114, IX 250, BU 213, AC 111, AC 112, FN 226, MG 310, MG 355, MG 474)	31
Liberal Arts (including EC 211, EC 212, MA 113, MA 114 or 116, MA 225, CS/BU 112)	60
Free Electives	15
Internships or Practicum	3
Freshman Seminar (Day students only)	2
<b>Total Credits Required</b>	<b>120</b>

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

## Sample Curriculum Pattern: Business Management

### Freshman Year, Fall Semester

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

### Freshman Year, Spring Semester

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

### Sophomore Year, Fall Semester

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

### Sophomore Year, Spring Semester

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

### Junior Year, Fall Semester

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

### Junior Year, Spring Semester

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

### Senior Year, Fall Semester

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

### Senior Year, Spring Semester

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

\* Can be taken in the Fall or Spring semesters.

\*\* Internship can be completed over the summer or other period.

## Summary of Requirements: Financial Management Concentration

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

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

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

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### Summary of Requirements: Financial Management

Course	Credits
FN 340	3
FN 344	3
FN 435	3
EC 331	3
FN 118	3
3 MG courses outside the Business Core (must include MG 341)	9
Business Core (MG 211, MK 114, IX 250, BU 213, AC 111, AC 112, FN 226, MG 310, MG 355, MG 474)	31
Liberal Arts (including EC 211, EC 212, MA 113, MA 114 or 116, MA 225, CS/BU 112)	60
Internships or Practicums	3
Freshman Seminar (Day students only)	2
<b>Total Credits Required</b>	<b>120</b>

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

## Sample Curriculum Pattern: Financial Management Concentration

### Freshman Year, Fall Semester

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

### Freshman Year, Spring Semester

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

### 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
GEC V*	Any "Values" course
GEC V* or S*	Any "Values" or "Science"

### Junior Year, Fall Semester

MG 355*	International Management
FN 226*	Principles of Finance
GEC C*	Any "Classical" course
GEC M*	Any "Medieval" course
FN 118*	Personal Finance

### Junior Year, Spring Semester

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

### Senior Year, Fall Semester

C*/M*/P*	Any C, M, or P GEC II course
BU 393**	Internship
MG 341**	Human Relations Management
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
MG*	Any Management course
MG*	Any Management course

\* Can be taken in the Fall or Spring semesters.

\*\* Internship can be completed over the summer or other period.

## Summary of Requirements: International Management Concentration

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

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

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

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### Summary of Requirements: International Management

Course	Credits
MG 366	3
MK 326	3
BU 343 or BU 125	3
MG Electives	6
Free Electives	9
Business Core (MG 211, MK 114, IX 250, BU 213, AC 111, AC 112, FN 226, MG 310, MG 355, MG 474)	31
Liberal Arts (including EC 211, EC 212, EC 340V/G, MA 113, MA 114 or 116, MA 225, CS/BU 112 and any one of EC 435, CS266 or a Foreign Language)	60
Internship or Practicum	3
Freshman Seminar (Day students only)	2
<b>Total Credits Required</b>	<b>120</b>

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

## Sample Curriculum Pattern: Management, International Management Concentration

### Freshman Year, Fall Semester

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

### Freshman Year, Spring Semester

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

### Sophomore Year, Fall Semester

AC 111*	Financial Accounting
EC 211*	Macroeconomics
MA 225*	Introduction to Statistics
BU 125*	International Business
GEC S*	Any "Science" course

### Sophomore Year, Spring Semester

AC 112*	Managerial Accounting
EC 212*	Microeconomics
MG 310*	Business, Society, and Corporate Values
MG 355*	International Management
GEC V* or S*	Any "Values" or "Science"

### Junior Year, Fall Semester

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

### Junior Year, Spring Semester

EC 340V/G*	Global Economic Issues
GEC M*	Any "Medieval" course
GEC P*	Any "Present" course
MG*	Management elective
Elective*	Free Elective

### Senior Year, Fall Semester

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

### Senior Year, Spring Semester

MG*	Any Management course
EC 435*	World Economics and Finance
Elective*	Free elective
Elective*	Free elective

\* Can be taken in the Fall or Spring semesters.

\*\* Internship can be completed over the summer or other period

## Summary of Requirements: Sports Management Concentration

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

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

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

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### Summary of Requirements: Sports Management

Course	Credits
SM 210	3
SM 311	3
SM 320	3
SM 340	3
SM 370	3
1 SM Elective courses	3
Free Electives	6
Business Core (MG 211, MK 114, IX 250, BU 213, AC 111, AC 112, FN 226, MG 310, SM 350, MG 474)	31
Liberal Arts (including EC 211, EC 212, MA 113, MA 114 or 116, MA 225, CS/BU 112)	60
Freshman Seminar	2
Internship or Practicum	3
<b>Total Credits Required</b>	<b>120</b>

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

## Sample Curriculum Pattern: Sports Management Concentration

### Freshman Year, Fall Semester

MG 211*	Introduction to Management
IX 250*	Principles of Systems and Technology
EN 119 or 120	College Writing & Research
MA 113	College Algebra
CS 111*	Dynamics of Oral Communication (or CS 221)
FS 111	Freshman Seminar

### Freshman Year, Spring Semester

AC 111*	Financial Accounting
MK 114*	Basic Marketing
EN 123	Writing about Literature
SM 210*	Intro to Sports Management
CS/BU 112*	Effective Business Communication

### Sophomore Year, Fall Semester

AC 112*	Managerial Accounting
EC 211*	Macroeconomics
MA 114/116*	Pre-Calculus or Finite Math
SM 320*	Event and Facilities Management
GEC V*	Any "Values" Course

### Sophomore Year, Spring Semester

MA 225*	Intro to Statistics
BU 213*	Business Law I
SM 311*	Legal and Ethical Dimensions of Sports
GEC C*	Any "Classical" course
GEC V or S*	Any "Values" or "Science" Course

### Junior Year, Fall Semester

EC 212*	Microeconomics
GEC S*	Any "Science" Course
MG 310*	Business, Society and Corporate Values
FN 226*	Principles of Finance
SM 350*	Sports in the Global Arena

### Junior Year, Spring Semester

SM*	Sports Management Elective
SM 340*	Media and Promotion
GEC M*	Any "Medieval" Course
LA Elective*	Liberal Arts Elective
V or S*	Any "Values" or "Science" Course

### Senior Year, Fall Semester

GEC P*	Any "Present" Course
SM 370*	Sports Economics and Finance
BU 393**	Internship I
MG 474	Business Policy
Elective*	Free Elective

### Senior Year, Spring Semester

C/M/P*	Any C, M, P GEC Course
LA Elective*	Liberal Arts Elective
LA Elective*	Liberal Arts Elective
Elective*	Free Elective

\* Can be taken in the Fall or Spring semesters.

\*\* Internship can be completed over the summer or other period.

## Business Minors

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

### Business Minor

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

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

### Human Resource Minor

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

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

### Professional Selling Minor

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

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

### Sports Management Minor

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

## Chemistry Minor

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

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

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

# Communication Studies Minor

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

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

Communication Studies is also available as a major.

## Summary of Requirements: Communications Minor

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

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

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

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

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

## Lambda Pi Eta Communications Honor Society

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

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

### Eligibility:

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

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

18 credits distributed as follows:

### A. Required Areas (12 credits)

1. Must take (6 credits):

- CS 221 Persuasion and Argumentation
- CS 222 Interpersonal Communication

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

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

### B. Elective Areas (6 credits)

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

Other CS and Interdepartmental Courses:

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

# Computer Information Systems

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

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

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

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## The Dominican College CIS program

- The CIS program emphasizes a close connection between the program's educational requirements and skills needed for careers in the field. In order to bring more real life work into the classroom, Dominican College has merged the College's Information Technology Department with the academic CIS Department. As a result of this merger, the CIS program is kept current based on what is happening in the IT world as technology is continually developing.
- All students have access to both CIS faculty and IT department professionals as they complete their degrees.
- Daytime students may be offered Work Study internships in the College's IT department. This provides more hands-on time repairing and upgrading laptops and desktop computers.
- There is a dedicated lab for the CIS program, equipped with commercial grade hardware and software, where students can work with real web servers, network servers, database servers, network switches and routers. Labs and class assignments are based on this hardware. Online students will use software simulators to do lab work.

## Summary of Requirements

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

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

## Summary of Requirements: Computer Information Systems

Course #	Course Name	Credits
<b>CIS Core – all tracks</b>		
IX 250*	Principles of Systems and Technology	3
IX 200	Computer-Based Systems	3
IX 240	Programming I	3
IX 320	Business Data Communications	3
IX 380	Database Organization and Systems	3
IX 490	Senior Project	3
<b>Technology Track Requirements</b>		
IX 264	Help Desk Management	3
IX 300	Technology Hardware	3
IX 310	Network Technology	3
IX 330	Windows Server Management	3
IX ____	CIS Elective	3
<b>Software Track Requirements</b>		
IX 340	Intermediate Programming	3
IX 370	Advanced Programming	3
IX ____	CIS Elective	3
	Free Elective	3
	Free Elective	3

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

## Business Management

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

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

## CIS Minor

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

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

## CIS Minor Requirements:

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

Course #	Course Name	Credits
IX 250	Principles of Systems and Technology	3
IX 200	Computer-Based Systems	3

Plus any four CIS Courses (12 Credits)

## Certificate in Personal Computers

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

Summary of Requirements:

Six credits in any of the following areas:

IX 120	Word Processing
IX 130	Graphics
IX 140	Internet
IX 150	Office Tech
IX 160	Project Management Tech
IX 170	Publishing Tech
IX 180	Communications Tech
IX 190	Spreadsheets

## Criminal Justice

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

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

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

### Summary of Requirements: Criminal Justice

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. See below.	12
<b>Total Credits Required</b>	<b>51</b>

\* 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/BI 116 Elements of Forensic Science  
 CJ 150 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 272 Intro to Applied Statistics in CJ  
 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/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 270 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 Perspectives 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 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.

## 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

## 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.

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.

Elective Courses: Select two 200 level courses

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

Select one 300 level course:

CJ 301	Domestic Violence and the Law
CJ 320	Probation and Parole
CJ 325	Criminal Justice in Film
CJ 329	Mental Health Law

CJ 372 Research Methods in Criminal Justice

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

Economics Minor Required Courses:

EC 211	Macroeconomics
EC 212	Microeconomics (Prerequisite: EC 211)
EC 331	Money and Banking (Prerequisite: EC 211)
EC 340VG	Global Economic Issues

Two courses from the following:

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

Any course with an EC prefix.

# English

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

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

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

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

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

## **Communication Skills Courses**

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

## **College English Requirements**

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

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

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

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

Students who score a 3 or higher on the AP English Language and Composition exam, or who have earned college credit through an equivalent dual enrollment college-level course offered through their high schools, are exempt from EN 120 and are placed into EN 123. Students who receive a 3 or higher on the AP Literature exam, or who have earned college credit through an equivalent dual enrollment college-level course offered through their high schools, must still enroll in EN 123 but will be given three elective credits in English literature.

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
<b>English Major</b>	<b>36</b>
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: EN 224P, 227, 260, 325, 336V, 444V	3
Individual Genres: 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
<b>English with Preparation for Childhood Education</b>	<b>30</b>
Literary Studies: EN 220	3
British Literature I or Shakespeare: EN 231 or 445/446	3
British Literature II or Irish Literature: EN 232 or 228	3
American or World Literature: One course from American literature or EN 221CG, 225C, 336V, 337P, 442VG	3
Literature for Children and Adolescents: EN 454	3
Individual Genres: EN 327, 350, 352, 353, 450	3
Adv. Composition/Grammar: EN 452	3
Writing Practicum: EN 456	3

Seminar: EN 472	3
English Elective (200 level or above)	3
<b>English with Preparation for Adolescent Education</b>	<b>36</b>
Literary Studies: EN 220	3
British Literature I or Shakespeare: EN 231 or 445/446	3
British Literature II or Irish Literature: EN 232 or 228	3
Early American Literature: EN 223P	3
Late American or World Literature: EN 221CG, 224, 225C, 227, 260, 325, 336V, 337P, 442VG, 444V	3
Lit. for Children/Adol. or Young Adults: EN 454 or 457	3
Individual Genres: EN 327, 350, 352, 353, 450	3
Adv. Composition/Grammar: EN 452	3
Writing Practicum: EN 456	3
Seminar: EN 472	3
2x English Electives (200 level or above)	6

*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 123 core course (200-level courses and above). Students electing to minor in English will be required to take three credits in British literature, three credits in American literature, three credits in World literature, and nine elective credits in English courses (with a number 200 or higher). In addition, students will be required to receive grades of "C" or higher in classes counting toward the English minor. This structure provides a basis of knowledge of literature, while still allowing for the flexibility to pursue individual interests within course offerings.

## Ethnic Diversity Studies Minor

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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 337PG	World Politics
RS 337V	World Religions
SO 330V	Ethnic Group Interaction
SO 333PG	Global Interdependence

Elective Courses:

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

## Gender Studies Minor

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

### Summary of Requirements: Gender Studies Minor

18 credits, distributed as follows:

Required Courses (6 credits):

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

Elective Courses (12 credits):

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

## Gerontology Minor

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

### Summary of Requirements: Gerontology Minor

18-21 credits, distributed as follows:

Required Courses (12 – 15 credits):

BI 112S	Introductory Physiology, <i>or</i>
BI 223 & BI 224	Anatomy & Physiology I, <i>and</i> Anatomy & Physiology II
SO 332	Perspectives on Aging
SO 440V	Perspectives on the Health Care System

Elective Courses (6 credits):

FN 118	Personal Finance
PH 332V	Social Ethics
PS 230	Death, Society, & the Human Experience
PS 346	Cognitive Psychology
RS 224M	Religion and Human Experience
SO 224V	Sociology of the Family

## Health Sciences

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

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

### Sample Curriculum Patterns

#### Health Sciences–General Track

<i>Freshman Year - Fall Semester</i>	<i>Credits</i>
FS 111: Freshman Seminar	2
CS 111: Dynamics of Oral Communication	3
EN 120: College Writing Seminar	3
PS 102S: General Psychology II	3
SO 111: Intro to Sociology	3
<b>Term credit total:</b>	<b>14</b>
<b>Spring Semester</b>	
BI 114: Nutrition	3
EN 123: Introduction to Literary Form	3
MA 113: College Algebra	3
Component II C, M, or P course	3
Component II C, M, or P course	3
<b>Term credit total:</b>	<b>15</b>
<b>Sophomore Year - Fall Semester</b>	
BI 221S: General Biology I	4
HL 201: Introduction to Health Care & Health Professions	3
Component II C, M, or P course	3
SS 221: Quantitative Methods	3
Foreign Language I	3
<b>Term credit total:</b>	<b>16</b>
<b>Spring Semester</b>	
HL 210/PS 210: Lifespan Human Development	3
MA 114: Precalculus <u>or</u> MA120: Math, Money, You	3
HL 225: Advanced Writing/Composition for Health Sciences*	3
Component II C, M, or P course (G course)	3
Foreign Language II	3
<b>Term credit total:</b>	<b>15</b>
<b>Junior Year - Fall Semester</b>	
HL 301: Medical Terminology	3
BI 223: Anatomy & Physiology I	4
MA 225: Intro to Statistics	3
PH 112: Logic	3
Elective	3
<b>Term credit total:</b>	<b>16</b>
<b>Spring Semester</b>	
HL 311: Promotion of Health & Disease Prevention	3

BI224: Anatomy & Physiology II	4
PH 333V: Bioethics	3
Elective	3
Elective	3
<b>Term credit total:</b>	<b>16</b>
<b>Senior Year - Fall Semester</b>	
CH220 Chemistry for the Health Professions or PY221 General Physics I *	4
SO 440V: Perspectives on the Health Care System	3
HL 40+:1 Professionalism in the Health Sciences	3
Elective	3
Elective	3
<b>Term credit total:</b>	<b>16</b>
<b>Spring Semester</b>	
HL 421: Health Sciences Seminar	3
HL 411: Health Information Management	3
Elective	3
Elective	3
Elective	3
<b>Term credit total:</b>	<b>15</b>
<b>Total Credits for Degree: 123</b>	

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

#### Health Sciences – Pre-OT Track

<i>Freshman Year - Fall Semester</i>	<i>Cr.</i>
FS 111: Freshman Seminar	2
CS 111: Dynamics of Oral Communication**	3
EN 120: College Writing Seminar*	3
PS 102S: General Psychology II**	3
SO 111: Intro to Sociology**	3
<b>Term credit total:</b>	<b>14</b>
<b>Spring Semester</b>	
SS 221: Quantitative Methods	3
EN 123: Introduction to Literary Form*	3
MA 113: College Algebra*	3
Component II C, M, or P course	3
Component II C, M, or P course	3
<b>Term credit total:</b>	<b>15</b>
<b>Sophomore Year - Fall Semester</b>	
HL 201: Introduction to Health Care & Health Professions	3
BI 221S: General Biology I	4
BI 223: Anatomy & Physiology I**	4
MA 114: Precalculus	3
Foreign Language I	3
<b>Term credit total:</b>	<b>17</b>
<b>Spring Semester</b>	
HL 210/PS 210: Lifespan Human Development**	3
HL 225: Advanced Writing/Composition for Health Sciences	3
BI 224: Anatomy & Physiology II**	4
Foreign Language II	3
Component II C,M,P with G	3
<b>Term credit total:</b>	<b>16</b>
<b>Junior Year - Fall Semester</b>	

HL 301: Medical Terminology		3	<b>Term credit total:</b>	<b>14</b>
PH 112: Logic	3		<b>Spring Semester</b>	
PS 226: Abnormal Psychology**	3		BI 114S: Nutrition	3
Component II C, M or P	3		EN 123: Introduction to Literary Form	3
Elective	3		MA 114 Precalculus	3
<b>Term credit total:</b>	<b>15</b>		SO 111 Intro to Sociology	3
			Component II C, M, or P course	3
<b>Spring Semester</b>			<b>Term credit total:</b>	<b>15</b>
HL 311: Promotion of Health & Disease Prevention		3		
HL 321: Crafting Health: Craft & Creative Media	3		<b>Sophomore Year - Fall Semester</b>	
BI 333: Neuroscience**	3		HL 201: Introduction to Health Care & Health Professions	3
MA 225: Intro to Statistics**	3		BI 221S: General Biology I *	4
PH 333V: Bioethics	3		MA 221 Calculus	3
<b>Term credit total:</b>	<b>15</b>		SS 221: Quantitative Methods	3
			Foreign Language I	3
<b>Senior Year - Fall Semester</b>			<b>Term credit total:</b>	<b>16</b>
HL 401: Professionalism in the Health Sciences		3		
BI 114S: Nutrition	3		<b>Spring Semester</b>	
PY 221: General Physics I**	4		HL 210/PS210: Lifespan Human Development *	3
SO 440V: Perspectives on the Health Care System	3		HL 225: Advanced Writing/Composition for Health Sciences	3
Elective	3		BI 222S: General Biology II *	4
<b>Term credit total:</b>	<b>16</b>		Component II C, M or P I *	3
			Foreign Language II	3
<b>Spring Semester</b>			<b>Term credit total:</b>	<b>16</b>
HL 411: Health Information Management		3		
HL 421: Health Sciences Seminar	3		<b>Junior Year - Fall Semester</b>	
Elective	3		HL 301: Medical Terminology	3
Elective	3		BI 223: Anatomy & Physiology I *	4
Elective	3		MA 225: Intro to Statistics	3
<b>Term credit total:</b>	<b>15</b>		PY 222: General Physics I *	4
<b>Total Credits for Degree: 123</b>			Component II C, M, or P course	3
<b>APPLICATION VIA OTCAS SUBMITTED BY DECEMBER 31 OF THE SENIOR YEAR; MUST EARN A MINIMUM OF 123 CREDITS FOR THE DEGREE***</b>			<b>Term credit total:</b>	<b>17</b>
			<b>Spring Semester</b>	
			HL 311: Promotion of Health & Disease Prevention	3
			BI 224: Anatomy & Physiology II *	4
			PY222 General Physics II *	4
			PH 112: Logic	3
			Component II C, M, or P course	3
			<b>Term credit total:</b>	<b>17</b>
			<b>Senior Year - Fall Semester</b>	
			HL401: Professionalism in the Health Sciences	3
			CH 221: General Chemistry I	4
			Psychology Elective (PS 226, 240, or 350)	3
			SO 440V: Perspectives on the Health Care System	3
			Elective	3
			<b>Term credit total:</b>	<b>16</b>
			<b>Spring Semester</b>	
			HL411: Health Information Management	3
			HL421: Health Sciences Seminar	3
			CH 222: General Chemistry II	4
			PH 333V: Bioethics	3
			<b>Term credit total:</b>	<b>14</b>
			<b>Total Credits for Degree: 125</b>	

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

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

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

## Health Sciences – Pre-PT Track

<b>Freshman Year - Fall Semester</b>	<b>Cr.</b>
FS 111: Freshman Seminar	2
CS 111: Dynamics of Oral Communication	3
EN 120: College Writing Seminar	3
PS 102S: General Psychology II *	3
MA113 College Algebra	3

\* Indicated mandatory pre-requisite for the Doctor of Physical Therapy Program at Dominican College. Must achieve no less than a grade of C in any prerequisite course with a minimum overall GPA of 3.0.

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

## Health Sciences – Pre-AT Track

<i>Freshman Year - Fall Semester</i>	<i>Cr.</i>
FS 111: Freshman Seminar	2
PS 102S: General Psychology II	3
EN 120: College Writing Seminar	3
SO 111: Intro to Sociology	3
CS 111: Dynamics of Oral Communication	3
<b>Term credit total:</b>	<b>14</b>
<i>Spring Semester</i>	
BI 114S: Nutrition	3
EN 123: Introduction to Literary Form	3
Component II C,M,P	3
MA 113: College Algebra	3
Component II C,M,P	3
<b>Term credit total:</b>	<b>15</b>
<i>Sophomore Year - Fall Semester</i>	
BI 221S: General Biology I	4
HL 201: Introduction to Health Care and Health Professions	3
Foreign Language I	3
HL 301: Medical Terminology	3
MA 114:L Precalculus	3
<b>Term credit total:</b>	<b>16</b>
<i>Spring Semester</i>	
HL 210/PS 210: Lifespan Human Development for the Health Sciences	3
SS 221: Quantitative Methods	3
HL 225: Advanced Writing/Composition for Health Sciences	3
Foreign Language II	3
BI 222S: General Biology II	4

<b>Term credit total:</b>	<b>16</b>
<i>Junior Year - Fall Semester</i>	
BI 223: Anatomy & Physiology I	4
CH 221: General Chemistry I	4
Component II C, M, P	3
PS 239: Sports Psychology	3
Component II G	3
<b>Term credit total:</b>	<b>17</b>
<i>Spring Semester</i>	
Component II C, M, P	3
BI 224: Anatomy & Physiology II	4
HL 311: Promotion of Health and Disease Prevention	3
MA 225: Intro to Statistics	3
PH 112: Logic	3
<b>Term credit total:</b>	<b>16</b>
<i>Senior Year - Fall Semester</i>	
PY 221: General Physics I	4
SO 440V: Perspectives on the Health Care System	3
HL 401: Professionalism in the Health Sciences	3
BI 332: Kinesiology	3
Elective	3
<b>Term credit total:</b>	<b>16</b>
<i>Spring Semester</i>	
HL 411: Health Sciences Seminar	3
HL421: Health Information Management	3
PY 222: General Physics II	4
BI 338: Exercise Physiology	3
PH 333V: Bioethics	3
<b>Term credit total:</b>	<b>16</b>
<b>Total Credits for Degree: 126</b>	

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

# History

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

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

### Summary of Requirements: History

Course	Semester Hours
<b>History Major</b>	<b>36</b>
One History course in each area of GEC component II	9
HI 222C Classical History and Civilization	
HI 223M Medieval Europe	
HI 224M Renaissance-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	

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

### Summary of Requirements: History with Preparation for Childhood Education

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

# History Minor

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

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

### Three Required Courses (9 credits):

Students must complete three foundation courses according to the following distribution:

1. Classical Course - HI 222C Classical History and Civilization
2. Medieval Course - Either HI 223M Medieval Europe *or* HI 224 Renaissance-Reformation Europe
3. U.S. Course - HI 331 American Colonial Period *or* HI 332 American National Period

### Three Elective Courses (9 credits):

Students must select three elective courses according to the following distribution:

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

### Sample of Group A courses: United States History

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

### Sample of Group B courses: European History

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

### Sample of Group C courses: Non-Western and Global History

HI 349 Disease & History: Pathogens, Parasites, & Pandemics  
 HI 350 Food & Civilization  
 HI 451 Middle Eastern History  
 HI 452 East Asian History  
 HI 453 History of Developing Nations  
 HI 454 Latin American History  
 HI 462 History of Terrorism

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

# Humanities

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

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

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

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

## Summary of Requirements: Humanities

General Education Curriculum (39 semester hours):

Component I. General Skills: Communications & Analysis	15 sem. hrs.
Component II. Roots of Contemporary Life & Culture	12 sem. hrs.
Component III. Issues in Contemporary Life & Culture	12 sem. hrs.

See GEC section for details.

Humanities Core (24 semester hours):

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

## Areas of Specialization

### Specialization in Art

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

### Specialization in English

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

### Specialization in Hispanic Language & Culture

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

### Specialization in History

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

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

### Specialization in Philosophy

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

### Specialization in Religious Studies

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

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

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

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

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

12 credits in one area of Specialization in a Humanities discipline; 9 additional credits from a Humanities discipline, to be distributed equally in each of the following areas -- Classical period, Medieval Period, and a Values course.

# Liberal Arts Concentrations with the B.S in Education Program

Students seeking qualification as teachers in the field of Childhood Education or in Childhood Education/Students with Disabilities may pursue either a Bachelor of Arts or a Bachelor of Science in Education degree. The student pursuing the B.S. in Education, instead of majoring in a liberal arts discipline, majors in Teacher Education and takes an approved liberal arts Concentration in keeping with New York State standards. The B.S./Ed/Concentration path, with its substantial but concise liberal arts requirements, is an attractive option for many students, particularly those pursuing the 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	12
American Literature	3
History Seminar	3
Designated American Studies Electives	12

### Section I Core Requirements

EN 223P <i>or</i> EN 224P	American Dream I American Dream II
HI 302 <i>or</i> HI 339P	Race and Ethnicity in America Ethnicity in America
HI 335P <i>or</i> HI 440	American Consensus Advanced Study in History
HI 472	Seminar in Historical Research

Section II Social-Ideological Studies (9 credits with at least one elective in History):

EC 338V	Wealth and Poverty
EN 336V	Battle Pieces: American Fiction
HI 331	American Colonial Period
HI 409	Freedom and Liberty in America
HI 442V	Survival of the Native American
PH 226	American Philosophy
RS 226	Religion in America
PO 333V	The Supreme Court and the Constitution
SH 444V	Freedom of the Press

Section III Culture and Society Studies (9 credits with at least one elective in History):

AR 227P	Twentieth-Century Art
SO 223VG	Social Problems
ED 223V	School and Society
EN 325	American Jazz Age
EN 444V	Multicultural Fiction
FI 230	American Cinema
HI 292	History of Women in America
HI 446V	War and Society
SH 340	History of the American Musical

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

## Natural Sciences

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

## Summary of Requirements: Natural Sciences Concentration/Education Program

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

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

# Marketing

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

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

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

IACBE, 11374 Strang Line Road, Lenexa, KS 66215  
[www.iacbe.org](http://www.iacbe.org)

## Summary of Requirements: Marketing

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

### Summary of Requirements: Marketing

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

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

## Sample Curriculum Pattern: Marketing

### Freshman Year, Fall Semester

MK 114*	Basic Marketing
EN 119 or 120	College Writing & Research
MA 113	College Algebra
CS 111*	Dynamics of Oral Communication
FS 111	Freshman Seminar

### Freshman Year, Spring Semester

MG 211*	Introduction to Management
BU 213*	Business Law I
EN 123	Writing About Literature
MA 225*	Intro to Statistics
CS/BU 112*	Effective Business Communication

### Sophomore Year, Fall Semester

PS 102S*	General Psychology II
EC 211*	Macroeconomics
MA 116*	Finite Mathematics (or MA 114 – Pre-Calculus)
C*	Any "Classical" course
AC 111*	Financial Accounting w/ Lab

### Sophomore Year, Spring Semester

AC 112*	Managerial Accounting
MG 310*	Business, Society, Corporate Values
EC 212*	Microeconomics
V*	Any "Values" course
MK*	Marketing Elective

### Junior Year, Fall Semester

FN 226*	Principles of Finance
MK 441*	Market Research
IX 250*	Principles of Systems and Technology
MK*	Marketing Elective
M*	Any "Medieval" course

### Junior Year, Spring Semester

LA Elect.*	Liberal Arts elective course
MK*	Marketing Elective
P*	Any "Present" course
V* or S*	Any "Values" or "Science" course
MK 326*	Global Marketing

### Senior Year, Fall Semester

MK*	Marketing Elective
BU 393**	Internship
V* or S*	Any "Values" or "Science" course
C*/M*/P*	Any C, M, or P course
MG 474	Business Policy and Managerial Decision Making

### Senior Year, Spring Semester

MK*	Marketing Elective
MK*	Marketing Elective
LA Elect.*	Liberal Arts elective course
LA Elect.*	Liberal Arts elective course
Elective*	Free elective

\* Can be taken in the Fall or Spring semesters.

\*\* Internship can be completed over the summer or other period

# Mathematics

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

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

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

## Summary of Requirements: Mathematics

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

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

	<b>BA Math w/related field OR w/ Business/Pre-Actuarial Specialization</b>	<b>BA Math w/Adolescence Edu- cation</b>	<b>BS Education w/Childhood Educa- tion Mathematics</b>
MA 113*	College Algebra (3)		X*
MA 114*	Precalculus (3)		X*
MA 116	Finite Mathematics (3)		
MA 117	Discrete Mathematics (3)		
MA 119	Mathematics for Liberal Arts (3)		
MA 221	Calculus I (3)	X	X
MA 222	Calculus II (3)	X	X
MA 224	Probability (3)	X	X
MA225**	Introduction to Statistics (3)	X	X
MA 226	Inferential Statistics (3)	X	
MA 227C	Vision of Geometry (3)	X	X
MA 228C	Dawn of Mathematics (3)		X
MA 229P	Mathematical Universe (3)		X (or MA 332)
MA 331	Abstract Algebra (3)	X	X (or MA 331)
MA 332	Linear Algebra (3)	X	X (or MA 331)
MA 333	Calculus III (3)	X	
MA 334	Advanced Calculus (3)	X	
MA 335	Differential Equations (3)	X	
MA 336	Numerical Analysis (3)		
MA 455	Mathematics Practicum (1)		X
MA 465	Topics in Mathematics (3)	X	
MA 466	Teaching Mathematics (Adolescence Education) (3)		
Elective credits required (MA 116 or higher)	Encouraged	6 Elective Credits	6 – 12 Elective Credits (dependent upon placement level)
<b>Total Mathematics Credits</b>	36	40	31
Elective credits required (MA 116 or higher)	12 cr. in Natural Sciences or Computer Sciences (by advisement) <i>OR</i> 18 cr. in Business Courses (see Summary below)	See Teacher Education for additional requirements	See Teacher Education for additional requirements

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

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

### **Summary of Requirements: Mathematics with a Related Field (Natural Sciences or Computer Sciences)**

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

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

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

Required:

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

Elective Courses: 2 courses from the following

- FN 118 Personal Finance
- FN 226 Principles of Finance
- BU 213 Business Law 1
- BU 323 Business Law 2
- Any other courses with an EC prefix

### **Summary of Requirements: Mathematics with Preparation for Adolescence Education**

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

### **Summary of Requirements: Mathematics with Preparation for Childhood Education**

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

### **Summary of Requirements: Mathematics Minor**

18 credits, distributed as follows:

Required:

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

Elective Courses: Two courses from the following

- MA 224 Probability
- MA 226 Inferential Statistics
- MA 331 Abstract Algebra
- MA 332 Linear Algebra
- MA 333 Calculus III
- MA 334 Advanced Calculus
- MA 335 Differential Equations
- MA 336 Numerical Analysis

# Medieval and Renaissance Studies

## Minor

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

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

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

### Summary of Requirements:

21 credits, distributed as follows:

Required:

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

Elective Courses: One course from each of the categories below

History (3 credits):

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

English (3 credits):

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

Philosophy/Religion (3 credits)

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

Languages/Fine Arts (3 credits)

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

\* *Approval of the course in fulfillment of the minor's requirement will depend on the semester's topic*

# Nursing

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

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

## *CCNE*

655 K Street NW  
Suite 750  
Washington, DC, 20001

Phone: (202) 887-6791

Website: [CCNEACCREDITATION.ORG](http://CCNEACCREDITATION.ORG)

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

## **Bachelor of Science in Nursing Program Options**

Four different program Options lead to the Bachelor of Science degree in nursing: the Traditional Option, the weekday Accelerated (ABSBN) Option, the weekend accelerated Option (WABSBN), 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.

### ***ABSBN Option***

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

### ***WABSBN Option***

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

### ***RN-BSN Option***

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

## **Nursing Admission Information**

Candidates for the nursing program must first be admitted to the College through the Office of Admissions. Admission to the College however, does not guarantee admission to the nursing program,

which conducts its own review and selection process. Meeting minimum program requirements does not guarantee acceptance into the nursing program.

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

ABSBN and WABSBN 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. WABSBN applicants must also achieve a minimum score of 70 on the Test of Essential Academic Skills (TEAS) to be eligible for admission to the program. The TEAS has to have been taken within two years from the date of the first nursing course.

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

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

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

All non-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 or corequisite 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](http://www.dc.edu).

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

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

A minimum cumulative grade point average of 2.7 must be maintained for progression in all nursing Options.

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

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

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

### Advanced Standing: Registered Nurses (R.N.)

Advanced standing in nursing at the baccalaureate level will be awarded on the basis of prior coursework as validated by academic performance in the College's Nursing Program.

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

### Summary of Requirements: Nursing

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

#### Liberal Arts Requirements:

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

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

#### Component I

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

#### Component II

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

#### Component IIIa

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

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

### Summary of Requirements: Nursing

Course	Credits
<b>Professional Courses</b>	<b>61</b>
NR 101 Transition to Nursing	3
NR 223 Introduction to Professional Nursing I	5
NR 224 Introduction to Professional Nursing II	5
NR 231 Professional Practice Concepts	2
NR 235 Principles of Health Assessment	3
NR 320 Psychiatric-Mental Health Nursing	5
NR 329 Pharmacologic Agents	3
NR 330 Parent-Child Nursing	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	

## Sample Curriculum Pattern: Nursing (Traditional Option)

<b>Semester I</b>		<b>Credits</b>
English 120		3
Mathematics 113		3
Chemistry for Health Care Professionals		4
Anatomy & Physiology I		4
CS 111		3
Freshman Seminar		2
<b>TOTAL</b>		<b>19</b>

<b>Semester II</b>		<b>Credits</b>
English 123		3
General Psychology (PS 102)		3
Biochemistry		3
Anatomy & Physiology II		4
NR 101	Transition to Nursing	3
<b>TOTAL</b>		<b>16</b>

<b>Semester III</b>		<b>Credits</b>
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
<b>TOTAL</b>		<b>18</b>

<b>Semester IV</b>		<b>Credits</b>
NR 224	Introduction to Professional Nursing II	5
NR 231	Professional Practice Concepts	2
Pathophysiology		3
Developmental Psychology II		3
GEC II	(Philosophy)	3
<b>TOTAL</b>		<b>16</b>

<b>Semester V</b>		<b>Credits</b>
NR 320	Psychiatric-Mental Health Nursing	5
NR 329	Pharmacologic Agents	3
NR 330	Parent-Child Nursing	5
GEC I	(MA 225)	3
GEC II	(Elective)	3
<b>TOTAL</b>		<b>19</b>

<b>Semester VI</b>		<b>Credits</b>
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
<b>TOTAL</b>		<b>16</b>

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

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

## RN TO B.S.N. Online Option

### YEAR I

#### Sessions I – II

NR 235	Principles of Health Assessment
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#### Session III – IV

NR 231	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
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#### 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 231	Professional Practice Concepts
NR 330	Parent-Child Nursing

### Fall Trimester II

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

### Trimester III

NR 353	(Winter) Nursing Research
NR 450	Adult Health Nursing II
NR 463	Community Health Nursing
NR 465	Nursing Leadership/Management
NR 467	Nursing Seminar

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

### YEAR 1

#### Summer Trimester I

NR 223	Introduction to Professional Nursing I
NR 224	Introduction to Professional Nursing II
NR 231	Professional Practice Concepts

#### Fall Trimester II

NR 235	Principles of Health Assessment
NR 329	Pharmacologic Agents
NR 330	Parent-Child Nursing

#### Spring Trimester III

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

### YEAR 2

#### Summer Trimester IV

NR 345	Family Health Nursing (Part B)
NR 320	Psychiatric/Mental Health Nursing
NR 450	Adult Health Nursing II (Part A)

#### Fall Trimester V

NR 353	Nursing Research
NR 450	Adult Health Nursing II (Part B)
NR 463	Community Health Nursing

#### Spring Trimester VI

NR 465	Nursing Leadership/Management
NR 467	Nursing Seminar

*A minimum grade of B- is required in all nursing courses, and in the natural sciences courses.*

*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.

## Philosophy Minor

The minor in Philosophy acquaints students with humankind's most fundamental attempts at self-knowledge and provides a basis from which students can formulate their own views of themselves and the world. Philosophy is the oldest academic discipline, and philosophers strive to uncover wisdom in every dimension of human existence. Consequently, philosophy shares interests with, and complements, most other academic disciplines.

The study of philosophy encourages logical precision, a heightened awareness of assumptions used in any discussion, and an attitude of both open-mindedness and responsible criticism toward new and unusual ideas. That is, the study of philosophy helps students develop their capacities for creative, clear thinking and careful reasoning. The development of these skills, attitudes, and capacities makes the

Philosophy minor an excellent preparation for graduate or professional study, conscientious citizenship, and a successful career.

The study of philosophy may also be pursued by selecting the Philosophy specialization of the Humanities major. Consult the Humanities section of this catalog for the complete degree requirements.

### Summary of Requirements: Philosophy Minor

18 credits distributed as follows:

- PH 112            Logic
- One Philosophy Ethics course (PH 332V, 333V, or 334V)
- Four other Philosophy courses (excluding PH 113, Critical Thinking)

## Pre-Law Minor

Using an interdisciplinary approach, the Pre-Law Minor provides students with the skills and knowledge that will enhance their preparation for the Law School Admission Test (LSAT), first-year law studies, and future law-related careers. To enter into and succeed in the legal field, students must be able to

- analyze and use language precisely
- read and research effectively
- possess knowledge of legal principles and cases
- understand and practice professional ethics.

The minor is open to any student who has an interest in developing reading, writing, thinking, and researching skills while also learning about the law. Those who intend to apply to law school should note that this minor is not a requirement for, nor does it guarantee acceptance into, a law program. They also should consider supplementing this program of study with participation in moot court, intercollegiate debating, and/or a law-focused internship.

### Summary of Requirements: Pre-Law Minor

18 credits distributed as follows:

- A. Critical Thinking** (select one course)  
 HI 101 Introduction to History and Methods  
 PH 112 Logic  
 PH 113 Critical Thinking
- B. Research Methods** (select one course)  
 CJ 272 Introduction to Applied Statistics in CJ  
 MA 225 Introduction to Statistics  
 SS 221 Quantitative Methods and Research
- C. Ethical Reasoning** (select one course)  
 CJ 400 Professional Ethics in Criminal Justice  
 PH 332V Social Ethics  
 PH 333V Bioethics  
 PH 334V Business Ethics
- D. Foundations in U.S. Legal Thought** (select one course)  
 BU 213 Business Law I  
 CJ 227 Law and Society  
 CJ 331 Constitution, Crime, and Civil Rights  
 HI 335P The American Consensus  
 HI 409 Freedom and Liberty in America  
 PO 270 Civil Law  
 PO 333V The Supreme Court and the Constitution

- E. Elective Courses** (select two courses)  
 BU 323 Business Law II  
 CJ 150 Criminology  
 CJ 244 Gender and Justice  
 EN 452 Advanced Composition and Writing  
 HI 348 Great Books in History  
 HI 440 Advanced Topics in History  
 PO 111P American National Government  
 SO 223VG Social Problems  
 SO 334V Deviance  
 SS 491 Social Science Internship

A grade of 'C' or better is required for all minor courses. No courses in this minor may be used simultaneously in fulfillment of requirements for a major or another minor. However, up to two courses may be used in fulfillment of General Education Curriculum (GEC) requirements. In order to achieve the interdisciplinary focus of this minor, no more than two courses may be taken in the same discipline. Because this is a program of study administered by the Division of Social Sciences, at least three courses taken in fulfillment of the minor must be those in the Social Sciences, which includes courses with the CJ, HI, PO, and SS designation. Please note that CJ courses typically have prerequisites, which include CJ 113 and SO 111. Students must complete or place out of MA113 College Algebra as a prerequisite for taking MA 225.

## 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.

### ***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

## Major in Psychology

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

### Summary of Requirements: Psychology

Course	Credits
<b><i>Psychology Core:</i></b> PS 101S General Psychology I PS 102S General Psychology II PS 331 Psychological Statistics <sup>1</sup> PS 343 History and Systems of Psychology PS 441 Experimental Psychology PS 472 Senior Seminar and Research PS 480 Advanced Topics in Psychology	21
<b><i>Required Courses:</i></b>	18
Choose 1: PS 213 Developmental Psychology I PS 214 Developmental Psychology II PS 215 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	
<b>Psychology Electives:</b>	6
Choose any 2 additional psychology courses.	

<sup>1</sup> PS 331, 441, and 472 have as a prerequisite SS 221, *Quantitative Methods & Research*. Those entering the program who have previously taken a statistics course may be required to pass a competency examination when there is doubt about the level of preparation for *Experimental Psychology*. If the previous course does not duplicate the content of PS 331, students will be required to take this course. No grade lower than C will be accepted for credit in the major. Credit for PS 101S and/or PS 214 may not be transferred from other institutions. Any exception to this policy must be given in writing by the Coordinator of the Psychology Program.

## Psychology Minor

Psychology may also be selected as an area of emphasis by students pursuing a major in the social sciences.

### Summary of Requirements: Psychology Minor

Total credits: 18

Required (6 cr.)

PS 101S General Psychology I  
PS 102S General Psychology II

Choose one (3 cr.)

PS 213 Developmental Psychology I  
PS 214 Developmental Psychology II

Choose any two 200-level courses (6 cr.)

Choose any one 300-level course (3 cr.)

## Religious Studies Minor

The Religious Studies minor affords students the opportunity to explore the beliefs, practices, rituals, and values of human societies. The study of the phenomenon of religion and theology contributes to a broad liberal arts education and includes interdisciplinary courses. A grade of C or higher is required in all course for the successful completion of the minor.

### Summary of Requirements: Religious Studies Minor

18 Credits distributed as follows:

Required Courses (9 Credits)

3 credits in an RS "V" course

6 credits in an RS "C", "M", or "P" course (3 credits, each from a different period)

Electives: 9 Credits from any of the following courses.

PS 228 Religion and Psychology: Psyche and Spirit  
RS 221C The Making of Myths and Cults  
RS 222C Old Testament: Story and Culture  
RS 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 331 Theology, Ethics, and Medicine  
RS 332V Social Ethics  
RS 337V World Religions  
RS/EN339M Medieval Women Writers  
RS 443 Images of Christ and the Church  
EN 330 Chaucer  
EN 331M Metaphorical Journeys  
EN 338M Courtly Love  
EN 341 Literature in Translation: Dante  
EN 342 Voices of Authority: The Life and Times of Joan of Arc  
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 prerequisite for both the area of emphasis and the major and minor programs in Criminal Justice.
2. **Economics:** EC 211 and EC 212; 12 elective credits in economics; 9 elective credits in each of two other supporting social sciences areas, and Social Sciences Seminar.
3. **History:** One History course in each area of Component II (C, M, P) of GEC and 9 elective credits in History; 9 elective credits in each of two other supporting social sciences areas; and Social Sciences Seminar.
4. **Political Science:** American National Government, The Supreme Court and the Constitution, World Politics, and three other Political Science courses; 9 elective credits in each of two other supporting social sciences areas; and Social Sciences Seminar.
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
<b>Social Sciences with Preparation for Childhood Education --</b>	
Liberal Arts	90
Social Sciences:	36
<b>History</b>	<b>15</b>
Classical History	3
Medieval History	3
American History	6
European History	3
<b>Social Sciences</b>	<b>21</b>
Social Science Seminar	3
Economics	6
Political Science	6
Sociology/Anthropology	6
<b>Social Sciences with Preparation for Adolescence Education in Social Studies –</b>	
90 credits in Liberal Arts, including 48 credits as follows:	
<b>History</b>	<b>24</b>
American History	9
European History	6
Non-Western Regional Studies	3
History Electives	6
<b>Social Science</b>	<b>24</b>
Social Science Seminar	3
Social Science Electives	21

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

### Pi Gamma Mu Social Sciences Honor Society

#### Purpose

The purpose of Pi Gamma Mu is to encourage the study of the social sciences among graduate and undergraduate students and faculty members in colleges and universities throughout the world, and to recognize outstanding achievement through election to membership and the presentation of various awards for distinguished achievement.

#### Eligibility

Any person of good moral character who is, or was, an officer, member of the teaching staff, graduate student, senior or junior in a college or university where there is a chapter of the Society, may be elected to membership by a majority vote of the chapter under the supervision of chapter faculty members, or by a committee of chapter faculty members, provided that such person has had at least 20 semester hours of social science with an average grade therein of "B" or better, and has further been distinguished in the social sciences.

**Major Activities**

The Society holds national, regional, and inter-chapter meetings. Many chapters have extensive programs of lectures, panels, and discussion groups. The Society also operates a program of scholarships by which outstanding students can continue their study of the social sciences in approved graduate schools. Pi Gamma Mu is affiliated with the American Association for the Advancement of Science.

## Sociology Minor

The Sociology minor offers students a basic exploration of human social institutions, relationships, and behaviors, including their origins and development over time. Through the coursework provided by this minor, students will develop a greater sophistication in understanding the human dimensions of any situation. As such, the minor offers an excellent complement in particular for major studies in the areas of social work, psychology, health care, and business.

### Summary of Requirements: Sociology Minor

18 Credits distributed as follows:

Required Courses (9 Credits):

- SO 111 Introduction to Sociology (3 cr.)
- SO 223VG Social Problems *or*  
SO 320PG Global Interdependence (3 cr.)
- Any other Sociology V Course (3 cr.)

Elective Courses (9 Credits):

Any three Sociology courses that have not been taken in fulfillment of the Required Courses for the minor.

## Social Sciences-to-Occupational Therapy Pre-Professional Tracks

Undergraduate students interested in ultimately pursuing a graduate degree in occupational therapy have two pathways within the Social Sciences with Psychology Emphasis degree.

### Sample Undergraduate Curricular Pathways

#### Social Sciences with Psychology Emphasis (Accelerated Pathway)

The Accelerated Social Sciences-to-Occupational Therapy path is reserved for Dominican College undergraduate students who have begun study at the College no later than the first semester of the Sophomore year with *fewer than 35 transfer credits*. Additionally, students on the Accelerated Path must attain and maintain a minimum term and cumulative GPA of 3.0 every term without exception. If the GPA for any individual term falls below a 3.0, the student is no longer eligible to remain on the Accelerated Path and must complete the traditional 4-year curriculum, even if that term is the spring semester of the Junior year and said student has been accepted to the program for the following Fall.

<i>Freshman Year - Fall Semester</i>	<i>Cr.</i>
FS 111: Freshman Seminar	2
PS 101S: General Psychology I	3
EN 120: College Writing & Research*	3
SO 111: Introduction to Sociology*	3
CS 111: Dynamics of Oral Communication*	3
MA 113: College Algebra	3
	<b>17</b>
<i>Spring Semester</i>	
PS 102S: General Psychology II*	3
EN 123: Writing about Literature*	3
Component II C Global course	3
MA 225: Intro to Statistics*	3
Component III S course	3
	<b>15</b>
<i>Sophomore Year - Fall Semester</i>	
BI 223: Anatomy & Physiology I**	4
PS 210: Lifespan Human Development*	3
SS 221: Quantitative Methods*	3
Component II M course	3
Component III V course	3
	<b>16</b>
<i>Spring Semester</i>	
BI 224: Anatomy & Physiology II**	4
Elective	3
PS 226: Abnormal Psychology*	3
Component II P course	3
Component III S course	3
	<b>16</b>
<i>Junior Year - Fall Semester</i>	
BI333: Neuroscience**	3
PY114: Selected Topics in Physics OR PY221: General Physics I (preferred)**	3/4
Supporting SS I or II	3
Component II C,M, or P	3
Component III V	3
<b>Apply to OT Program via OTCAS by December 31**</b>	<b>15/16</b>

<i>Spring Semester</i>	
SS472: Social Sciences Seminar	3
Supporting SS I or II	3
Supporting SS I or II	3
Electives	8
	<b>17</b>

\* Indicates mandatory prerequisite course for the Occupational Therapy Program in which a grade of C or higher must be earned. All potential candidates to the Graduate Occupational Therapy Program must have a minimum cumulative and prerequisite GPA of 3.0.

\*\* Indicates mandatory prerequisite course for the Occupational Therapy Program in which a grade of B- or higher must be earned. All potential candidates to the Graduate Occupational Therapy Program must have a minimum cumulative and prerequisite GPA of 3.0.

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

### **Social Sciences with Psychology Emphasis (Traditional 4-Year Path)**

<i>Freshman Year - Fall Semester</i>		<i>Cr.</i>
FS 111: Freshman Seminar		2
PS 101S: General Psychology I		3
EN 120: College Writing & Research*		3
SO 111: Introduction to Sociology*		3
CS 111: Dynamics of Oral Communication*		3
		<b>14</b>
<i>Spring Semester</i>		
PS 102S: General Psychology II*		3
EN 123: Writing about Literature*		3
Component II C Global course		3
MA 113: College Algebra*		3
Component III S course		3
		<b>15</b>
<i>Sophomore Year - Fall Semester</i>		
MA 225: Intro to Statistics*		3
PS 210: Lifespan Human Development*		3
Supporting SS I or II course		3
Component II M course		3
Component III S course		3
		<b>15</b>
<i>Spring Semester</i>		
SS 221: Quantitative Methods*		3
Elective		3
PS 226: Abnormal Psychology*		3
Component II P course		3
Component III S course		3
		<b>15</b>
<i>Junior Year - Fall Semester</i>		
BI 223: Anatomy & Physiology I**		3
Elective		3
Supporting SS I or II course		3
Component II C, M, or P course		3
Component III V course		3
		<b>15</b>
<i>Spring Semester</i>		
BI 224: Anatomy & Physiology II**		4
Component II C, M, or P "G" course		3
PY 114: Selected Topics in Physics or PY 221 General Physics I (Preferred)**		3/4

Supporting SS I or II	3
Elective	3
	<b>16/17</b>
<i>Senior Year - Fall Semester</i>	
BI 333: Neuroscience**	3
Supporting SS I or II	3
Supporting SS I or II	3
Component III V course	3
Elective	3
	<b>15</b>
<b>APPLICATION VIA OTCAS SUBMITTED BY OCTOBER 15 OF THE SENIOR YEAR; MUST EARN A MINIMUM OF 120 CREDITS FOR THE DEGREE</b>	

\* Indicates mandatory prerequisite course for the Occupational Therapy Program in which a grade of C or higher must be earned. All potential candidates to the Graduate Occupational Therapy Program must have a minimum cumulative and prerequisite GPA of 3.0.

\*\* Indicates mandatory prerequisite course for the Occupational Therapy Program in which a grade of B- or higher must be earned. All potential candidates to the Graduate Occupational Therapy Program must have a minimum cumulative and prerequisite GPA of 3.0.

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

## **Social Work**

### **Mission**

The mission of the Dominican College Social Work Program, in service to and collaboration with its multiple communities, is to develop generalist social work professionals committed to excellence, leadership and service by:

- promoting social justice;
- engaging in ethical practice;
- engaging in research-informed practice and practice-informed research;
- advocating for social policies responsive to diverse human needs; and
- advancing knowledge through reflective understanding of self and compassionate involvement with others.

### **Goals**

The Bachelor of Social Work Program is an upper-division undergraduate program which has as its primary goals:

- To prepare students to qualify as beginning-level, generalist social work professionals;
- To promote an environment which honors diversity and advances social justice;
- To provide the foundation for an appreciation of lifelong learning and advancement in graduate level social work education.

The Social Work Program is fully accredited at the undergraduate level by The Council on Social Work Education (C.S.W.E.). CSWE, 1701 Duke Street, Suite 200, Alexandria, VA 22314-3421

### **Program of Study**

The curriculum design provides a foundation in the liberal arts, a core of knowledge from the social and behavioral sciences, combined with

the special body of knowledge that forms the base of professional generalist social work practice. The program is designed to meet the requirements of a Bachelor of Social Work degree and includes a minimum of 60 semester hours in liberal arts. The Social Work Program requires 36 semester hours in the Social Sciences. The student completes 18 semester hours in one area of emphasis in the social sciences (namely, Sociology, Political Science, History, Economics, Criminal Justice, Psychology), and nine semester hours in each of two supporting areas elected out of the remaining social sciences. The student graduates from the program with 126 credits.

A student may choose to complete the Bachelor of Social Work degree with a focus on criminal justice, child welfare, gender studies, ethnic studies, gerontology, as well as a number of liberal arts areas. Further information and program planning may be obtained from the Social Work faculty.

The following content areas in the humanities and social sciences are recommended as foundations for social work training.

- American History
- Introduction to Physiology (required)
- English (Writing Placement Examination required of all students)
- Foreign Language
- General Psychology II (prerequisite for SW 451)
- Introduction to Sociology (prerequisite for SW 451)
- Speech
- Political Science
- Statistics
- MA113 *OR* Introduction to Critical Thinking *OR* Logic is required (Math Placement Examination required for all students)

#### **Phi Alpha Honor Society**

Phi Alpha Honor Society provides a closer bond among students of social work and promotes humanitarian goals and ideals. Phi Alpha fosters high standards of education for social workers and invites into membership those who have attained excellence in scholarship and achievement in social work.

Eligibility: To be eligible for membership a student must have completed a minimum of nine (9) credits in the Social Work core and have maintained an overall cum of 3.0 and earned a minimum cum of 3.25 in the Social Work core courses. Students can be invited in the spring semester of their junior or senior year.

Each Phi Alpha chapter is free to develop a program to meet local needs. The National Council is the policy-making body and meets each year at the time and place of the annual program meeting of the Council of Social Work Education (CSWE). Each chapter has one voting representative on the National Council.

#### **Admission to the Program**

The Social Work Program is an upper-division program available in the day session. Pre-admission counseling and advisement are provided. Admission to the program occurs in a series of planned stages as a necessary part of the advisement process. Freshmen interested in preparing for a career in social work consult with a social work faculty advisor. Students indicating an interest in declaring social work as a major program of study may begin to take social work electives in the sophomore year. In the junior year, students have a further opportunity to test their interest and capacity for continued study in social work through foundation courses and participation in an individualized field instruction course in a social service delivery system. In the fall of their junior year, all students must complete an Admission to Junior Field Work Application and meet with a Social Work

advisor. Admission to the senior-level practice courses and field instruction is based on the student's ability to maintain a 2.3 cumulative index, demonstration of professional standards, and the recommendation of the social work faculty advisor. No grade lower than "C" in the Social Work core or Social Sciences concentration is accepted. Social Work core courses may only be taken over once and must be taken on campus, even though it may mean postponing graduation to complete the requirement. If a student receives less than a "C" in three Social Work courses, they must step out of Program for one year.

#### **Transfer Students**

All students transferring to the College with an interest in social work must contact the College Admissions Office first and be accepted by the College.

A prompt appointment with the social work faculty for a personal interview provides an opportunity for clarification regarding courses to be taken and acceptance into the program.

Credits earned at the community college level are accepted toward the baccalaureate degree in accordance with the admissions policy of Dominican College. Academic credit for life experience and previous work experience will not be given, in whole or in part, in lieu of the field practicum or of courses in the professional foundation.

To standardize evidence of competence in written communication and math, the Writing and Math placement examinations are required. Students whose performance on a College-administered placement examination is below an acceptable standard are required to take and pass the English and Math courses specified (see English curriculum, "College English Requirements" and Mathematics curriculum). Administration dates for the placement examinations are posted, and it is the responsibility of the student to arrange for taking the examination before the second semester of the junior year.

### **Summary of Requirements: Social Work**

<b>Course</b>	<b>Credits</b>
The Social Work Core	45

#### **DAY SESSIONS**

##### **Junior Year (Fall)**

SW 200 Introduction to Social Work <i>(Students may choose to take SW200 sophomore yr)</i>	3
SW 451 Person in Environment I	3

##### **Spring**

SW 452 Person in Environment II	3
SW 454 Social Work Practice I	3
SW 455 Social Work Field Education and Seminar I	3
SW 462 Social Policy	3

##### **Senior Year (Fall)**

SW 461 Methods of Social Research I	3
SW 463 Social Work Practice II	3
SW 465a Senior Field Education and Seminar IIa	3
SW 465b Senior Field Education and Seminar IIb	3

##### **Spring**

SW 464 Social Work Practice III	3
SW 467 Methods of Social Research II	3
SW 466a Senior Field Education and Seminar IIIa	3
SW 466b Senior Field Education and Seminar IIIb	3

*\*One Social Work Elective required. Students may choose to take elective courses beginning in their sophomore year.*

# Spanish

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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.

# Teacher Education

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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 student should express his/her interest at the time of admission to the

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

undergraduate program.

### **Undergraduate Programs**

Dominican College offers programs leading to eligibility for New York State Certification in the following areas:

- Childhood Education
- Dual Certification in Childhood/Early Childhood Education
- Childhood Education/Students with Disabilities
- Adolescence Education
  - Biology
  - English
  - Mathematics
  - Social Studies
- Dual Certification in Adolescence Education/SWD Generalist (Grades 7-12)
- Dual Certification in Adolescence Education/SWD with Biology, English, Mathematic or Social Studies (Grades 7-12)

Dominican College's programs in Teacher Education are accredited by the Council for the Accreditation of Educator Programs (CAEP), 1140 19th St NW, Suite 400, Washington, DC 20036.

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

The Association for Advancing Quality in Educator Preparation  
P.O. Box 7511  
Fairfax Station, VA 22039-9998.

Email: [aaqep@aaqep.org](mailto:aaqep@aaqep.org).

Pursuant to the Regulations (§52.21) of the New York Commissioner of Education, the educator preparation programs offered by Dominican College are considered continuously accredited for purposes of meeting the New York State requirement that all such programs maintain continuous accreditation.

Students desiring to prepare for careers in Early Childhood/Childhood Education, Childhood Education or Childhood Education/Students with Disabilities may pursue either a Bachelor of Arts or a Bachelor of Science in Education degree.

The Bachelor of Arts degree is awarded to candidates who successfully complete a minimum of 120 semester hours in an approved program of study. A minimum of 90 semester hours in liberal arts, including a major, is required for the B.A. degree.

Majors may be selected from one of the following areas:

English (30 cr. beyond EN 123 or EN 115)  
History (30)  
Humanities (33–36)  
Mathematics (31 beyond MA 112)  
Social Sciences (Concentration: History) (36)

The Bachelor of Science in Education degree is awarded upon the completion of a minimum of 120 semester hours in an approved program of study. A minimum of 75 semester hours in liberal arts is required, including a designated liberal arts concentration, which may be selected from the following areas:

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

Students desiring to prepare for careers in Adolescence Education, or Adolescence Education/SWD Generalist (Grades 7–12) must pursue a Bachelor of Arts degree in a liberal arts major. The majors available are as follows:

Biology (31 credits)  
English (36 credits)  
Mathematics (37 credits)  
Social Sciences (Concentration: History) (48 credits)

#### **Childhood Certification Extension, Grades 7–9**

Students in the Childhood Education program may pursue an extended certification to teach in the middle school (grades 7–9) as well as in grades 1–6, by meeting certain additional requirements in their subject area and in adolescent psychology, literacy, and methods courses. Certification may be obtained in English, Math, or Social Studies. In addition to their Childhood Education requirements, students who seek the upward extension must successfully complete PS 215 Adolescent Psychology AND one of the following:

ED/EN 455 Teaching English (Middle School)  
ED/MA 456 Teaching Mathematics (Middle School)  
ED/SS 457 Teaching Social Studies (Middle School)

#### **Adolescence Certification Extension, Grades 5–6**

Students in the Adolescence Education program may pursue an extended certification to teach in grades 5 and 6 as well as in grades 7–12 by meeting additional requirements in their developmental psychology, literacy, and methods courses. In addition to their Adolescence Education requirements, students who seek the downward extension must successfully complete an extended three-credit Childhood Education methodology class from the following:

ED 463A Teaching Mathematics (Childhood Education)  
ED 463B Teaching Science (Childhood Education)  
ED 463C Teaching Social Studies (Childhood Education)

Early Childhood Certification Extension, Birth – Grade 2  
Students in the Childhood Education program may also pursue an extended certification in Early Childhood Education. Those who wish to be eligible for this extension complete all of the requirements in

Childhood Education and 9 additional credits of coursework dedicated to early childhood education (ED 333, 334, and 335).

For all the Education programs and extension levels: in addition to enrolling in the Teacher Education Division, students must also enroll in the division which offers the major or concentration. Students will be assigned advisors from both divisions.

#### **Certification Eligibility**

The Division of Teacher Education reserves all rights and prerogatives with respect to accepting students into the Division, allowing students to continue coursework, and making recommendations for New York State teaching certification to the New York State Education Department.

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:

- Educating All Students Test (EAS)
- Educative Teacher Performance Assessment (edTPA)
- Content Specialty Test (CST)

Students seeking dual certification in the Students with Disabilities area must also take a second CST/SWD.

Candidates for dual certification as 7–12 SWD Generalists are required to successfully complete the Multisubject (7–12) CST as well.

(For the year of the most recently reported State results, Dominican students passed the edTPA at a rate of 88%.)

#### **Admission to the Programs:**

1. Office of Admissions determines eligibility to matriculate at Dominican College. Candidates for the Teacher Education Program must first be admitted to the College through the Office of Admissions.
2. Students desiring acceptance into a program leading to teacher certification make formal application to the Division of Teacher Education by the end of the freshman year. Transfer students must file an application in their first semester at the College. Acceptance will be contingent upon the applicant's previous academic performance, as well as performance on the required screening tests in literacy skills (speaking, writing, reading) and an interview with the Director of Teacher Education. Where problems are detected, students will be advised to seek appropriate help, either at the College or outside, in order to enhance their pedagogical abilities and employment prospects. The interview will be conducted midpoint each semester. At the time of the application, students are required to submit a recent photo, 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 have a minimum of a C in all Component I courses. All students must have a minimum C+ in program courses they wish to transfer into the College in order to have these courses accepted.
4. Once accepted into the Teacher Education program, students must earn grades of "C+" or higher in all subsequent prescribed courses, including courses in the major/concentration (whether or not this grade is required by the major/concentration program itself) and in the "Liberal Arts Requirements" specified below.
5. No more than one Education course may be repeated, and that course may be repeated only once.
6. All students, including transfer students, must meet the College's writing proficiency requirements: see English curriculum, "College English Requirements." Transfer students who enter with no transferable mathematics courses also need to take the math placement test. Students whose performance on these tests fails to meet College standards will be required to raise their competencies to a passing level before acceptance into the program. This effort may require appropriate laboratory and/or coursework as determined by the College.
7. Students who hold a baccalaureate degree and are seeking credits toward certification may be admitted at the discretion of the Director of Teacher Education and must meet the same program admissions criteria as those for matriculated students. Post-baccalaureate students must submit their credentials to the NY State Department of Education for evaluation before being allowed to begin courses for certification.

Up-to-date information about the labor market and job availability for teachers in the College's geographic area is available via internet at [www.olasjobs.org](http://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 I: PS 213.
2. Six (6) credits in Mathematics: MA 228CG, Dawn of Mathematics, and one other course under advisement.
3. Six (6) credits in Natural Sciences: one course in the Biological Sciences and one course in the Physical Sciences.

4. Six (6) credits in English: EN 454, Literature for Children and Adolescents, plus at least three (3) credits by placement.
5. Social Sciences: Nine (9) credits: one course from American history (including New York history); one course from HI 451P, HI 452P, HI 453P, PO 330P, PO 337PG, SO 320P; and either SO 223V or 224V.
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 Communication Studies (CS 111).

#### **Adolescence Education and Adolescence Education/SWD Generalist (7-12)**

1. Six (6) credits in foreign language.
2. Six (6) credits in Natural Sciences: one course in the Biological Sciences and one course in the Physical Sciences.
3. Three (3) credits in artistic expression.
4. Six (6) credits in Math, (3) by placement and (3) by advisement.
5. Six (6) credits in English: EN 454 plus at least three (3) credits by placement.
6. Three (3) credits in Speech.
7. Three (3) credits in Developmental Psychology 1: PS 213 and three (3) credits in Adolescent Psychology: PS 215
8. Three (3) credits in Social Sciences--one course from HI 451P, HI 452P, HI 453P, PO 330P, PO 337PG or SO 320P

#### **Qualifications for Student Teaching**

1. Candidates for student teaching must apply to the Coordinator of Field Placements one year in advance of the student teaching semester.
2. Eligibility will be contingent upon:
  - a. Completion of all course requirements for certification.
  - b. No grade lower than a "C+" in Education courses, in specified liberal arts courses, and in the major/concentration.
  - c. Maintenance of a minimum cumulative index of 2.7.
  - d. Satisfactory performance evaluations in pre-student-teaching field placements.
  - e. Satisfactory skills acquisition in methods courses.
  - 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
<b>Sophomore Year-Fall Semester</b>	
ED 222 (PS 222) Educational Psychology	3
ED 223V School and Society	3
<b>Sophomore Year-Spring Semester</b>	
SE 221 (PS 221) Psychology of Individuals with Exceptionalities	3
<b>Junior Year-Fall Semester</b>	
ED 328 Elements of Literacy	3
ED 225 Technology in the Classroom	3
ED 330 Introduction to Teaching Methods	3
<b>Junior Year-Spring Semester</b>	
ED 332 Strategies for Literacy Development	3
SE 222 Inclusive Settings: Principles and Practices	3
<b>Senior Year-Fall Semester</b>	
ED 463A Teaching Math (Childhood Education)	2
ED 463B Teaching Science (Childhood Education)	2
ED 463C Teaching Social Studies (Childhood Education)	2
<b>Senior Year-Spring Semester</b>	
ED 472 Student Teaching (Childhood)	10
ED 472A Student Teaching Seminar (Childhood)	2
<b>Total Credits Required</b>	<b>42</b>

*Note: Students are strongly advised that PS 213 Developmental Psychology should be taken in the freshman year, prior to beginning professional coursework.*

## Summary of Requirements & Sample Course Sequencing: Professional Courses for Childhood Education/Early Education

Course	Credits
<b>Sophomore Year-Fall Semester</b>	
ED 222 (PS 222) Educational Psychology	3
ED 223V School and Society	3
<b>Sophomore Year-Spring Semester</b>	
ED 333 Infant/Toddler Development and Curriculum	3
SE 221 (PS 221) Psychology of Individuals with Exceptionalities	3
<b>Junior Year-Fall Semester</b>	
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
<b>Junior Year-Spring Semester</b>	
ED 332 Strategies for Literacy Development	3
ED 335 Early Childhood Curriculum II	3
SE 222 Inclusive Settings: Principles and Practices	3
<b>Senior Year-Fall Semester</b>	
ED 463A Teaching Math (Childhood Education)	2
ED 463B Teaching Science (Childhood Education)	2
ED 463C Teaching Social Studies (Childhood Education)	2
<b>Senior Year-Spring Semester</b>	
ED 471/ED 472 Student Teaching (Childhood)	10
ED 472A Student Teaching Seminar (Childhood)	2
<b>Total Credits Required</b>	<b>51</b>

*Note: Students are strongly advised that PS 213 Developmental Psychology should be taken in the freshman year, prior to beginning professional coursework.*

## Summary of Requirements & Sample Course Sequencing: Dual Certification in Childhood Education/Students with Disabilities

Course	Credits
<b>Sophomore Year-Fall Semester</b>	
ED 222 (PS 222) Educational Psychology	3
ED 223V School and Society	3
<b>Sophomore Year-Spring Semester</b>	
SE 221 (PS 221) Psychology of Individuals with Exceptionalities	3
<b>Junior Year-Fall Semester</b>	
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
<b>Junior Year-Spring Semester</b>	
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
<b>Senior Year-Fall Semester</b>	
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
<b>Senior Year-Spring Semester</b>	
SE/ED 472 Student Teaching (Childhood/Students with Disabilities)	10
ED 472A Student Teaching Seminar (Childhood)	2
<b>Total Credits Required</b>	<b>51</b>

*Note: Students are strongly advised that PS 213 Developmental Psychology should be taken in the freshman year, prior to beginning professional coursework.*

## Summary of Requirements & Sample Course Sequencing: Professional Courses for Adolescence Education

Course	Credits
<b>Sophomore Year-Fall Semester</b>	
ED 222 (PS 222) Educational Psychology	3
ED 223V School and Society	3
<b>Sophomore Year-Spring Semester</b>	
SE 221 (PS 221) Psychology of Individuals with Exceptionalities	3
<b>Junior Year-Fall Semester</b>	
ED 225 Technology in the Classroom	3
ED 330 Introduction to Teaching Methods	3
ED 328 Elements of Literacy	3
<b>Junior Year-Spring Semester</b>	
ED 332 Strategies for Literacy Development	3
SE 222 Inclusive Settings: Principles and Practices	3
<b>Senior Year-Fall Semester</b> <i>(Student enrolls in ONE of the following courses)</i>	
ED 465 (EN 465) Teaching English (Adolescence Education) <i>OR</i>	3
ED 466 (MA 466) Teaching Math (Adolescence Education) <i>OR</i>	3
ED 467 (SS 467) Teaching Social Studies (Adolescence Education) <i>OR</i>	3
ED 468 (BI 468) Teaching Biology (Adolescence Education)	3
<b>Senior Year-Spring Semester</b>	
ED 473 Student Teaching (Adolescence)	10
ED 472B Student Teaching Seminar (Adolescence)	2
<b>Total Credits Required</b>	<b>39</b>

In addition to the above, students must meet major requirements in the specific subject for which they are seeking certification.

*Note: Students are strongly advised that PS 213 Developmental Psychology should be taken in the freshman year, prior to beginning professional coursework.*

## Summary of Requirements & Sample Course Sequencing: Dual Certification in Adolescence Education/SWD Generalist (7-12)

Course	Credits
<b>Sophomore Year-Fall Semester</b>	
ED 222 (PS 222) Educational Psychology	3
ED 223V School and Society	3
<b>Sophomore Year-Spring Semester</b>	
SE 221 (PS 221) Psychology of Individuals with Exceptionalities	3
<b>Junior Year-Fall Semester</b>	
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
<b>Junior Year-Spring Semester</b>	
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

<b>Senior Year-Fall Semester</b>	
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
<b>Senior Year-Spring Semester</b>	
SE 473/ED 473 Student Teaching (Adolescence/Students with Disabilities)	10
ED 472B Student Teaching Seminar (Adolescence)	2
<b>Total Credits Required</b>	<b>48</b>

*Note: Students are strongly advised that PS 213 Developmental Psychology and PS 215 Adolescent Psychology should be taken in the freshman year, prior to beginning professional coursework.*

## Theatre Minor

The Theatre minor provides students the opportunity to explore the art of theatre, both in practice and in theory. Students will learn the skills necessary for successful stage production, as well as become aware of the role theatre can play in a broad liberal arts education. A grade of C or higher is required in all courses for the successful completion of the minor.

### Summary of Requirements: Theatre Minor

18 Credits distributed as follows:

Required Courses (6 Credits):

TH 333 Intro to Theatre & Drama (3 cr.)

TH 335 Children's Theatre (3 cr.)

Electives: 12 Credits from any of the following courses.

TH 336	Drama in Performance
TH 337	Technical Theatre
TH 338	Creative Drama
TH 340	History of the American Musical
TH/FI 343	Playwriting/Screenwriting
TH 453	Theatre Management
EN 252C	Classical Literature
EN 352	Studies in Tragedy
EN 353	Studies in Drama
EN 445/446	Shakespeare I/II

# Undergraduate Course Offerings

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## 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, Dalí, and O'Keefe.

### **AR 228 Art Around the World (3)**

This course studies the art and culture of the East and of Africa, and the native arts of the Pacific Islands and the Americas, in an attempt to understand the artistic traditions of these communities and the occasion, purpose, and ideas that influenced the artist. The course will focus on architecture, sculpture, and painting, along with ceramic, textiles, and metalwork.

### **AR 229 Anonymous Was a Woman (3)**

This course locates and examines the underestimated or ignored accomplishments of women artists. Women's positions as subjects/ objects will also figure prominently in the discourse. At the same time, the class explores the meaning and nature of art through the discussion of the 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 235 Mosaics (3)**

Students will learn the basics of mosaic history, design, layout, and tile-setting techniques. The course discusses the evolution of mosaic art from Greco-Roman times to the present and will examine the various tools, adhesives, and grout used in this style. Students will create their own small-scale projects. No previous experience is necessary.

### **AR 250 Digital Imaging Techniques**

See CI 250.

### **AR 255 Advanced Digital Imaging Techniques**

See CI 255.

### **AR 330 Life Drawing (3)**

This is a studio-based course that introduces students to drawing the elements of the human figure and develop observational drawing skills by investigating proportion, form and gesture. Coursework will

include direct observation and subsequent drawings from the model with emphasis on achieving correct form and proportions. Other figurative subjects (models, mannequins, etc.) will also be used as references for drawing.

### **AR 331 The Language of Drawing (3)**

A fundamental course in freehand drawing that introduces students to the basic vocabulary of the language of drawing, which 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 Art 336 with an expansion of ideas and the further development of skills. Prerequisite: AR 336 or permission of the instructor.

### **AR 339 Introduction to Printmaking (3)**

An introduction to printmaking, closely related to drawing & painting but unique because it allows the artist to create multiple originals from an inked surface. Hand pulled prints will be produced by using techniques such as linoleum relief, woodcut, & colored monotype media. Students engage in sequential learning experiences that encompass some art history, art criticism, aesthetics and production leading to the creation of an individual book.

### **AR 345 Beginning Ceramics and Pottery (3)**

Through demonstration and instruction, students learn to throw on the pottery wheel to create beautiful pots and ceramic pieces. Students will be introduced to decorating techniques using slips, wax resist, and glazes. The class will examine historical and contemporary pottery for inspiration. Class will run through (and be held at) the Rockland Center for the Arts.

### **AR 365 Figure Study in Clay (3)**

This course will cover basic clay techniques incorporating both functional and sculptural approaches to 3-D figures. Four key methods will be covered including coil, slabs, sculptural building solid and hollowing and the potter's wheel. This class is designed to try a bit

everything related to creating in clay. Students will gain skills in constructing, glazing and finishing clay objects in this course. Class will run through (and be held at) the Rockland Center for the Arts.

## **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. 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 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, three-hour lab/field work. A minimum grade of C is required for BI majors.

#### **BI 114 Introductory Nutrition (3)**

An in-depth study of the nutrients found in foods and their roles in the maintenance of good health; digestion, absorption, metabolism; dietary deficiency diseases; eating disorders; alcohol; sports nutrition; supplements; food safety.

#### **BI 116 Elements of Forensic Science (4)**

An introductory level course focusing on the application of biological and clinical principles to crime scene analysis. Students will learn how to analyze and document a crime scene and collect evidence. Laboratory activities will be focused on the analysis of evidence collected from the crime scene and will include hair and fibers, fingerprints, blood stains, glass, and DNA. Basic principles of 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 125 Germs and You (1)**

Bacteria, fungi, and viruses play an important role in the world around us. They live harmlessly in and on us, play a role in food production and spoilage, and are indicators of a healthy natural environment. This lab experience is designed to teach the fundamentals of isolation and cultivation of these microbes from natural sources, while analyzing the principles of microbial diversity, cell structure, and growth and development. No prior lab experience is required.

#### **BI 221S General Biology I (4)**

An introductory survey course taught from an evolutionary perspective. Topics include the structure and function of the cell as it relates to life processes; the biochemical relationships within organisms and how they relate to metabolic processes; comparative studies in structure and life processes in animals as an adaptation to their environment; genetics. Three-hour lecture, three-hour lab. A minimum grade of C is required for BI majors and for those taking this as a science prerequisite. Co-requisites: EN 119/120 and MA 113.

#### **BI 222S General Biology II (4)**

Concentrates on plant structure and function; ecology; evolution; and human development, structure and function. Like BI 221S, the course is taught from an evolutionary perspective. Three-hour lecture, three-hour lab. A minimum grade of C is required for BI majors and for those taking this as a science prerequisite. Prerequisite: BI 221S.

#### **BI 223 Anatomy and Physiology I (4)**

Human body structure and the basic mechanisms underlying the regulation of the healthy human body. Focus on the structure and function of the skeletal, muscular, and nervous systems, with discussions of cells and tissues. Laboratory experiences use models, prepared slides, and selected vertebrates to illustrate the basic concepts studied during lecture. Three-hour lecture, three-hour lab. A minimum grade of C is required for BI majors and for those taking this as a science prerequisite (B- for Nursing and pre-OT majors). Co-requisites: EN 119/120 and MA 113.

#### **BI 224 Anatomy and Physiology II (4)**

A continuation of BI 223. Focus on the structure and function of the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems. Laboratory experiences use prepared slides for microscopy, models, and animal dissections to illustrate basic concepts studied during lecture. Three-hour lecture, three-hour lab. A minimum grade of C is required for BI majors and for those taking this as a science prerequisite (B- for Nursing and pre-OT majors). Prerequisite: BI 223.

#### **BI 225 Introductory Microbiology (4)**

An introductory survey course emphasizing microbial structure, chemistry and genetic variation, growth and control of microorganisms, antibiotic control and resistance, classification, host-microbe interactions, and microorganisms and the diseases they cause. Three-hour lecture, three-hour lab. A minimum grade of C is required for BI majors and for those taking this as a science prerequisite (B- for Nursing). Prerequisites: BI 223; CH 220. Co-requisite: BI 224.

#### **BI 226 Genetics (4)**

Essential facts of the three main branches of genetics: Mendelian (classical) genetics, molecular genetics, and population genetics. Emphasis is on human genetics and medical applications, with consideration of social, cultural, and ethical applications of genetics. Three-hour lecture, three-hour lab. A minimum grade of C is required for BI majors. Prerequisites: BI 221S-222S.

**BI 227 Botanical Science (4)**

Exploration of the worlds of plants: their structure, physiology, life history, ecology, economic importance, and medicinal uses. Includes selected laboratory exercises and field work. Three-hour lecture, three-hour lab. A minimum grade of C is required for BI majors. Prerequisites: BI 221S-222S.

**BI 228 Introductory Biochemistry (3)**

An introductory survey course with emphasis on basic biochemical processes. Includes the molecular structure and importance of organic functional groups, the molecular structure and function of carbohydrates, proteins, lipids, and nucleic acids. A minimum grade of C is required for BI majors and for those taking this as a science prerequisite (B- for Nursing). Prerequisites: CH220 or CH221.

**BI 229 Molecular Microbiology (4)**

A course in Microbiology that will emphasize its molecular aspects. Topics will include respiration, cellular structure, cellular signaling, protein synthesis, prokaryotic genetics, and related molecular processes. Three-hour lecture, three-hour lab. A minimum grade of C is required for BI majors. Prerequisites: BI 221S-222S; CH 221-222.

**BI 326 Pathophysiology for the Health Professions (3)**

This course focuses on the relationship between normal body functioning and the physiological changes that occur as a result of diseases. Mechanisms of diseases across the life span will be explored. Topics include alterations in cell physiology, inflammation, hypersensitivity, cancer, acid-base regulation and a system-by-system approach of major disease states. A minimum grade of C is required for BI majors and for those taking this as a science prerequisite (B- for Nursing majors). Prerequisites: BI 223-224, BI 225.

**BI 327 Introduction to Forensic Science (4)**

An advanced Biology course designed to introduce students to the basic principles of forensic science. Lecture topics include processing a crime scene, DNA fingerprinting, and processing and assessment of physical evidence (hair, fibers, glass, drugs, fingerprints, firearms, blood) through microscopy and chemical analysis. The course includes both lecture and laboratory activities. Three-hour lecture, three-hour lab. A minimum grade of C is required for BI majors. Prerequisites: BI 221S; CH 221 or instructor's permission.

**BI 328 Studies in Biochemistry I (4)**

Intended primarily for Biology majors, this course emphasizes the cellular structure of biomolecules; proteins, carbohydrates, lipids, and nucleotides; enzyme properties and mechanisms; metabolic pathways; and the flow of biological information. Three-hour lecture, three-hour lab. A minimum grade of C is required for BI majors. Prerequisite: CH 331. Co-requisite: CH 332. (See CH 328)

**BI 329 Field Ecology (4)**

An advanced Ecology course with emphasis on field studies that will include water quality, benthos of a given watershed area, stream flow, oxygen levels, microbial studies, and identification of plants, trees, animals, birds, and insects. Studies will also include the effects of disturbed habitats on wetland degradation and fragmented landscape. Two-hour lecture, four-hour lab. A minimum grade of C is required for BI majors. Prerequisites: BI 113S; BI 221S-222S; CH 221-222.

**BI 330 Molecular Biology (4)**

Understanding of the molecular biology of cells at the biochemical level will be achieved through lecture and lab. Topics to be discussed will be DNA structure, genome organization, replication, transcription and translation, tools for analyzing gene expression, molecular

cloning, genetically modified organisms and bioethics of genetic manipulation. Three-hour lecture, three-hour lab. A minimum grade of C is required for BI majors. Prerequisites: BI 221S-222S, BI 226.

**BI 332 Kinesiology (3)**

An in-depth study of the human body as a machine for the performance of work. Encompasses biomechanics, musculoskeletal anatomy, and neuromuscular physiology. Laboratory exercises will help the student gain insight into the nature and complexity of human motion. A minimum grade of C is required for BI majors. Prerequisites: BI 223-224.

**BI 333 Neuroscience (3)**

Basic neuroanatomy and neurophysiology terminology. Functional properties of the nervous system with emphasis on sensory, motor, and integrated processes; mechanisms of diseases affecting the nervous system; neurophysiological principles of feedback on motor learning. A minimum grade of C is required for BI majors (B- for pre-OT majors). Prerequisites: BI 223-224.

**BI 334 Histology (4)**

Detailed examination of the microscopic structure of animal (mainly human) tissues and organs, and study of the important functions of various specific tissues. Laboratory work focuses on examination, through standard compound microscopy, of prepared slides of various animal tissues; representations of selected electron micrographs will also be analyzed. Three-hour lecture, three-hour lab. A minimum grade of C is required for BI majors. Prerequisites: BI 221S-222S or BI 223-224.

**BI 335 Vertebrate Biology (4)**

A study of the comparative anatomy and embryology of vertebrates, and the mechanisms behind the changes in their form and function over time. Formerly titled Developmental Biology. Three-hour lecture, three-hour lab. A minimum grade of C is required for BI majors. Prerequisites: BI 221S-222S or BI 223-224.

**BI 336 Animal Behavior (3)**

A study of the history, mechanisms, evolution, genetics and ecology of animal behavior. Includes communication, migration, foraging, habitat selection, mating systems, predator-prey and social behaviors. A minimum grade of C is required for BI majors. Prerequisites: BI 221S-222S or BI 223-224.

**BI 337 Evolution (3)**

A study of the mechanisms behind changes in the morphology and behavior of organisms throughout time. Topics include general molecular developments as well as genetic and ecological principles behind these changes. A minimum grade of C is required for BI majors. Prerequisites: BI 221S-222S; BI 113S recommended.

**BI 338 Physiology of Exercise (3)**

Examines response of various body regulation systems to exercise. Measurement of various factors affecting the response of the body to exercise. Response of body tissues to aging, trauma, inflammation, and the wound healing process. A minimum grade of C is required for BI majors. Prerequisites: BI 223-224.

**BI 339 Cell Biology (4)**

Exploration of the internal structure, compartmentalization, and mechanics of the eukaryotic cell. Study includes the dynamics of the plasma membrane, compartmentalization of the cell, the cytoskeleton, protein targeting, vesicular trafficking, and regulation of cellular processes through intracellular signaling pathways. Both the regulation and the mechanics of normal cell division are considered in addition to the role of abnormal cell division in cancer. Three-hour lecture, three hour lab. A minimum grade of C is required for BI majors. Prerequisites: BI 221S-222S, BI 223, BI 226.

**BI 340 Aquatic Biology (4)**

This course will focus on understanding lake and freshwater ecosystems, particularly those in the Hudson Valley. Topics will include origin and distribution of lakes and rivers, water chemistry, nutrient cycling, energetics of these ecosystems, and macroorganisms of freshwater systems. Environmental threats to these ecosystems will also be discussed. Three hour-lecture, three-hour lab. A minimum grade of C is required for BI majors.

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

**BI 341 Environmental Toxicology (4)**

This course provides an introduction to selected biological topics of environmental toxicology, with a major emphasis on the applied nature of this discipline. Case studies will be utilized in lecture in order to demonstrate applications of environmental toxicological research. Laboratory exercises will center on the development of critical thinking skills through the rigid use of the scientific method in devising and executing experiments. Topics include source and route of pollutants, damage process and action of pollutants, defense reactions to these compounds, and interactions with atmospheric, terrestrial, and aquatic environments. Three-hour lecture, three-hour lab. A minimum grade of C is required for BI majors. Prerequisites: BI 221S-222S; CH 221-222. Co-requisites: CH 331-332.

**BI 400 Faculty Research Experience (1-3)**

The students will have an opportunity to work with faculty on ongoing research projects that will lead to possible publication opportunities. The student will contract with the professor for the number of hours of research in which they will participate and the credit will be based on the number of hours the student and professor agree to in the contract. The students can participate directly in the Professor's research or may opt, with the permission of the professor, to pursue their own original research. A minimum grade of C is required for BI majors.

*Note:* Students can earn 1-3 credits depending on the hours agreed to in the contract. Students are allowed a maximum of 8 credits for this course. Prerequisites: BI 221S-222S, CH 221-222 plus permission of instructor.

**BI 438 Proposal Writing (1)**

In this course students will work directly with their faculty Mentors to complete their literature research and to develop their experimental design for their Senior Research project (capstone course) that will culminate in a proposal for their project. A minimum grade of C is required for BI majors.

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

**BI 441 Research Seminar (3)**

This course provides an opportunity, under faculty mentorship, for students to design and perform original biological research, and to report their research in poster and power point presentations at a public Senior Research Symposium. A minimum grade of C is required for BI majors. Prerequisite: BI 438.

**BI 458 Teaching Science (Middle Childhood) (3)**

See ED 458

**BI 468 Teaching Biology (Adolescence Education) (3)**

See ED 468

**BI 532 Biomechanics/Kinesiology (3)**

See Physical Therapy section.

**BI 533 Neuroscience (3)**

See Physical Therapy section.

**BI 538 Physiology of Exercise (3)**

See Physical Therapy section.

**BI 542 Gross Anatomy I (3)**

See Physical Therapy section.

**Business Administration Courses****BU 110 Introduction to Business (3)**

This course provides students an overview of the business world: accounting, customer services, economics, finance, international trade, information technology, management, marketing, and career opportunities.

**BU 111 Exploring Organizational Issues through Film (3)**

This course will introduce and allow for written responses and discussion about topics relating to the origins and development of societies, utilizing video presentations ranging from documentaries to fiction. Geography as a primary determinant of societal development, the effects of the Industrial Revolution, and issues in modern societal and firm organization will be discussed as they relate to students entering upon academic study and then the workplace.

**BU 112 Effective Business Communications: Writing and Speaking (3)**

See CS 112.

Prerequisite: CS 111 or CS 221. Co-requisite: EN 119 or 120.

**BU 125 International Business (3)**

An introductory course focusing on the role of multinational companies. Emphasis on the skills needed to deal with problems stemming from material and product transport, human resources, technology, finance, and cross-cultural differences.

**BU 213 Business Law I (3)**

The basic concepts of the American legal system and the Constitution are examined. Particular attention is paid to the law of contract, protection of private property, and the role of the judiciary in the functioning of American business enterprise. The functions of the courts and administrative agencies are reviewed, along with civil and criminal liabilities of corporations and managers.

**BU 233 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 387, 388, 389 Business Practicum I, II, and III** (1) (1) (1)  
Similar to a Micro Internship, the Business Administration Division offers 1 credit per 35 hours of tutoring or teaching of business topics under the supervision of business faculty. Up to 3 credits can be earned in Business Practicums, and these may substitute for the division's internship requirement. Approval of the student's academic advisor and the Director of the Business Administration Division is required.

**BU 393-394 Internship I and II** (3) (3)  
Students in the Business Administration Division must complete at least 3 credits in internships or practicums to graduate and may earn up to 6 credits. Internships are intended to provide students with experience related to their major. Internships allow students to apply what they learn in class to real world situations. Positions can be found in both corporate and non-profit institutions, and can be for pay (generally the case for corporate internships) or on a volunteer basis (sometimes the case with non-profits). A minimum of 100 hours of work experience is required to complete each course. The additional hours for BU 394 can be for the same institution as BU 393 or for a completely different one. Approval of the student's academic advisor and the Director of the Business Administration Division is required.

*Note: Interested students should contact the Director of the Business Administration Division or the Director of Career Development.*

**BU 395, 396, 397 Micro Internship I, II, and III** (1) (1) (1)  
Recognizing that some work experiences may entail less than the 100 hours required work for a regular internship, Micro Internships allow students to complete 35 hours in project-based or other relevant work experience to earn credit in smaller increments. Other than the required hours, the Micro Internship has the same requirements as the regular internship. Up to 3 credits can be earned through Micro Internships. Approval of the student's academic advisor and the Director of the Business Administration Division is required.

*Note: Interested students should contact the Director of the Business Administration Division or the Director of Career Development.*

*Note: All internships and practicums require approval of the student's academic advisor. Additionally, practicums require the approval of the Director of the Business Administration Division. For more information on these programs, speak to your academic advisor, the Director of the Business Administration Division or the Career Development Center.*

## Chemistry Courses

**CH 111S Introduction to Chemistry** (3)  
This course is designed to provide students with a solid understanding of the fundamental principles of chemistry through an integration of lecture and laboratory activities. Topics include measurement in chemistry, atomic structure, periodic table, ionic/covalent compounds, nomenclature, balancing chemical equations, calculations using chemical equations, and acid/base chemistry.

**CH 220 Chemistry for the Health Professions** (4)  
This course is recommended for pre-nursing students and is designed to prepare students for a career in nursing or related health professions. Fundamental topics of chemistry with an emphasis on their medical applications are described. Topics include measurement; atomic structure, nuclear chemistry, and the periodic table; compounds and molecular structure; states of matter; solutions, colloids, and membranes; acids, bases, pH and buffers. Three-hour lecture, three-hour lab. A minimum grade of B- is required for NR majors. Co-requisite: MA 112 or higher.

**CH 221 General Chemistry I** (4)  
An introduction to modern chemistry with a quantitative treatment of topics including measurement, electronic structure of the atom, molecular structure, chemical reactions and stoichiometry, properties of aqueous solutions, thermochemistry, and the gas laws. Three-hour lecture, three-hour lab. A minimum grade of C is required for BI majors and CH minors (B- for AT, NR majors). Co-requisite: MA 114 or higher.

**CH 222 General Chemistry II** (4)  
A continuation of CH 221. Topics include more advanced properties of solutions, reaction kinetics, equilibrium, acid-base equilibria, thermodynamics, and electrochemistry. A strong math background is recommended. Three-hour lecture, three-hour lab. A minimum grade of C is required for BI majors and CH minors. Prerequisite: CH 221.

**CH 328 Studies in Biochemistry I** (4)  
A minimum grade of C is required for CH minors. (See BI 328.)

**CH 329 Studies in Biochemistry II** (3)  
This is a continuation of CH/BI 328. Metabolism of carbohydrates and synthesis and metabolism of lipids, essential amino acids and nucleotides. A minimum grade of C is required for BI majors and CH minors. Prerequisite: BI/CH 328.

**CH 330 Analytical Chemistry** (4)  
This course will introduce students to the basic concepts of analytical chemistry and instrumentation as applied to real world problems. This course will cover the important steps of the analytical process: problem definition, analytical method, sample preparation, validation of analytical method, data collection and interpretation. Three-hour lecture, three-hour lab. A minimum grade of C is required for BI majors and CH minors. Prerequisites: CH 221-222.

**CH 331-332 Organic Chemistry I, II** (4, 4)  
This two-semester sequence is a systematic study of the fundamental principles of organic chemistry. Topics include the representative carbon compounds, functional groups, nomenclature, and stereochemistry: reaction mechanisms and synthesis of organic molecules; infrared and NMR spectroscopy; and the structures of the major biomolecules. Three-hour lecture, three-hour lab. A minimum grade of C is required for BI majors and CH minors. Prerequisites: CH 221-222.

## Communication Studies Courses

**CS 111 Dynamics of Oral Communication** (3)  
A study of the fundamental concepts of speech communication. Students are provided with opportunities to practice/ apply skills in public speaking and interpersonal areas with individual counsel and critique. For students with special needs, course requirements include attendance at speech clinic sessions. Fulfills College Speech requirement.

**CS 112 Effective Business Communications: Writing and Speaking** (3)  
Study of effective concepts in oral, written, and non-verbal communications as they relate to managerial responsibilities. Small group discussion and individual projects relate these principles to the attainment of proficiency in managerial communications. Prerequisites: EN 119 or 120 and CS 111. (See BU 112)

**CS 200 Business in Action: Communication, Marketing, Management (3)**

Students will have the opportunity to view the dynamics of business through visits to several organizations. Through assigned readings and projects, students reflect on their experiences and gain insights into the aspects of communications, marketing and management that lead to successful businesses. (Students must be able to make all field trips to obtain credit for the course.) (See MG 200)

**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, reasoning, 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. (See MK 229)

**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 (3)**

This course is an exploration into the ways in which visual images inform, educate and persuade. In attempting to understand why some visual images are remembered and some are not, students will critically evaluate visual communication in newspapers, magazines, television, film and new media.

**CS 266 Global Communication (3)**

This course explores ways in which culture shapes language, thought, and nonverbal communication in the home, school, and workplace. Applications to interpersonal communication across cultures will be explored.

**CS 300P Messages of War: Propaganda in 20th Century Conflict (3)**

This course 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 310 Social Media Marketing (3)**

This course presents the latest theories on brand building through social media environments. Students will learn to set objectives, create social media audits, use editorial calendars, write and publish social media posts, develop social media marketing plans, and track their effectiveness. Search-engine optimization and crowdsourcing will also be covered. Students will be expected to participate on different social media platforms through interactive class projects.

**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. (See MK 443)

**CS 444V Freedom of the Press (3)**

Course addresses the reporting of current events both in print and in the digital media and its impact on the decision-making of citizens, with particular attention to First-Amendment issues. Topics include journalistic ethics and excesses, censorship and prior restraint, constitutional protections and constraints, privacy, obscenity, and libel.

**CS 445 Crime, Justice, and the Media (3)**

The purpose of this course is to examine how the media portray violence and crime, influence crime policy, and impact public perceptions of crime and victimization. The course evaluates: the ways that media construct crime and criminals; the portrayal of crime and violence in television dramas and film; and media representations as cause, consequence, and cure for crime. (See CJ 445)

**CS 446 Gender Communication (3)**

This course examines the multiple ways humans communicate within and across gender lines. Its purpose is to help students understand the ways in which communication is guided by, and at the same time creates, gender roles. The course also looks at critical issues in communication for each gender--verbal, non-verbal, behavioral--in order to understand some of the similarities and differences and their effects on perception and sex-role stereotypes.

**CS 447 Communication within the Criminal Justice System (3)**

This course is designed to examine the nature and importance of communication skills within the criminal justice system. The course provides both a theoretical and practical study of the role of communication as it relates to law enforcement, interpersonal communication among criminal justice professionals, the court system, lawyers and clients, and the community. Students will develop an understanding of the impact of report writing on the investigation and prosecution of crime, as well refine communication skills needed within criminal justice contexts.

**CS 448 Broadcast Journalism for TV (3)**

This course focuses on the skills necessary to create content and produce a weekly television newscast. Students will identify stories, conduct research, practice effective interviewing techniques, and produce, report, and write copy for television news. Broadcasting will occur in a studio and in the field. Students rotate through different jobs, such as producer, director, audio engineer, camera operator, teleprompter, editor, field reporter and anchor.

**CS 449 Broadcast Journalism for TV II (3)**

A continuation of Broadcast Journalism for TV, this course provides students with the opportunity to focus semester-long on one newsroom position such as producer, director, audio engineer, camera operator, teleprompter, editor, field reporter and news anchor. Participants also analyze and critique selected works produced by news organizations. Outside interviews, research and reporting time is required. Prerequisites: CS 448 and approval of the instructor.

**CS 450 Organizational Communication (3)**

Examines the structure, function, and communication flow of an organization. Includes discussion of theory and practice in the use of communication techniques necessary for effective leadership within and between organizations. An analysis of emerging issues and trends in business today will be incorporated.

**CS 451 Communication Change in Organizations (3)**

The course will focus on the process of change and how that process affects organizations and those who lead them. The course will explore resistance to change, change models, leadership challenges in facilitating change, the role of both the leader and the follower in the change process, and how to identify future trends.

**CS 455, 456 Journalism Practicum (1) (1)**

Basic course to provide working experience on a college newspaper or radio station. Students will write articles or create newscasts. Fundamentals of journalism — news and feature story formats, leads, interviewing and news ethics, editing and layout practices, advertising and distribution — are reviewed as they relate to issues under preparation.

**CS 471 Communication Research Techniques (1)**

This course will focus on the process of developing an academic research project. Students will be introduced to qualitative and quantitative methods of research. They will also work on a literature review and research proposal, as they prepare for their senior project. Prerequisite: CS 221, Co-requisite: CS 325

**CS 472 Communication Research Seminar (3)**

Aimed at online students in our CASE program, this course is the culmination of the Bachelor of Arts program in Communication Studies. Students will be expected to demonstrate significant competence in the field of communication studies by preparing, presenting and submitting a research project on a topic of their own which has been approved by the Communication Studies Faculty.

**CS 473 Senior Research in Communication Studies (2)**

This course serves as a capstone for the B.A. in Communication Studies for Day/Evening students. Students are expected to conduct, and complete, an appropriate senior-level research project in the field of communications based on the track they chose within the program.

**CS 491 Internship in Communication Studies (1,2,3)**

Communication Studies majors are encouraged to complete a semester-long internship which is designed to enhance understanding of Communication Studies through practical experience. Students will usually participate in an internship during their junior or senior years. (Credit given on a Pass/Fail basis.)

## Computer Information Systems Courses

### *One-Credit Courses:*

#### **IX 120 MS Word (1)**

This course covers the basics through some advanced features of MS Word. It covers the topics needed to create professional documents including headings, formatting, tables, headers, footers, cover pages, table of contents, compound documents, graphics, and more.

#### **IX 130 MS PowerPoint (1)**

This course covers the basics and some of the more advanced features of MS PowerPoint, an industry standard for presentation software. Topics include navigation, entering and formatting text, adding graphics and photos, adding audio and narration, creating slide transitions and animations, using master slides, and presenting shows.

#### **IX 140 Introduction to the Internet (1)**

This course covers the origins of the Internet, how the technology has grown, how the Internet is managed, Domain Name Service, Internet applications, web 1.0 and 2.0 applications, e-commerce, how video and music services work. Students will create their own websites.

#### **IX 150 Office Tech (1)**

There are many technologies used in business to improve office productivity. Topics vary by semester. For instance, the course could focus on Visio, which permits users to develop organizational and flow charts to help manage office work flow.

#### **IX 160 Project Management Tech (1)**

This course covers the basics through some advanced features of Project Management including creating goals, tasks, assigning people and equipment to tasks, and creating schedules, dependencies and reports.

#### **IX 170 Publishing Tech (1)**

Using Microsoft Publisher or other technology, students will learn how to create, personalize, and share a wide range of professional-quality publications; swap pictures with a simple drag and drop; add pictures directly from online albums; and use special effects to make publications stand out.

#### **IX 180 Communications Tech (1)**

This course will focus on MS Teams, Zoom and/or other communications and conferencing software that improve businesses' ability to communicate among employees and with customers.

#### **IX 190 MS Excel (1)**

This course covers the basics through some advanced features of MS Excel, including navigation, formatting, formulas, tabs, importing and exporting data, charting and many other professional functions.

### *Three-Credit Courses:*

#### **IX 200 Computer-Based Systems (3)**

An overview of computers and technology applications. Includes overview of PC technology, Internet technology, operating systems, applications, I/O, USB, video systems and computer viruses.

#### **IX 220 Cyber Security (3)**

This course presents an overview of various aspects of business security. Topics range from computer networks, networks security, network account security, building security, copy write security, fire and physical security. Prerequisite: IX 200.

#### **IX 222 Computer Forensics (3)**

This course will study classifications of crimes and levels of law

enforcement. Then we will consider what types of investigations are based on computer forensics. We will study various physical devices and virtual devices that data can be recovered from. We will look at ways people try to hide data and their identities.

#### **IX 223 Science of Robotics (3)**

This course will study what is a robot and how they have been added to our lives. Next we will study types of robots and the advantages of using them. For on campus courses, we will use robot kits to build and program basic robots. For online courses, we will do research on the new developments in robotics and where the newest technology is driving the industry.

#### **IX 224V Artificial Intelligence (3)**

This course is the study of intelligence in both man and machines. This course will examine economic, social, and philosophical factors as they relate to the development and use of artificial intelligence in our society. Also to be considered are certain in-depth applications of artificial intelligence in such areas as medicine, management, and general production, with an emphasis on the ramifications that these applications will have upon the worker.

#### **IX 226 Digital Design (3)**

Topics include digital design, digital imaging technology, image capture, digital cameras, scanning and digital workflow. Typical software used is Adobe Photoshop.

#### **IX 230 PC Applications for Managers (3)**

This course gives intermediate coverage of Office applications and how they work together. Students will review features of word processing, spreadsheets and presentation applications. We will look at and compare the Microsoft and Google office suites since they are the top two office applications in use today. Prerequisites: IX 200.

#### **IX 240 Programming I (3)**

This course covers basic to mid-level programming topics. It provides the students with a good understanding of how software is designed, developed and tested. Topics include the software development environment, functions, variables, IF statements, forms, input/output, loops, structures and class objects. Prerequisite: IX 200.

#### **IX 250 Principles of Systems and Technology (3)**

This course provides an overview of various types of business enterprises and how business data flows through a company. Students evaluate management reports produced at multiple levels of an organization. This course will show how various departments can share data to create efficient business work flows. Students will study different types of Enterprise Management Systems (ERPs). (See MG 250)

#### **IX 264 Help Desk Management (3)**

Every business will have some type of help desk for its employees and its customers. This course will review all aspects of operating an effective Computer Help Desk. Elements of planning, budgeting, staffing, implementing, tracking, upgrading, marketing, automating, measuring performance, and improving the facilities where computer usage is critical for job productivity are included. Prerequisite: IX 200. (See MG 264)

#### **IX 300 Technology Hardware (3)**

A CompTIA A+ Certification will greatly improve employment opportunities. All CIS majors are encouraged to complete the A+ certification before graduation. This course will help the student prepare for and pass the certification test. This course will cover desktop and laptop computers, Motherboards, processors, memory, power supplies, hard drives, I/O devices, networks, mobile devices, Cloud computing, Windows Operating system, troubleshooting, security

issues and Mac and Linux operating systems. Prerequisites: IX 200.

### **IX 310 Network Technology (3)**

This course will cover the topics for the CompTIA Network + certification and will help the student prepare for and pass the certification test. This course will cover an Introduction to Networking, Network Infrastructure, Network Addressing, Network Protocols and Routing, Cabling, Wireless Networks, Virtualization and Cloud Computing, Security and Design, Network Performance and Recovery and Wide Area Networks. Prerequisite: IX 200.

### **IX 320 Business Data Communications (3)**

This course bridges the gap between the business goals of the organization and the technology requirements needed to meet these goals. Topics include TCP/IP-client/server, Intranet and Cloud Computing-LAN/WAN technologies-computer and network security techniques-Windows Server Technology. Prerequisite: IX 200.

### **IX 330 Windows Server Management (3)**

This course is based on the Microsoft server certification test. Students will learn server hardware, installation of the operating systems, configuration, DHCP, DNS, Active Directory, user accounts, computer accounts, security policies. Prerequisite: IX 300. (See MG 360)

### **IX 340 Intermediate Programming (3)**

This course extends what was covered in IX 240. The students will learn more programming methods such as multiple page applications, classes, inheritance, object orientated designs, and basic connections to an Access database. Prerequisite: IX 240.

### **IX 350 Mobile App Development (3)**

This course covers the fundamentals of mobile application design. It covers an investigation of iOS and Android mobile operating systems. We will investigate how applications are created in this environment. Finally, students will create their own mobile applications. Prerequisite: IX 240.

### **IX 360 Programming for the Internet (3)**

This course covers the technology of the Internet, local networks, web servers, firewalls, three tier websites, server farms, web browsers, certificates, Internet security, viruses, and hacking. The class will cover programming of websites and publishing them on a classroom server. Prerequisite: IX 200.

### **IX 370 Advanced Programming (3)**

In this course, we will study three tier applications. We will build a three-tier application that will include a webpage user interface, a second tier for data processing and the third tier to connect to a database. Prerequisite: IX 340.

### **IX 380 Database Organization and Systems (3)**

This course will provide an overview of databases from PC-based to corporate-level databases. It will connect types of organizations to matching database designs and requirements. Next it will use Microsoft Access to take a request for a database application to a database design including the tables, queries, and forms reports and some automation coding with MS Visual Basic. Prerequisite: IX 200. (See MG 456).

### **IX 400 Game Programming (3)**

This course will review the video game market, the major developers and the main platforms (game engines). We will consider basic game design and development platforms. Finally, students will write code to create a basic game. Prerequisite: IX 340.

### **IX 410 Transact SQL Programming (3)**

An introduction to programming using the "Transact SQL" programming language. We will use Transact SQL to create SQL functions, creating tables, data management, selecting data, viewing data, analyzing data and stored procedures. Prerequisite: IX 380.

### **IX 454 Quantitative Analysis for Business Decisions (3)**

See MG 454

### **IX 490 Applied Software Development (3)**

This course will result in a capstone applied systems development project for both on-campus and online students. On-campus students will use projects teamwork. Classroom presentations will be made at the end of the semester. Online students will create a project that they can complete in an 8-week session. Database projects are recommended. Prerequisites: IX 240 and IX 380.

## **Criminal Justice Courses**

### **CJ 113 Introduction to Criminal Justice (3)**

This introductory course provides students with a basic understanding of the criminal justice fields. Students will be exposed to the three key components of the criminal justice system: cops, courts and corrections, and will examine the 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 enforcement and other security forces. Additionally, the need to balance the safety and security of citizens with the threats to civil liberties posed by increases in the exercise and scope of governmental authority will be examined. The Patriot Act, the "War on Terrorism," the threats from weapons of mass destruction, and ideas that might lessen our vulnerability in the future will be explored. Prerequisites: CJ 113 and SO 111.

### **CJ 244 Gender and Justice (3)**

This course studies and evaluates the treatment of women and men in the criminal justice system. Additionally, it examines the diversity of crime and victimization experiences among men and women, the conditions under which crimes are committed and enforced, the relationship of gendered experiences to issues of social inequality, and the alternatives that can be made available using a social justice framework. This course also provides a comprehensive overview of the experiences of women and men working in the three primary areas of the criminal justice system (cops, courts, and corrections). Prerequisites: CJ 113 and SO 111. (See SO/SW 244)

### **CJ 245 FBI: Past and Present (3)**

This course examines the Federal Bureau of Investigation's mission in the world today. Students learn about the FBI's efforts to address the threat of terrorism both nationally and globally, as well as its efforts to continue to be on the forefront of combating crime that falls within its jurisdiction. This course also explores how the FBI was first created as a minor division of the Department of Justice in 1908 but grew steadily over the next 100 years to become a premier law enforcement agency. Students gain insight into how the FBI expanded its responsibility and jurisdiction over the years as Congress enacted laws that increasingly regulated political, economic and personal activities. Prerequisites: CJ 113 and SO 111.

### **CJ 250 Courts and the Judicial Process (3)**

An introduction to the role and function of the American court system, examining the history of the judicial system and exploring current issues facing it. Students will be able to identify New York and New Jersey State Courts and Federal Courts; the duties and responsibilities of the County Judge, the District Court Judge, the U.S. Attorney, the County Attorney, the Clerk Magistrate, and the Federal Court and Appellate Court Judges; identify the steps of a case through the system and describe the parts of a trial; and define and ascertain the purpose of pretrial procedures and jury and bench trials. Additionally, students review court decisions and conduct observations in our local system. Prerequisites: CJ 113 and SO 111.

### **CJ 260 Victimology (3)**

Criminal Justice professionals, regardless of their specific role, will always come in contact with victims of crime. This course provides an introductory examination of criminal victimization in the United States via an overview of current theory, research, and trends within the context of specific victimization types. In addition, this course examines specific crime types, the role of victims in the criminal process, problems of adjustment to victimization, the complexities of victim-offender relationships, violence and victimization, issues of

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

Prerequisites: CJ 113 and SO 111.

### **CJ 272 Introduction to Applied Statistics in Criminal Justice (3)**

This course provides an introduction to statistical concepts and methods used by social scientists to analyze quantitative data. Basic statistical concepts and methods are presented in a manner that emphasizes the understanding of theory and data analysis. This course strongly centers on how statistics is commonly used in the real world. Students learn how to use SPSS to carry out statistical computations utilizing real world data. They also learn how to build databases, code data, interpret SPSS statistical outputs and write summaries describing the findings.

Prerequisites: CJ 113 and SO 111.

### **CJ 301 Domestic Violence and the Law (3)**

This course examines the criminal problem of domestic violence throughout history as well as present day cultural and legal tolerance for the perpetrator's behavior. Topics pertaining to the commission, restraint and legal treatment of domestic violence are explored. Upon completion, students will understand the shifting attitudes and norms relating to domestic violence, the social institutions and movements which have developed to address it, the effects on the victim and their families (including "battered woman syndrome"), and the current efforts to address domestic violence in the criminal justice and family court systems.

Prerequisites: CJ 113 and SO 111.

### **CJ 320 Probation and Parole (3)**

This course examines probation, parole, and other alternatives to incarceration in theory and practice. Topics include the history of corrections in America and its relationship to the current prison overcrowding crisis, as well as various contemporary programs such as: probation (traditional and intensive); parole; and early release programs, including halfway houses, community service, and electronic monitoring. In addition, offender needs and risks, inmate re-entry issues and solutions, and theories of crime and rehabilitation are explored. Prerequisites: CJ 113 and SO 111.

### **CJ 325 Criminal Justice in Film (3)**

Crime films reflect society's impressions about the nature and extent of crime and victimization and the strengths, weaknesses, and overall functionality of the Criminal Justice System. This course utilizes film as a medium to communicate ideas concerning crime, victimization, and the Criminal Justice System by examining how victims, perpetrators, and witnesses are depicted in movies. In addition, this course examines how film represents, distorts, and/or filters crime and justice issues and the agents and agencies of the Criminal Justice System. Prerequisites: CJ 113 and SO 111.

### **CJ 329 Mental Health Law (3)**

This course discusses current law as it applies to those with mental illness. It examines a variety of topics related to mentally disabled persons as participants in or subjects of legal proceedings: among other topics, legal issues related to competency, involuntary confinement, and relationships between individual rights and competing societal rights are explored. The course culminates in a review of new trends in mental health law such as drug courts and mental health courts. Prerequisites: CJ 113 and SO 111.

### **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 372 Research Methods in Criminal Justice (3)**

This course is an introduction to basic research methods in the field of criminal justice. Students will be exposed to a variety of topics including, but not limited to, the principles of research design, methods of data collection, survey development, and techniques of data analysis. The course will also focus on understanding, evaluating, and interpreting both qualitative and quantitative data. The main goal of the course is to help students understand the fundamentals of criminal justice research and to provide students with the appropriate scientific tools that will help them in their careers as practitioners, researchers, or academics.

Prerequisites: CJ 113 and SO 111.

### **CJ 400 Professional Ethics in Criminal Justice (3)**

This course is an exploration of professionalism and decision-making in criminal justice through the lens of ethics, professional codes of conduct, and leadership in organizations. Through the use of case studies, students develop an awareness and understanding of ethical dilemmas faced in the police service, the judiciary, and the correctional system and the checks and balances established to preserve the integrity of the criminal justice system. With this foundation, the students will examine their own decision making process and apply this to current problems and issues facing criminal justice professionals.

Prerequisites: CJ 113, CJ 226, CJ 227, CJ 230 and SO 111.

### **CJ 445 Crime, Justice, and the Media (3)**

See CS 445

### **CJ 450 Advanced Topics in Criminal Justice (3)**

This course will undertake a semester-long study of a single, Instructor-selected topic or closely related set of topics in criminal justice. Topics may vary from year to year. Research and discussions build on knowledge gained from prior study and may focus on such themes as, for example, multidisciplinary alternatives to incarceration, race and class in the criminal justice system, and ethical dimensions of legal processes. The course spans relevant social science, legal, and critical literature. Students will complete a research project on an aspect of the topic being addressed in the course. Prerequisite: Permission of course instructor and program coordinator.

### **CJ 471 Criminal Justice Internship (3)**

Criminal Justice majors are required to complete a semester-long internship which is designed to enhance their understanding of the criminal justice field through practice-oriented experience. Students will generally undertake an internship in their junior or senior year. Prerequisite: Permission of course instructor and program coordinator.

### **CJ 472 Capstone Seminar (3)**

This course is the culmination of the Bachelor of Arts program in Criminal Justice. Students will be expected to demonstrate significant competence in the field of criminal justice by preparing, presenting and submitting a research project on a self-selected, instructor-approved topic central to the field.

Prerequisites: CJ 113, CJ 226, CJ 227, CJ 230, CJ 372 and SO 111.

## **Chinese Courses**

### **CH 101 Introduction to Chinese Language (3)**

This course is designed to enable students with no prior background in Chinese to attain novice-mid level proficiency in the target language of Mandarin Chinese. Students will gain a solid foundation in the pronunciation of the spoken language as well as in the character reading and writing. By the end of this course, students will be able to engage in basic communication regarding the topics of greetings, family, dates and time, and hobbies. Students will also be able to recognize and write from memory close to 200 characters, simplified version.

## Dance Courses

### DA 101 Modern Dance (3)

This course will explore why and how dance is a vital participant in cultural practices around the world. The students will examine how dance is inherently a reflection of the culture it represents. A wide overview of dance will be covered, from its origins in India, to its inclusion in the rituals of Bali, the Noh and Kabuki theatrical traditions of Japan, dances of the tribes of Africa, the rites of passage in Aboriginal Australian dances, and the rituals of Native American tribes. The class will review examples of related art forms in visual arts, music, and drama.

### DA 221 Modern Dance Technique (3)

An introduction to modern dance as an art form through study of its history, major practitioners, and varied styles; studio experience and practice of dance techniques and combinations of movement.

### DA 222 Modern Dance Improvisation & Composition (3)

Introduction to the art of choreography, or the creating of dances. Study of choreographic principles through lecture, demonstration, film, and discussion; studio experience in movement combination, improvisation, and composition. No prerequisite, but Modern Dance (see above) recommended for beginners.

### DA 224 Dance Movements of Unique Cultures (3)

This course exposes the students to the varied forms of African, Urban, Latin, and Caribbean dance. The students will have the opportunity to not only perform, but learn and execute the different styles of interpretative dance through movement. Each week or over a two week period, one aspect of the varied style will be taught and rehearsed in order to perform a culminating dance performance for the college community. Experience with dance technique is recommended, but not required.

### DA 225 Jazz/Tap I (3)

This course introduces the students to the world of Jazz and Tap. The dancers will have the opportunity to learn and perform simple jazz and tap movements through performance means. One-half the semester will be devoted to Jazz, and the remaining of the semester will be devoted to Tap. The students will have the opportunity to not only perform, but learn and execute the different styles of interpretative dance through movement. A culminating dance performance will result as a performance based assessment. Experience with Jazz & Tap is recommended, but not required. *Jazz and Tap shoes are required.*

### DA 226 Ballet I (3)

This course introduces the students to the world of Ballet. The dancers will have the opportunity to learn and perform simple ballet movements through performance means. The students will have the opportunity to not only perform, but learn and execute the different styles of ballet. Classical and Modern Ballet will be introduced and executed. A traditional style of ballet will be taught as well as a type of ballet from the twenty-first century. A culminating dance performance will result as a performance based assessment.

Experience with ballet is recommended, but not required. *Ballet shoes and proper attire required.*

### DA 229 Creative Movement for the Elementary Child (3)

Methods of teaching creative movement to elementary school children and of using it in connection with the teaching of standard subjects. Discussion of what creative movement is, how it has been integrated into school curricula, how it is employed to promote personal and educational development in the child, and how it can be effectively integrated into classroom plans.

### DA 250 Dance Films: Social & Historical Perspectives (3)

An overview of dance films from the 1930's to the present. Films to be studied may include *Swing Time*, *Singin' in the Rain*, *West Side Story*, *Saturday Night Fever*, and *Dirty Dancing*. Discussion of the stars' contributions to dance history, the historical and social impact of the films, the techniques of dance and cinematography used, and the social issues explored in the films will follow each screening. (See FI 250)

## Earth Sciences Courses

### ES 111S Elements of Earth Science (3)

Considers the earth, its materials, processes, history, and environment in space on an introductory and lab-oriented level.

### ES 112S Climate Science and Action (3)

A study of the scientific evidence of climate change with examination of causes and potential responses. A discussion of global societal impacts of climate change will lead to the implementation of student-led projects to educate society, and work to mitigate the effects and/or slow the pace of climate change.

## Economics Courses

### EC 211 Macroeconomics (3)

An introduction to the structure and methods of the American economic system; basic concepts of national income, employment, economic growth and fluctuations, money and banking, and distribution of wealth and income; examines current economic problems. Prerequisite: AC 111.

### EC 212 Microeconomics (3)

An introduction to the foundations of economic analysis, including the following topics: factors of production, profit, supply and demand, opportunity cost, costs and allocation of resources, pricing, market structure, business monopoly and competition, role of government. Prerequisite: EC 211.

### EC 321 Intermediate Macroeconomics (3)

This course will cover current ideas in Economics, including fluctuations, unemployment, government intervention, interest rates, and new classical as well as Keynesian and classical theories. The intent will be to present the range of current ideas on stabilizing the economy. Prerequisite: EC 211.

### EC 322 Intermediate Microeconomics (3)

An analysis of how prices are determined and resources distributed by the market. The course will look at, among other things, government intervention and corporate monopoly power and the proper allocation of resources in consumer society. Prerequisite: EC 212.

### EC 331 Money and Banking (3)

This course explores the nature of money and the institutions that create, control, and use it. The policies and practices of the Federal Reserve and other central banks are discussed in terms of monetary

theory and their impact on society. Prerequisite: EC 212.

**EC 338V Wealth and Poverty: Contemporary Economic Issues (3)**

A review and evaluation of the bases for wealth creation in society, along with the problems of poverty. The course will provide an historical overview of the sources of societal wealth and the presence of poverty. It will consider some of the value systems underlying different views as to how economic society should be organized. Each student will prepare and present to the class a paper on a currently relevant societal issue relating to wealth creation or poverty reduction.

**EC 340VG Global Economic Issues (3)**

An investigation into the causes of and possible solutions to current economic problems. The issues to be discussed in a given semester will be based on their currency, their import, and the degree to which they are economic in nature. Topics may include the effects of globalization on different societies; the alleviation of famine and disease; technology transfer, economic integration, and economic growth; income distribution and redistribution; unemployment, immigration, and population growth; illegal drugs, terrorism, and civil unrest.

**EC 435 World Economics (3)**

This course will describe how international economics and finance differ from traditional macroeconomics, microeconomics, and finance. It will highlight the benefits of specialization and trade (both absolute and comparative advantage), the operations of the foreign exchange markets, open and closed economies, alternative economic systems and transitional economies. Current trends and events in international economics and finance will be explored by students utilizing Power Point presentations.

**EC 442 Urban Economics (3)**

An analysis of the economics of urban and suburban social structures and how they change over time. Questions of state and local taxation and spending, interaction with the federal government, economic growth, and the impact of regional development will be considered. Prerequisite: EC 212.

**EC 443 Public Finance (3)**

Financing and budgeting activities in the public sector are examined. Topics include types and principles of taxation, cost-benefit analysis, government institutions, fund accounting, and budget processes. Current issues, such as Social Security and Medicare, the effects of demographic shifts, health care financing, and the impact of tax and spending patterns on overall economic activity are discussed. Prerequisite: EC 212.

**EC 445 American Economic Development (3)**

An overview of the development of the American economy in the twentieth century, including both economic and political considerations. Prerequisite: EC 212.

## English Courses

**EN 108 Fundamentals of Reading and Writing (4)**

This course is designed to prepare students for the reading, writing and critical thinking assignments they will encounter throughout their academic careers. The lab component allows structured time for practicing the writing techniques learned in class. Additionally,

writing tutors will work individually and in small groups with students.

*In order to proceed in the Writing Sequence, students must earn a C- or higher.*

*Students who earn a B or higher proceed directly into EN 120.*

*Students who earn grades between a C- and B- must take EN 119.*

*A student is subject to dismissal from the College if he or she fails to achieve the required minimum grade in EN 108 within two attempts.*

**EN 119 College Writing with Support Lab (4)**

This writing lab course is designed to assist with students' baccalaureate-level reading and writing. Focus is on the essay form --formulating theses; adopting appropriate rhetorical patterns; structuring a series of related, supporting paragraphs; integrating secondary sources to enhance the writer's authority. The lab will allow structured time for practicing the reading and writing techniques examined in the lecture section of the course..

*In order to proceed in the Writing Sequence, students must successfully pass EN 119.*

*A student is subject to dismissal from the College if he or she fails three times to achieve the required minimum grade in EN 119.*

**EN 120 College Composition: Writing and Research (3)**

This course concentrates on principles of clear, correct, and effective writing. A strong emphasis is on composing and organizing essays that support and develop ideas. Main topics include: formulating theses; adopting appropriate rhetorical patterns; interpreting and integrating secondary source materials. Assignments also develop critical thinking skills applied in reading and writing assignments. A short researched essay completes the course.

*Students must earn a C- or higher to progress to EN 123.*

*A student is subject to dismissal from the College if he or she fails three times to achieve the required minimum grade in EN 120.*

*Students may not use the CLEP exam in lieu of EN 120.*

**EN 123 Writing About Literature (3)**

This writing course reinforces critical thinking skills, essay development strategies, and develops research skills. Each section of the course highlights a particular theme, with readings in fiction, poetry, and drama. The readings and essays are designed to amplify the development of students' skills in the following: relating meaning to structure, formulating interpretations based on specific elements in the text, and appreciating diverse opinions shown by peers. A special emphasis is on locating, reading, and using secondary sources. A research paper based upon a course text, integrating multiple sources, completes the course.

*All students must earn a C- or higher. A student is subject to dismissal from the College if he or she fails three times to achieve the required minimum grade in EN 123.*

*A.P. exams, dual enrollment high school courses, and CLEP exams cannot be used in fulfillment of the EN 123 requirement.*

**EN 114 Writing the Research Paper (1)**

This course focuses primarily on the strategies and skills needed to write the college research paper. Topics include evaluating sources, incorporating sources, summarizing, paraphrasing and formatting in MLA and APA.

**EN 115 Enhanced Writing (3)**

A course designed to enhance the student's mastery of skills appropriate for all written communications, with attention to specific strategies appropriate for various disciplines and professions. Reserved for students who have completed EN 123 (or the equivalent for transfer students).

*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 or Topic (1)**

Each of these 1-credit courses focuses on a single author's life and particular works that represent the contribution of writers to their own eras. Courses may also explore how their works of literature illuminate universal explorations of the ways individuals and/or communities critique and adapt to their worlds through fiction, poetry drama, or non-fiction. Co-requisite: EN 123.

**EN 220 Literary Studies (3)**

As the foundation to the discipline, this course builds upon student's ability to read and discuss literary texts from ancient to contemporary and to express their interpretations orally and in writing. In addition to literary history, students will be introduced to close readings of texts and to other techniques of literary criticism. Papers incorporating textual reference and critical scholarly sources is the other key component of the class.

Prerequisite: EN 123, with a minimum grade of C.

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

Co-requisite EN 123. See RS 221CG.

**EN 223P The American Dream I: 1620–1865 (3)**

Beginning with Native American stories and poems and the writings of the European colonists, the course traces the various cultural threads that, along with their accompanying political and religious ideologies, led to the establishment of American literature and consciousness. The course also explores the inevitable social conflicts that followed. Readings cover American romanticism, slave narratives, poetry from Bradstreet to Whitman. Co-requisite: EN 123.

**EN 224P The American Dream II: 1865 – Present (3)**

Emphasis is on a range of writers from different racial/ethnic/social backgrounds. Attention will be paid to the social issues that inform the ideas of these writers, including the impact of technology, urbanization, war, and gender-role changes. The course readings cover modern and post-modern eras across genres; works vary by semester offered. Co-requisite: EN 123.

**EN 225C Classical Literature: Balancing Duty and Desire (3)**

Our course theme, balancing duty and desire, is timeless and applies to people across cultures. Our overriding focal points will be on the delineation of communal and individual experiences (duty/desire) and the representation (*mimesis*) of the ways of life that affirm the dignity of the human spirit. By surveying various genres that developed in the ancient world, we will trace the varied life lessons that preoccupied the organizers of civilizations: attaining and bestowing honor, recognition of deities, handling extreme emotions and ambitions, and the meaning of life and death within each culture. Co-requisite: EN 123.

**EN 226V Masks and Morals: Values in World Literature (3)**

A study of the role of morals, identity, and deception in European literature from the 18th century to the present. The course examines the way that individuals define and represent themselves in relation to their society and what happens when an individual's sense

of what is right conflicts with the beliefs of others or the policies of the state. As students read works of literature in which individuals confront ethical dilemmas, they will consider what similar dilemmas we face in our contemporary world. Readings include works by Voltaire, Flaubert, Dostoevsky, and Ibsen. Co-requisite: EN 123.

**EN 227 Folklore in American Culture**

A multi-disciplinary and multicultural investigation of expression through a close look at how people live today and how people's morality is defined and reflected in common everyday stories and practices. This course investigates the value system inherent within a specific folk group and examines how that group arrives at establishing morality through the use of lore. Topics will include (but are not limited to) urban legends, occupational folklore, performance, and food ways. Prerequisite: EN 123 or instructor's permission.

**EN 228 Irish Literature (3)**

A survey of Irish literature and its historical context. Emphasis on the intersection of literature, culture, and religion. Examination of Ireland's political evolution, its nationalism, and the movement toward independence as these inform the writings of the society. Prerequisite: EN 123.

**EN 230 Crime in Fiction (3)**

The subject of crime has existed in literature and folklore since ancient times, both as an element of plot and as a part of a thematic or moral agenda. This course will center upon selected readings from different eras and upon different aspects of crime and the criminal imagination, including 18th-century Gothic romances, 19th-century literature focusing on psychological motivations (e.g., the works of Poe and Dostoevsky), and 20th-century fictionalized accounts of real crimes. Prerequisite: EN 123.

**EN 231 British Literature I: Beowulf- Enlightenment (3)**

This class covers the literature of several periods that span over a thousand years and countless language shifts and changes. Starting with Beowulf and other Anglo Saxon writers, we will continue through Chaucer and the Pearl-poet's era, into Shakespeare and Milton's works, and end with writers of the Enlightenment, like Swift and Pope. These periods are often grouped together because they express the origins of English language and culture. Though we will read most things in translation, there will be time spent on the changing language and styles in order to enrich our understanding of these treasures of literature. Prerequisite: EN 123.

**EN 232 British Literature II 1798-Present (3)**

This course is framed by several factors: multiple wars, international movements in social thought and the arts, and the rise of technology. Starting with Romantic poetry's idealistic belief in the individual in connection to nature, we move to a Victorian pessimism about society and inequality that emerged through novels, poetry, non-fiction, and drama. The course then examines Modernism's horror over WWI and postmodern works that emphasize individuals struggling in isolation. Prerequisite: EN 123.

**EN 260 Survey of African-American Literature (3)**

This course traces the evolution of African-American literature from slave times to the present. Beginning with African folktales and poems as background, the readings turn to the poetry of Wheatley and others; slave narratives; developments in poetry and fiction during the early Jim Crow era, and the parallel developments of blues and jazz; the Harlem renaissance; the Civil Rights era; and contemporary voices in all genres. Prerequisite: EN 123.

**EN 325 American Jazz Age: Generations Lost & Found (3)**

After WWI, American literature and culture enjoyed its first

intercultural era, as jazz became an international phenomenon and writers from Harlem and Greenwich Village mingled and shared influence. Our readings include Harlem Renaissance writers, like Hughes, McKay, 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 123.

### **EN 327 Science Fiction, Fantasy & Horror (3)**

This course will explore the speculative fiction genres of literature – science fiction, fantasy, and horror – using stories and novels from the inception of the various fields to the present. We will focus on the various tropes, such as magic; good vs evil; space and time travel; the supernatural; and many others. This course will satisfy the genre requirement in the English major. Prerequisite: EN 123

### **EN 330 Chaucer (3)**

A study of *The Canterbury Tales* in Middle English in the context of medieval culture, but also in relation to the modern reader. Emphasis is placed on Chaucer's language, poetic technique, use of various genres, and his contribution to western thought and literature. Prerequisite: EN 123.

### **EN 331M Metaphorical Journeys: Literature of the Middle Ages (3)**

An introduction to the epic, focusing on that genre's primary motif: a journey away from home, a descent into a literal or figurative underworld, and a return home or establishment of a new homeland. Texts range from classical to modern works. Special emphasis is placed upon medieval literature in translation. Co-requisite: EN 123.

### **EN 332M The Age of Exploration (3)**

The spirit of exploration in Renaissance England as reflected in literature, with reference to 21st-century experience; accounts of Renaissance voyages to the New World in the context of other types of exploration — images of utopias, of superhuman heroism, of new power acquired through magic and science, etc. Readings range from Ovid to 20th-century science fiction, with emphasis on works by More, Shakespeare, Marlowe, Bacon. Co-requisite: EN 123.

### **EN 333P Literature in the Age of Enlightenment (3)**

This course examines the literature of the Enlightenment and its effect on the shaping of the modern mind. Students will study the emergence of modern ideas of 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 123.

### **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 123.

### **EN 335 Modern British Literature: Repression & Rebellion (3)**

A study of major British writers of the 20th century who reflect upon the confrontation between the waning Empire's legacy of conformity and restraint and the modern spirit of rebellion. Literature includes poetry, drama, works of fiction by major writers of the era. Co-requisite: EN 123.

### **EN 336V Battle Pieces: Conflict and Commitment in Modern American Literature (3)**

Perspectives on war in modern American literature. We study the moral, psychological, and ideological implications of war and war-like confrontations in modern American society. Readings include primary materials (letters, diaries, essays) poetry, novels, from WWI forward. Representations of Americans attitudes towards war and the U.S. as a global leader emerge through film, song, and dramatic works. Co-requisite: EN 123.

### **EN 337P Literary Realism: The Trend Toward Social Inquiry (3)**

A study of selected writers of 19th-century Western Europe, exploring the influence of social issues and cultural implications on literary context and form, with emphasis on the effort toward objective representation and the preoccupation with social problems.

### **EN 338M 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 123.

### **EN 339M Medieval Women Writers: Domestic and Peaceful Contributions (3)**

Women have played an important role in medieval intellectual life that until recently was largely overlooked. Although the canon has been slow to recognize the contributions of women writers, their voices have captivated the scholarly and non-scholarly world. This class seeks to examine the sacred and secular voices of medieval women and how they helped shape their world, and how their reemergence can be used to help shape ours. Co-requisite: EN 123. (See RS 339M)

### **EN 340 Studies in Individual Authors (3)**

The purpose of this course is to delve deeply into several works by individual authors, rather than trace a theme or literary history. The usual concerns of social context and various critical approaches will enrich the close readings of the texts. The authors studied will vary by semester, and will represent a variety of literary periods, genders, nationalities, and genres.

### **EN 341 Literature in Translation (3)**

Great literary works from all over the world should be appreciated without the impediment of a language barrier. As most great works are accessible in translation, we provide our students with a variety of authors from areas such as Europe and Latin America. Each semester the focus might shift from one major writer to a survey of a particular period, according to need. Prerequisite: EN 123.

### **EN 342 Voices of Authority: The Life and Times of Joan of Arc (3)**

The life and significance of Joan of Arc, with reference to important medieval and current-day issues involving beliefs about individual rights and responsibilities, religious authority and mysticism, relationships of church and state, and power across social class lines. Particular emphasis on the role of gender in medieval times. Prerequisite: EN 123.

### **EN 350 Studies in the Novel (3)**

The novel is a literary form that is constantly making and remaking itself. This course surveys the novel's historical development and examines critical approaches to the form. Readings will span different historical periods and cultures, and will focus on certain elements of

the novel's development, such as its formal innovations or its thematic concerns. Prerequisite: EN 123.

### **EN 352 Studies in Tragedy (3)**

We now use the word "tragedy" rather carelessly: anything bad that happens is tragic. In ancient times, tragedies were performed at festivals, evoking the sense that humans suffer in particular ways, emphasizing how often our own humanity – our own flawed existence – brings 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 123.

### **EN 353 Studies in Drama (3)**

Drama as a form has dominated high and popular culture across millennia, for religious purposes as well as a means to 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 123.

### **EN 355 Philosophy in Literature (3)**

See PH 355.

### **EN 359 Literature and Film (3)**

See FI 359.

### **EN 442VG Women Come of Age (3)**

Texts focus on issues of women around the world and how many patriarchal societies place limitations on them. We also trace the struggle for gender equality shown in the literature. Our readings sample a variety of women writers in the Americas, Europe, Africa and Asia, ca. 1840 to the present. Works center around unifying aspects of coming of age at various stages of life. Class sessions emphasize discussion of texts through close reading of individual passages to highlight important points. Supplemental materials and writing assignments will place those texts within their literary and cultural contexts. Co-requisite: EN 123.

### **EN 443 Culture and Conscience: Literature of the United Kingdom (3)**

A study of key works of fiction from the United Kingdom. Selected works will highlight the relationship between social environments and individual conscience. Students will explore the ways in which literature, self, and culture interconnect through analyzing representative works of the U.K. Co-requisite: EN 123.

### **EN 444V The Search for Identity: Multicultural American Fiction (3)**

The struggles and self-reflection involved in forging individual, community, and national identity are studied through a variety of texts. Looking at these issues from a multi-cultural perspective, the course combines background readings from the social sciences, popular culture, and the arts. Assigned writers work across genres and represent different eras; their works reflect the experiences of various immigrant groups, gender identities, and races. Works vary by semester. Co-requisite: EN 123.

### **EN 445–446 Shakespeare I, II (3) (3)**

Study of selected major works, with reference to the poet's life, times, and stagecraft; includes viewing and discussion of performances of plays when available. Readings in the two courses differ, but both include representative history plays, tragedies, and comedies. Each course may be taken independently of the other. Pre-requisite: EN 123.

### **EN 450 Studies in Poetry (3)**

A survey of various forms of poetry, poetic elements, figurative language, and critical approaches. Readings will span various eras and cultures. The course examines the nature of interpretation and criteria for valid readings of texts. Explicating will be done both orally and in writing. Selected poets will be studied in depth. Prerequisite: EN 123.

### **EN 452 Advanced Composition and Grammar (3)**

A detailed review and practical analysis of traditional and modern English grammar and syntax. Concepts will be applied to various short readings and student essays. Recommended for students who plan to teach, write professionally, or enter the publishing and public relations fields. Pre-requisite: EN 123.

### **EN 453 History of the English Language (3)**

The development of the English language from Anglo-Saxon to modern English. Modifications in grammar, spelling, and vocabulary illustrated by readings in the literature of each period: Biblical passages, selections from Chaucer, Renaissance, 18th-century, and modern authors. Prerequisite: EN 123.

### **EN 454 Literature for Children (3)**

Students will study the development of children's literature from its beginning to the present. Works of various genres—the oral tradition, fantasy, realistic and historical fiction, poetry, and picture books—will be examined; authors and illustrators will be included, as well as academic articles which stress the importance of literature in the development of readers. Prerequisite: EN 123.

### **EN 456 Writing Practicum (3)**

Use of writing skills in a practical setting as opportunities arise. Includes preparation and supervision by the instructor, and culminates in a written report submitted by the student at the end of the term. Prerequisite: must have completed 12 credits past EN 123 (200 level or above). English & English/Education majors only, by advisement.

### **EN 457 Young Adult Literature (3)**

A survey of literary texts appropriate for youth in English language arts at the secondary level (grades 6–12). Designed for both education majors and the enthusiast, the course will focus on interpreting young adult literature through various theoretical and cultural lenses and also on methods for choosing and teaching young adult literature in the classroom. Attention will be given to literature that reflects the interests and needs of young people growing up in diverse communities. Prerequisite: EN 123.

### **EN 458 Creative Writing (3)**

Designed as an introduction to the art of creative writing. Students will explore the basics of writing their own short fiction, poetry, and memoirs through brief, frequent exercises. Special attention given to composing, sharing, and critiquing original works. Student work may be contributed to the College literary journal. Class is open to freshmen.

### **EN 460 Creative Writing and Performance (3)**

Course focuses on the development of advanced creative works of poetry, fiction, and/or drama with a direction towards live performance. Writers will also prepare and rehearse select piece for a college-wide showcase.

Prerequisite: EN 458 or equivalent, or instructor's permission.

### **EN 461 Publishing Creative Writing (3)**

Designed to enhance and expand the skills introduced in EN 458, this course focuses on the development of more sustained and mature creative works of poetry, fiction, and/or drama. Writers also prepare

and send original manuscripts for publication in professional literary journals. Prerequisite: EN 458 or instructor's permission.

#### **EN 472 Seminar (3)**

An in-depth capstone study, in a seminar setting, of selected major themes and topical issues as they are developed in a select group of authors. Topics vary from year to year. Includes independent research projects that the student presents to the group for an open discussion and evaluation, and then at a College-wide mini-conference. Prerequisites: Student must have completed 21 credits in EN 200-level courses or above. Limited to seniors, unless approved by instructor.

#### **EN 491 Internship in English (3)**

Students majoring in English can enhance their writing and cultural competencies in businesses and non-profit organizations: in areas like the arts, journalism, local government publications, on-campus literary magazine, and libraries. Course can be taken for a grade of C or higher or on a Pass/Fail basis.

*Note: Interested students should contact the Coordinator of the English Program or the Director of Career Development.*

#### **EN 492 Teaching Practicum in English (3)**

This course is designed for seniors who have demonstrated outstanding ability in English, as indicated by a GPA of 3.2 or higher. Students will work as teaching assistants for English faculty in EN 123 courses. Students will meet with faculty independently and will attend each session of the class in which they assist. Students will participate in preparation, presentation, discussion, and evaluation of course material. Faculty invitation and permission required. Limited to one assistant per EN 123 course.

Prerequisite: Senior standing and instructor's permission.

### **Film Studies Courses**

#### **FI 101 Film Studies Interdisciplinary Survey (1)**

This course is designed to showcase and discuss films significant to cinematic history and existing interdisciplinary courses across campus offerings. Classes will feature two films per period.

#### **FI 155 Introduction to Film Studies (3)**

As a mode of communication and entertainment, film has an undeniable impact on our culture. In order to appreciate film, one must become an active viewer. This introductory course will provide the foundation for that perspective. Concepts such as editing, montage, lighting, direction, acting, production, and scoring will be introduced and discussed so that viewers can learn and appreciate the craft of film-making as both an art form and an influential mode of communication.

#### **FI 222 American Cinema (3)**

In 1988, the U.S. Library of Congress established the National Film Registry to preserve American films deemed "culturally, historically or aesthetically important." This course presents the viewing and discussion of 12 films from the NFR's cumulative list covering a 75 year time span and illustrating the major Hollywood genres. Comedy, drama, horror, mystery, musical, western and science fiction films will all be presented, as well as films representing the work of some of Hollywood's most important directors.

#### **FI 225 World Cinema (3)**

The course begins with aesthetics of visual storytelling through silent films. Students then view/research iconic films from countries in Europe, Asia, Africa, Latin America, Australia, and North America. Finally, we speculate about how and why films can promote compassion and understanding across cultures.

#### **FI 250 Dance Films: Social & Historical Perspectives (3)**

See DA 250

#### **FI 336X Special Cinema Studies (3)**

Study of characteristic themes and styles of selected film makers, past and present, with attention both to film techniques and to thematic interpretation. Includes pertinent background readings, discussion, and screenings of representative films.

#### **FI 343 Playwriting/Screenwriting (3)**

See TH 343

#### **FI 359 Literature and Film (3)**

An introduction to the art of film through comparison with literature. Novels, short stories, and plays are examined in conjunction with film versions of the same works, with particular attention to the differences between them and the reasons for those differences. Includes viewing and discussion of selected feature films, and an introduction to film terminology. (See EN 359)

### **Finance Courses**

#### **FN 118 Personal Finance (3)**

This course is geared to provide business majors and non-majors alike with the concepts and techniques needed to plan for an individual's financial wellness. Topics covered include financial planning, investment strategies, credit, taxes, stocks, bonds, insurance, estate planning, and real estate.

#### **FN 226 Principles of Finance (3)**

This course is designed as an introduction to finance. Topics include: basic financial analysis; efficient management of the firm's assets; sources of short and long-term financing; introduction to financial theory, including valuation, capital structure, and the timing of financial decisions. Prerequisite: AC 111.

#### **FN 340 Corporation Finance (3)**

The financial policies necessary to achieve the goals of the firm are examined. Topics include the capital asset pricing model, weighted average cost of capital, and capital structure. Prerequisite: FN 226.

#### **FN 344 Investment Analysis (3)**

The functions of security markets and the basic decisions determining the timing and extent of investments are examined. Particular emphasis is placed on evaluating securities, with a view to maximizing returns and minimizing losses.

Prerequisites: AC 112, EC 211, FN 226.

#### **FN 435 International Finance (3)**

Financial elements of multinational enterprises and world trade: foreign exchange, balance of payments, international banking, monetary systems, accounting, tax concerns, futures and options markets, the sourcing of debt and equity, portfolio diversification, direct foreign investment, and financing import/export trade.

Prerequisites: FN 226, EC 212.

### **French Courses**

#### **FR 111-112 Conversational French I, II (3) (3)**

Introduction to the language with emphasis on speaking; attention also to be given to aural comprehension, reading and writing skills using topics related to the student's experience.

Prerequisite: For FR 112: FR 111 or equivalent preparation. In order to proceed to the next course in this sequence, a minimum grade of C- is required.

### **FR 115-116 Reading French (3) (3)**

Intensive introductory language study to enable students to work readily on practical texts; may be used as preparation for required graduate school language examinations.

Prerequisite for FR 116: FR 115 or equivalent preparation.

### **FR 221-222 Conversational French III, IV (3) (3)**

A review of the language with emphasis on developing fluency in oral and written communication. Reading, conversation and composition on topics in French culture.

Prerequisite for FR 222: FR 221 or equivalent preparation. In order to proceed to the next course in this sequence, a minimum grade of C- is required.

## **Health Sciences Courses**

### **HL 201 Introduction to Health Care & Health Professions (3)**

The purpose of this course is to introduce students to core concepts within the field of healthcare. Examples of Topics emphasized include but are not limited to: Roles and responsibilities of various healthcare professionals; current issues in today's healthcare professions; use of problem-solving and decision-making skills used to analyze and address a variety of problems facing allied health professionals; and, effective listening and oral communication skills required to interact professionally within multiple healthcare settings. Prerequisites: CS 111 and EN123, plus declaration of Health Sciences major.

### **HL 210 Lifespan Human Development (3)**

See PS 210.

### **HL 225 Advanced Writing/Composition in the Health Sciences (3)**

The purpose of this course is to advance students' knowledge and skills in written communication for the wide variety of audiences typically encountered in the health professions, preparing them to succeed in graduate-level professional coursework. Students will Increase the amount, variety, and complexity of vocabulary, grammar, syntax, punctuation usage, and accuracy needed for professional written communication; develop skills of writing in a thorough but concise manner; critique various sources of professional writing for its quality and appropriateness to the target audience; and, create a scholarly written project based on scientific writing principles. Prerequisite: EN 123.

### **HL 301 Medical Terminology (3)**

The purpose of this course is to provide students with the medical vocabulary needed to communicate effectively with healthcare professionals. Students will Become familiar with the basic medical vocabulary utilized across the healthcare professions; develop an understanding of the appropriate usage of medical terminology and the origins of such language; identify appropriate language for communications in a range of clinical and administrative medical settings; demonstrate appropriate usage in both written and spoken forms of communication. Co-requisite HL 201 or BI 223.

### **HL 311 Promotion of Health and Disease Prevention (3)**

The purpose of this course is to improve students' understanding of the wellness perspective and approach to health management. Students will articulate the definition and dimensions of wellness and disease prevention; compare and contrast alternatives to traditional medical practices and identify key differences between proactive and passive approaches to health and well-being; identify historical shifts within the field of alternative medicine and articulate the ways in which alternative concepts have been incorporated into mainstream

health practices; and, identify self-care strategies students can apply to maintain their personal well-being. Prerequisite: BI223 and BI224.

### **HL 321 Crafting Health: Craft and Creative Media (3)**

The purpose of this course is for students to explore the application of traditional crafts and contemporary craft practices for healthcare and personal wellbeing. Students will acquire rudimentary competence with a wide variety of creative media; articulate how the repetitive or structured processes of craft activities make them ideal for community-based and personal health projects; blend creative expression with functional outcomes; apply creative media concepts to a range of case studies and hands-on activities; and, create and present a creative piece of their own design. Prerequisite: HL 201.

### **HL 401 Professionalism within the Health Sciences (3)**

The purpose of this course is to prepare students for professional interactions with a full range of clients and healthcare practitioners in a variety of healthcare settings. Students will explore and model professional communication and behavior based in a wide range oral, written, non-verbal, and electronic forms of communication. Cultural competence in communication is an essential outcome. Prerequisites: all 200-level HL courses.

### **HL 411 Health Information Management (3)**

The purpose of this course is to introduce students to the coding process as well as the function and best practices of health information management within the American healthcare delivery system. Students will list and describe key information systems, including hardware and software, used to manage health information; identify and describe the function of primary regulatory and accrediting bodies; describe and differentiate the role and responsibilities of a range of health information professionals; identify and describe the basic policies, procedures, and guidelines pertaining to billing and reimbursements; and, describe the major legal and ethical issues related to healthcare information management.

Prerequisite: HL 301.

### **HL 421 Health Sciences Seminar and Research (3)**

The purpose of this course is as a final semester course, serving as the capstone for the major. Under the supervision of a faculty member, students will demonstrate solid analytic, basic research, and clear communication skills; integrate into a single project what they have learned during their undergraduate education; prepare a major theoretical or empirical research report on a topic of their choice in their area of emphasis in the Health Sciences; and, present the report in paper and scientific poster format at the end of the semester.

Prerequisites: all 300-level courses.

### **HL 471 Internship in the Health Sciences (3)**

Health Sciences majors are encouraged to complete a semester-long internship which is designed to enhance their understanding of the health sciences field or to obtain required clinical observation hours required by professional programs.. Students will generally undertake an internship in their junior or senior year.

Prerequisite: Permission of the program coordinator.

## **History Courses**

### *American History*

### *European History*

### *Area Studies*

### *Advanced, Applied, and Special Topics*

### **HI 101 Introduction to History and Methods (3)**

Providing a foundation for concepts and skills to students interested in learning about college-level History, this course aims to answer

three fundamental questions: what is history, why study history, and how do historians write about the past? Students will explore theories of History, survey different forms of Historical writing, develop critical reading skills, analyze primary and secondary sources, practice research and writing techniques, and survey the professional opportunities open to those who have an understanding of History. The course is open to anyone interested in History, not just History majors.

## **American History Courses**

### **HI 109 Introduction to American History, 1900-Present (3)**

A broad overview of the major historical events of 20th-century American History, examining such topics as the Progressive Era, the New Deal and the welfare state, World War I, World War II, the Cold War, the Korean and Vietnam Wars, political and social change since 1945, and the development of contemporary popular culture.

### **HI 110 Issues in American History, 1900-Present (3)**

An introductory study of major historical issues such as American involvement in two world wars, the development and effects of the Cold War, and the causes and consequences of American entry into the Korean and Vietnam wars. Other areas examined are the evolution of Federal social welfare policies, the rise of the Civil Rights movement, and the continuing quest for social justice spawned by the movement, and the splintering of political and social consensus since 1960.

### **HI 114 Biography in American History (3)**

This course explores the past by studying the aspirations and struggles of a broad mix of people and relating their lives to the social and cultural diversity of the American experience. Biography will also be used to enhance the understanding of major historical themes.

### **HI 227 The American Revolution (3)**

The social, intellectual, and cultural forces that shaped American society from the colonial period to the formation of the new nation. Topics will include the causes of the Revolution, the debate over independence, the war itself, the Confederation, and the Constitution.

### **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 292 History of Women in America (3)**

This course explores the many roles and contributions of women in American history beginning with the Gilded Age and ending in the post-feminist contemporary period. Among the topics that will be discussed, students will examine women's critical contributions to such important historical movements as Suffrage, Temperance, Settlement House, Progressivism, and the Feminist Movement itself. The course will conclude with an examination on how individualism, material culture, and self-interest have transformed feminism between 1980 and the present and with reflection about other changes in the place that women now occupy in American society.

### **HI 302 Race and Ethnicity in America (3)**

This course explores how the United States has become the most ethnically diverse nation in the world through a process that has forced the country continually to accommodate various ethnic groups who have often been viewed as unassimilable and thereby to broaden the meaning of the American identity. Beginning with Supreme Court decision in the Plessy v. Ferguson case of 1896, students will explore how a racially divided society has transformed itself while also continuing to experience lingering economic and social problems for African Americans and for other ethnic groups arriving in later periods of immigration.

### **HI 331 American Colonial Period (3)**

A study of the political, economic, social, religious, and cultural institutions of the English colonies from settlement to independence.

### **HI 332 American National Period (3)**

Examines the ideological, political, and social currents which shaped the American nation between 1776 and 1824. Includes the causes and consequences of the American Revolution, the founding of the nation, and the "Era of Good Feeling."

### **HI 333P Sectionalism, Civil War, and Reconstruction (3)**

A study of the political, economic, and social forces which contributed to American sectionalism and the Civil War; examines Reconstruction and its consequences.

### **HI 334P American Society 1877–1920: Progress & Reform (3)**

A study of the impact of post-Civil War industrialization on American society, including New York State, and the role of the reformer in American life. Examination of the motives, needs, methods, accomplishments and expectations of the protagonists of the Gilded Age and Progressive Era from the perspectives of sociology, economics, and psychology as well as that of history. Comparisons and contrasts will be drawn with contemporary reform movements.

### **HI 335P The American Consensus: 1932 to the Present (3)**

Is consensus a reality or a desirable goal in a pluralistic society? The course examines issues of majority and minority rule in contemporary American society including New York State. Majority demands in the areas of moral, social, and political ideas and behaviors versus the rights of individuals will be considered.

### **HI 336 America: Transformation and Reaction, 1920–1945 (3)**

This course explores the sweeping cultural, political, and social changes that occurred in American society from the 1920s through the Great Depression of the 1930s, concluding with the World War II period.

### **HI 338 History of New York State (3)**

A survey of the history of the region now known as New York State from its earliest habitation by native Americans through its Dutch and English colonial heritage to its development as a distinctive state in a new nation, a commercial link between the East and the Western Frontier, and a world cosmopolitan center. Attention is given to

New York's recent experience; to important personalities and issues which have shaped its commercial, artistic, and political image; and to encounters among Native Americans, European, and West African cultures in the context of New York history.

### **HI 339P Ethnicity in America (3)**

Considers the ethnic minorities (African-Americans, Hispanic-Americans, Asian-Americans, and Native Americans) as well as white ethnic groups in relation to their history, values, and characteristics; problems of assimilation and racism; and the effects of ethnic identification on politics, society, and the schools in America and New York State.

### **HI 340 From Berlin to Baghdad: America, 1980 to the Present (3)**

Covering the period between the Reagan and Obama presidencies, this course examines the rise of cultural and political conservatism, the waning of liberalism and the welfare state, technological change, immigration, the globalization of the American economy and social policy, war in the Middle East, terrorism, and economic crises.

### **HI 409 Freedom and Liberty in America, 1607 to Present (3)**

An exploration of the conflicting meanings, development, and transformation of freedom and liberty and the ideologies and political and social structures created in support of them. Attention is given to the frequent clashes—individual and collective—provoked by the pursuit of freedom and liberty.

### **HI 441 The African-American Experience (3)**

The African-American Experience explores the history of America's oldest minority, excepting the Indians. It includes a study of their "roots," their struggle for existence during slavery, and their continued striving for full and equal representation in America, including New York State, through to the present. Special attention is given to the role of the African-American in the economic, political, scientific, and military growth and development of the United States. Additional attention focuses on the contributions of African Americans to the arts and to literature.

### **HI 442V The Survival of the Native American (3)**

Study introduces students to the cultural diversity of the North American Indians. Indian-White relations will be examined with emphasis on cultural conflict, adaptation, and change. Historical, sociological, psychological, and economic factors will be used to investigate contemporary Indian problems.

### **HI 443 American Diplomatic History: Democracy and Diplomacy (3)**

In examining the historical debate surrounding American foreign policy issues since 1890, this course provides students with various frames of reference for evaluating American diplomacy, past and present. The impact of the policy-making process, group interests, and values on decision-making will be explored. (See PO 443V.)

### **HI 444P American Social Thought: Continuity and Change (3)**

Examines ideologies that have shaped the moral systems, attitudes, and values of the typical American and shows how these views have influenced popular reaction to social concerns and issues. Ideas that have persisted and factors that have brought about changes will also be analyzed.

### **HI 445 American Economic Development (3)**

See EC 445.

### **HI 446V War and Society (3)**

This course explores the questions of what is war, what are its causes, why do societies make the decision to go to war, and what impact in

turn does war have upon the individual and upon society itself. Beginning with an exploration of the origins of war in the prehistoric era, the course ponders these developments using selected topics in European and American history and incorporating an interdisciplinary approach that considers the social, psychological, technological, political, ideological, and ethical dimensions of war.

## **European History Courses**

### **HI 222C Classical History and Civilization (3)**

This course integrates history, literature, philosophy, religion, and the arts to explore the ancient foundations of the Western tradition. The cultural and political development of the peoples and states of the ancient Near East, Greece, and the Roman world, as well as their respective influence in shaping Western institutions, ideas, and values, are the central themes under examination.

### **HI 223M Medieval Europe (3)**

Examines the history of Europe from the fall of the Western Roman Empire to the beginning of the Renaissance through an analysis of the Byzantine Empire and its Western European political and cultural rivals. The lingering influence of the Roman tradition, the rise of Christendom, Church schism, social transformation through feudalism, and the shift of political, economic, and cultural perceptions of Europe from East to West are explored.

### **HI 224M Renaissance and Reformation Europe (3)**

This course explores the history of Europe from the close of the Middle Ages to the Early Modern Period. The revival of the classical intellectual and artistic tradition and the emergence of humanism are analyzed as the critical transformative developments in the rise of modern Western Europe. The Protestant movements and the Counter-Reformation are examined in the context of the revolution in religious ideas and the rise of new state systems.

### **HI 225 Nineteenth-Century European History (3)**

A comprehensive study of European history beginning with the legacy of the French Revolution and ending with the rise of intense nationalism. Some of the topics discussed are the Napoleonic wars and their impact on European society, the transforming effects of the Industrial Revolution, thought and culture, revolutions and counter-revolutions, progress and breakdown, and the rise of nationalism and imperialism.

### **HI 226 Hitler's Third Reich (3)**

Advanced study of Nazi Germany and Europe during the period of the Second World War. The historical and ideological origins of German fascism, the rise of the National Socialist Party, the collapse of the Weimar Republic, as well as the Nazi regime, institutions, and state policies are examined. Germany's diplomacy, war effort, occupation policies, and defeat are analyzed within the context of Nazi ideological goals and the international conflict in Europe.

### **HI 230M History of the Byzantine Empire (3)**

This course examines the history of the Eastern Roman Empire from its emergence in the third century to its collapse with the fall of Constantinople in 1453. The central theme is the contribution of the Classical Greco-Roman tradition and Christian thought to the development of medieval Christendom and its lasting influences on the contemporary world. Topics include the formulation of Christian orthodoxy, iconoclasm, relations with Western Europe, the Great Schism, the conversion of the Slavic populations of Eastern Europe, the emergence of imperial Russia, and Byzantium's centuries-long internal and external struggles for survival.

### **HI 233M History Through Film: Renaissance Humanism (3)**

This course examines the history of Renaissance humanism and explores its connections to the modern world. Through primary and

secondary sources and the dynamic medium of film, students will study the emergence and flowering of Renaissance humanism, particularly in Florence, and examine its influence on modernism. As an age defined by revolutionary developments in art, education, religion, politics, and economics, this vibrant period in history will be studied using an interdisciplinary approach with a particular emphasis on art, literature, and religion. The course will also consider the unique contributions as well as limitations film provides in understanding history.

### **HI 301 Women in the Middle Ages (3)**

This course explores the unique roles and contributions made by women during the Middle Ages, an age that profoundly altered western civilization. Although operating in a society bounded in many ways by traditional roles, creative and powerful women provided significant contributions in the areas of religion, politics, literature, and business which helped to shape this pivotal period in history. This course explores these accomplishments as well as the larger medieval society in which these talented women operated. Topics include Matilda of Tuscany, Eleanor of Aquitaine, Blanche of Castile, Marie de France, Catherine of 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 471 History Internship (3)**

The internship in history provides students with a supervised experience in public history in order to broaden and deepen their understanding of the historical profession. Students typically are eligible to undertake an internship in their junior or senior year. Prior coordination with and approval from the academic advisor or program coordinator are required.

#### **HI 472 Seminar in Historical Research (3)**

A study of historiography, principles and methods of research, sources, criticism, and synthesis. Students are required to write and defend a major research paper on a topic approved by the instructor. This course is required of all History majors and is open to seniors or to juniors with the permission of program coordinator.

### **Honors Program Courses**

#### **HO 399 Honors Tutorial (3)**

HO399 is the first course in a two-course sequence required for graduation from Dominican College's Honors Program, culminating in the completion of the honors project. In HO 399, the student will research an area of interest and develop a proposal for the honors project. Prior to the end of the semester, the student will submit an abstract proposing the project and an annotated bibliography summarizing the research done over the course of the semester.

#### **HO 499 Honors Project (3)**

HO 499 is the second course of the two-course sequence required for graduation from Dominican College's Honors Program. In HO 499, the student completes the honors project which was proposed in HO 399 while working under the direct supervision of a faculty member of the student's choosing. The student produces a professional project that represents a significant contribution to a field of study and will demonstrate mastery of the material by presenting the project clearly and completely in both written and oral forms.

### **Humanities Courses**

#### **HU 110 Introduction to Humanities (3)**

This course focuses on establishing a basic understanding of the humanities as a discipline and on the history and nature of human creative and intellectual expression. It encourages students to learn the critical thinking process to evaluate works of art in the humanities and explores a variety of disciplines and common themes. Students explore the interrelationship of cultural history, philosophy, literature and the arts using class trips, readings, discussions, research and critical writings or creative projects.

#### **HU 252 Topics in Humanities (3)**

Covers Antiquity through the Early Middle Ages. Emphasis is placed on improving critical reading skills in comprehension, interpretation, analysis, inference, argumentation, and criticism across disciplinary lines, as well as expressing these skills in speech and writing.

#### **HU 362 Readings in Humanities (3)**

Covers the High Middle Ages through the Renaissance. Emphasis is placed on improving reasoning and writing skills necessary for advanced critical analysis.

#### **HU 472 Writing and Research in Humanities (3)**

Seventeenth Century through the Present. Emphasis is placed on advancing oral and written skills for engagement in intellectual discourse through discussion seminars and by writing and presenting a well-reasoned interdisciplinary major research paper in the humanities.

### **Italian Courses**

#### **IT 111-112 Basic Italian (3) (3)**

An introduction to the basic language skills in Italian with emphasis on conversation and aural comprehension. An introduction to Italian culture and geography will also be provided.

### **Latin Courses**

#### **LA 111 Basic Latin (3)**

This course is an introduction to the language that is at the foundation of the Romance family of languages, with the aim of improving students' grammar, vocabulary, and reading comprehension. Through short readings, students will also get a glimpse not only into the roots of modern languages, but also into the beginnings of European culture.

### **Management Courses**

#### **MG 200 Business in Action (3)**

In this course, students will have the opportunity to view the dynamics of business through visits to several organizations in various industries. Through assigned readings and projects, students will reflect on their experiences and gain insights into the roles that finance, marketing, and management play in any business organization. (Students must be able to make all field trips to obtain credit for this course).

#### **MG 210 Introduction to Sports Management (3)**

See SM 210.

#### **MG 211 Introduction to Management (3)**

The basics of organizational theory and the science of management are presented. Emphasis is on the essentials of management that are pertinent to practicing managers. Management reactions to contingencies and to the requirements of people are also explored.

#### **MG 221 Emerging Market Management (3)**

This course provides in-depth analysis of the management issues in Brazil, Russia, India, China and other emerging market countries. Topics include culture, political and economic aspects, foreign investments, technology transfer, production manufacturing, operation, import and exports.

**MG 223 Management CEE Countries (3)**

This course provides in-depth analysis of the management issues in Central Eastern European (CEE) Countries (Czech Republic, Hungary, Poland, Slovakia and fifteen others). Topics are: cultural, political, economic aspects, foreign direct investment, production, operation, import, export, manufacturing and technology transfers.

**MG 237 PC Applications for Managers (3)**

See IX 230.

**MG 246 Small Business Management (3)**

The environmental factors in terms of which small businesses operate are examined. Emphasis is placed on the decision-making aspects of establishing and operating a small business. Topics covered include: techniques for selecting a location, non-traditional forms of financing, dealing with customers and suppliers, developing additional markets, financial statement analysis and forecasting, pricing, and fixed and variable cost analysis.

Prerequisites: MG 211, AC 111.

**MG 252 Principles of Systems and Technology (3)**

See IX 250.

**MG 264 Help Desk Management (3)**

See IX 264.

**MG 265 Entrepreneurship (3)**

This course introduces the student to methods of starting a business from the ground up. It examines entrepreneurship from both an historical and a practical perspective, showing how entrepreneurial activity has been central to the creation of wealth. It also teaches skills for identifying, evaluating, planning, and growing a business. The course engages students in discussions and activities that foster creativity, innovation, and leadership. Prerequisites: MG 211, MK 114. (See MK 265)

**MK 271 Hospitality: Restaurants (1)**

See MG 271.

**MK 272 Hospitality: Resorts and Hotels (1)**

See MG 272.

**MK 273 Hospitality: Spas and Fitness Centers (1)**

See MG 273.

**MG 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 covered, as well as the methods by which individuals within a business setting can evaluate the ethical dilemmas that arise while keeping various stakeholders in mind. Current events will be explored related to issues concerning the environment, safety and equity in the workplace, consumer safety, corporate governance, and governmental regulations.

**MG 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 315 Social Media Marketing and Management (3)**

See CS 310/MK 315.

**MG 324 Retailing (3)**

See MK 324.

**MG 325 The Fashion Business (3)**

See MK 325.

**MG 331 Human Resource Management (3)**

Analysis of the principles and practices of manpower management in the areas of employee selection, training, labor relations, wage and salary administration, personnel policy making, and the role of human relations in management.

**MG 341 Human Relations of Management/Organizational Behavior (3)**

The behavioral aspects of the social system inherent in an organizational environment are stressed. Typical managerial issues discussed are alienation, automation, bureaucracy, collective behavior, and race relations. Designed for the student who plans a career in management, or the small-business entrepreneur, and for those who deal with the patterned interactions of people in business.

Prerequisite: MG 211.

**MG 343 Sales Management (3)**

Emphasizes the formulation, implementation and management of sales strategies. Stress is placed on analyzing marketing opportunities, organizing a sales force, and managing marketing effort. Recruitment, retention, sales training, motivation, sales planning and analysis are reviewed. Case studies are utilized.

Prerequisites: MG211, MK 114. (See MK 343)

**MG 345 Marketing Management (3)**

This course shows the real-life applications of concepts learned in the Basic Marketing course. Extensive use of case studies is made to illustrate how marketing programs are planned and executed in both large and small companies. Analytical techniques are stressed to give the student facility with identifying marketing problems and opportunities and employing logical methods for finding solutions.

Prerequisites: MG 211, MK 114.

**MG 351 Managerial Economics (3)**

Application of economic concepts to management decision-making and problem-solving. Topics include demand analysis, forecasting, pricing, and capital budgeting.

Prerequisites: MG 211, FN 226, EC 212, and MA 225.

**MG 355 International Management (3)**

International Management is aimed at investigating specific issues in the governance of multinational enterprises. Students will be examining problems of technology transfer, vertical integration, horizontal expansion, the international product life cycle, entry and exit barriers to new markets, international differences in industrial structures, job displacement and relocation, ownership, and training and development for international managers.

**MG 360 Windows Server Management (3)**

See IX 330.

**MG 364 Business Ethics in Film and Literature (3)**

In this course, students will learn how ethical theories and philosophies are applied in the genres of film and literature. Some topics that will be covered include fraud, intellectual property, business and research, whistleblowing, the law, and the use of power.

**MG 366 Managing Global E-Commerce (3)**

This course addresses the management of global e-commerce projects. Topics include project management, business-to-consumer and business-to-business communication, life cycle patterns, old economy vs. new economy realities. E-banking, e-finance, e-payment, e-manufacturing, e-merger/acquisition, e-markets, e-cross culture, and e-society are discussed. Prerequisites: MG 211 and IX 250.

**MG 369 Organization Development and Change (3)**

The purpose of this course is to enhance the student's understanding and skill in the process of change in organizations. Students will be introduced to intervention techniques which allow them to recognize the need for organizational change as well as develop skill in implementing a program change. Prerequisite: MG 211.

**MG 371 Economic and Financial Aspects of Sports Management (3)**

See SM 370.

**MG/CS 373 Leadership, Power, and Influence (3)**

This course is designed to help students understand the dynamics of leadership, power, influence, and political forces within an organization. The purpose is to maximize job performance and enhance the process of career development.

Prerequisite for Management majors: MG 211.

**MG 375 Leadership Styles: Presidents and Generals (3)**

This course will review management literature on leadership styles and organizational principles, and apply those styles and principles to various Presidents and Generals. Videos and biographies will be utilized to illustrate the strengths and weaknesses, the successes and failures of historical figures.

**MG 410 Industrial Relations (3)**

Reviews the general nature of the labor-management relationship in the United States; surveys the historical, legal, and structural environments that influence contractual contents and labor relations behavior; examines the negotiation, administration, and major contents of the labor contract itself. Selected arbitration cases will be used to emphasize particular areas under study. Prerequisite: MG 331.

**MG 447 Sustainability (3)**

This course introduces students to the policies and practices of running an organization from an ethically sustainable perspective. Students develop an awareness of waste and mismanagement in organizational and personal behavior, and learn how responsible stewardship of economic, natural and human resources leads to a "greener" planet and economically more prosperous societies.

**MG 453 Theatre Management: Principles of Performing Arts Management (3)**

See TH 453.

**MG 454 Quantitative Analysis for Business Decisions (3)**

An introduction to operations research (OR) applied to problems faced by decision-makers. The OR approach uses scientific methods and mathematical modeling. Analysis of quantitative aspects of problems and their solution by mathematical techniques for an optimization of goals is provided.

Prerequisites: MA 114 or 116, and MA 225. (See IX 454)

**MG 456 Database Organization & Systems (3)**

See IX 380.

**MG 474 Business Policy and Managerial Decision Making (3)**

This is a capstone course in business. The course integrates theories and techniques covered in various core and other major courses.

Functional areas of business are tied together using case studies from the point of view of senior management. The course focuses on the crafting and implementation of strategy and students award Dominican College's "Doing Business Right" award based on research done in the class. Prerequisites: all other Business core courses, EC 211-212, and Senior standing.

**Marketing Courses****MK 114 Basic Marketing (3)**

Marketing is at the core of any business. This course is an introduction to the principles and practices of the marketing discipline. It examines how marketing activity satisfies societal needs and wants and stimulates economic activity. Product, price, promotion, and distribution decisions are explored, as are ethical considerations which may arise as a result.

**MK 229 Digital Media (3)**

See CS 229.

**MK 271 Hospitality: Restaurants (1)**

Course will survey best practices in the marketing of restaurants and will bring guest speakers from the industry to discuss current challenges and opportunities. Field trips are a required component of the class. Prerequisites: MK 114 and MG 211. (See MG 271)

**MK 272 Hospitality: Resorts and Hotels (1)**

Course will survey best practices in the marketing of resorts and hotels and will bring guest speakers from the industry to discuss current challenges and opportunities. Field trips are a required component of the class. Prerequisites: MK 114 and MG 211. (See MG 272)

**MK 273 Hospitality: Spas and Fitness Centers (1)**

Course will survey best practices in the marketing of spas and fitness centers and will bring guest speakers from the industry to discuss current challenges and opportunities. Field trips are a required component of the class. Prerequisites: MK 114 and MG 211. (See MG 273)

**MK 323 Consumer Behavior (3)**

The study of how and why people buy from the perspective of the social and behavioral sciences. Examines psychological, cultural, and other factors affecting consumer choice. Studies factors that shape purchase decisions. Class discusses ethical aspects of influencing consumer choice. Considers Big Data insights into consumer decisions. Prerequisites: MK 114.

**MK 324 Distribution (3)**

Explores the delivery of products and services to consumers via physical and on-line approaches. Students study how retail activity is impacted through site design, inventory management, pricing, and customer service. Prerequisite: MK 114. (See MG 324)

**MK 325 The Fashion Business (3)**

Course will focus on how companies in the fashion industry operate. From buying to advertising to how social media is used, students will study the fashion business. Students will be exposed to a variety of fashion sub-industries, from luxury brands to sportswear, and will learn about how technology is being used in fashion to revolutionize customers' relationships to clothing and accessories. Prerequisite: MK 114. (See MG 325)

**MK 326 Global Marketing (3)**

An introduction to global markets: including pricing, distribution channels, promotion, and product decisions in relation to cultural, economic, and regulatory differences around the world. Students explore import-export processes, global partnerships, and multi-national strategies. Case studies are utilized. Prerequisite: MK 114.

**MK 332 Advertising (3)**

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

**MK 333 Sales (3)**

This course covers sales proposals, overcoming objections, communication skills, prospecting for clients, understanding buyer psychology, and value-added selling. Students will learn how the sales function interacts with marketing and management. Sales strategies and ethical issues in selling are discussed.

**MK 340 Sports Media and Promotion (3)**

See SM 340. Prerequisite: SM 210

**MK 343 Sales Management (3)**

See MG 343. Prerequisites: MK 114 and MG 211

**MK 345 Innovation and Product Development (3)**

Course will focus on how companies drive innovation and new product development. Case studies will be utilized to illustrate how the stage of product life-cycle must influence business decisions on investing in product innovation. Students will explore innovation strategies such as design thinking, global innovation management methodology and others. Students will be required to develop a new or improved product, with a supporting strategic marketing plan. Prerequisite: MK 114

**MK 350 Content Creation (3)**

Course will focus on the creative aspects of content creation and how content is the driver of all marketing and sales campaigns. Students will use basic software packages and digital tools to create a portfolio of content – from product pitches to PR to blogs. Prerequisite: MK 114

**MK 361 Supply-Chain Management (3)**

Students will study supply chain management. They will evaluate how a company's supply chain can limit product offerings and new product development. Students will also develop skills in creating and managing a simple supply chain. Prerequisites: MK 114 and MG 211

**MK 441 Market Research (3)**

Students study methods for gathering and evaluating data. The course covers surveys, focus groups, and other techniques used to evaluate consumer behavior, as well as the use of Big Data in influencing marketing activity. The course also looks at data on the external environment, such as broad economic activity, to identify important drivers of demand. Students evaluate market research data to determine how research design, sampling, and other decisions influence results. Prerequisites: MK 114 and MA 225

**MK 443 Public Relations (3)**

See CS 443.

**MK 451 Mission and Vision Statements as Symbols of Ethical Priorities (3)**

Students will survey mission / vision statements and annual reports from a wide range of companies, institutions, not-for-profits, and other entities. Students will evaluate what role these statements have played over time and will conduct research on how they have or have not impacted the ethical behavior of organizations, their agents, suppliers and customers.

**Mathematics Courses****MA 112 Introduction to College Mathematics (3)**

Properties of the real numbers; basic concepts of algebra; graphing of linear functions; verbal problems.

In order to proceed to the next course in the sequence, a minimum grade of C- (C for Math majors) is required.

*Students who place into MA 112 are required to take the course as early as possible in their academic years and must immediately repeat the course if they do not receive the required minimum grade of C-. A student is subject to dismissal from the College if he or she fails two attempts to achieve the required minimum grade in MA 112.*

**MA 113 College Algebra (3)**

Polynomials and factoring; linear and quadratic equations; functions and graphs. Prerequisite: MA 112 or equivalent.

In order to proceed to the next course in the sequence, a minimum grade of C- (C for Math majors) is required.

**MA 114 Precalculus (3)**

Real functions; linear and higher order functions; conic sections; trigonometric functions; exponential and logarithmic functions; sequences and series. Prerequisite: MA 113 or equivalent.

In order to proceed to the next course in the sequence, a minimum grade of C- (C for Math majors) is required.

**MA 116 Finite Mathematics (3)**

Linear equations and inequalities; matrix algebra 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 120 Math, Money and You (3)**

The study of business and personal finance topics viewed through a mathematical lens. Topics span banking, investing, taxes, credit, insurance, home ownership and business applications. The use of authentic problems and real world application will be stressed and examined. Prerequisite: MA113 (or equivalent) or placement Level C (Precalculus) or higher. *Note:* This course does not serve as a prerequisite for any other course.

**MA 221 Calculus I (3)**

Analytic geometry and functions, including trigonometric; limits and continuity; derivatives; and applications of derivatives.

Prerequisite: MA 114 or equivalent.

In order to proceed to the next course in the sequence, a minimum

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 basic geometry needed.

**MA 228CG The Dawn of Mathematics (3)**

Mathematics as a Human Endeavor arising from, and changing as the result of, societal needs and intellectual curiosity. The growth of the various branches of mathematics which become the foundations of Modern Mathematics; the contributions of the Babylonians, Egyptians, Greeks, Chinese and Indians, as arithmetic becomes mathematics. Knowledge of college algebra is needed.

**MA 229P The Mathematical Universe: Pascal, Newton, and the Modern World (3)**

A study of Pascal, Newton, and their mathematical successors; an examination of their work within the context of their times and their impact on the scientific and technological world of today. Knowledge of Precalculus mathematics needed.

**MA 331 Abstract Algebra (3)**

Groups, sub-groups, rings, integral domains and fields. Prerequisite: MA 221 or above.

**MA 332 Linear Algebra (3)**

Matrices and their operations; determinants; linear equations and linear dependence; vector spaces and linear transformations. Prerequisite: MA 221 or above.

**MA 333 Calculus III (3)**

Improper integrals; vectors and parametric equations; polar coordinates; multivariable calculus; sequences and series. Prerequisite: MA 222 or equivalent.

**MA 334 Advanced Calculus (3)**

Foundations of analysis; limits, and proof; differentiation, integration, and series from a theoretical perspective. Prerequisite: MA 222 or equivalent.

**MA 335 Differential Equations (3)**

Solutions of first order equations; modeling applications; equations of higher order; series solutions; Laplace transforms. Prerequisite: MA 222 or equivalent.

**MA 336 Numerical Analysis (3)**

Mathematical analysis of interpolation procedures, polynomial approximation, numerical differentiation and integration. Also includes methods for solving equations, solutions of ordinary differential equations, approximations of least squares, and curve fitting. Prerequisite: MA 222 or equivalent.

**MA 455 Mathematics Practicum (1)**

Use of Math skills in a practical setting as opportunities arise (primarily in the Academic Success Center). Includes preparation and supervision by the instructor. Essential Math topics from high school, college, and standardized tests will be discussed. Prerequisite: Consent of the instructor.

**MA 456 Teaching Mathematics (Middle Childhood) (3)**

See ED 456.

**MA 465 Topics in Mathematics (3)**

A seminar course emphasizing topics and problem-solving techniques of particular interest to students preparing for careers in Mathematics or Mathematics education. Prerequisite: MA 333 or consent of instructor.

**MA 466 Teaching Mathematics (Adolescence Education) (3)**

Prerequisites: MA 222 and MA 455 or equivalent. See ED 466.

## Music Courses

**MU 112 Basic Music Theory (3)**

This course covers the fundamentals of music including notation, harmony, ear training, and basic keyboard skills. It is aimed toward those who are interested in song writing, arranging, and performing. The ability to read music is helpful but is not a prerequisite.

**MU 221 Essentials of Music: Basic Music Appreciation (3)**

A course designed to give students a working knowledge of musical terminology and compositional style so that they may develop a greater appreciation for Western classical music. Includes extensive listening experiences and discussion.

**MU 222 History and Appreciation of Music (3)**

A course which aims to develop intelligent appreciation of the various forms of composition through simple analysis, perceptive listening, and an increasing understanding of the masters of each period.

**MU 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, or permission of Nursing advisor.

### **NR 223 Introduction to Professional Nursing I (5)**

This course introduces the core concepts and clinical skills that prepare students for beginning nursing practice. Principles of critical thinking as they relate to problem solving, written and oral communication, and beginning clinical decision-making are emphasized. Clinical experience begins in the College skills laboratory and continues in health care agencies where faculty provide individualized as well as group instruction. (Three-hour lecture, six-hour Clinical Lab.) 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 231 Professional Practice Concepts (2)**

During this course students study socio-political, ethical, and historical issues related to professional nursing and its practice. Students use critical thinking strategies to develop a reasoned, scholarly understanding of various trends in nursing. Concepts critical to professional development are emphasized. (Two-hour lecture.)

Prerequisites: NR 224.

### **NR 235 Principles of Health Assessment (3)**

The focus of this course is a comprehensive, systematic process of assessment to determine the health needs of individuals. Integral learning activities include a health history and physical examination. (Two-hour lecture, three-hour lab.) Prerequisites: A&P I and II.

### **NR 320 Psychiatric Mental Health Nursing (5)**

During this course students incorporate openness, movement, and change in the care of clients experiencing psychiatric and mental health alterations. Learning activities integrate acute, chronic, and community applications. (Three-hour lecture, six-hour Clinical Lab.)

Formerly NR 460. Prerequisites: NR 340 or equivalent, NR 345.

### **NR 329 Pharmacologic Agents and Nursing Practice (3)**

This course presents concepts of pharmacology, with emphasis on pharmacodynamics and nursing implications of drug administration. Major drug classifications and prototype drugs are explored, using case studies with emphasis on nursing responsibilities related to administration, evaluation, and client teaching. (Three-hour lecture.) Prerequisites: NR 223 or equivalent, or instructor permission.

### **NR 330 Parent-Child Nursing (5)**

This course focuses on the study of health care needs from conception through adolescence. The clinical component emphasizes health related interactions with clients and families. (Three-hour lecture, six-hour Clinical Lab.)

Prerequisites: Pathophysiology, NR 224, NR 329 or equivalent.

### **NR 340 Adult Nursing I (5)**

During this course students design, implement, and evaluate plans of care for adults with acute and chronic health care needs. Clinical judgement based on analysis of information, transpersonal caring, and competent clinical skills is emphasized. Students collaborate with clients and health care teams in a variety of clinical settings. (Three-hour lecture, six-hour Clinical Lab.)

Prerequisites: NR 231, NR 235, NR 330 or equivalent.

### **NR 345 Family Health Nursing (5)**

This course focuses on the study of clients within the context of the family system. The clinical component provides opportunities to assess and care for clients and their families as they experience life processes. (Three-hour lecture, six-hour Clinical Lab.)

Prerequisite or co-requisite: NR 340 or equivalent.

### **NR 353 Nursing Research (3)**

This course focuses on understanding the research process from a holistic, caring, theoretical viewpoint. The student critically analyzes research projects and focuses on building the knowledge base for nursing practice. Students identify and formulate a research problem and plan the appropriate method to best answer the research question. Students learn the value of nursing research as an essential focus of nursing practice and professional development. (Three-hour lecture.)

Prerequisites: NR 231, NR 235, NR 330.

### **NR 450 Adult Nursing II (5)**

This course, a continuation of NR 340, builds on the knowledge and clinical decision-making skills related to the nursing care of adults. Students work closely with the health care team to evaluate and revise plans of nursing care for groups of adult clients. Clinical experiences focus on nursing practice in acute and critical care settings. (Three-hour lecture, six-hour Clinical Lab.)

Prerequisites: NR 340 or equivalent, NR 345, NR 353.

### **NR 463 Community Health Nursing (5)**

During this course students incorporate openness, movement, and change with the health promotion and the restoration of multiple populations. Integral learning activities include epidemiology, health education, and community studies. (Three-hour lecture, six-hour Clinical Lab.)

Prerequisites: NR 353, NR 320 or equivalent, NR 450.

### **NR 465 Nursing Leadership/Management (5)**

This course integrates principles of nursing leadership/management as they pertain to professional nursing practice. Students engage in reflective activities that foster personal accountability and professional development. Students are encouraged to generate and apply collaboration for change in various health care settings. (Three-hour lecture, six-hour Clinical Lab.)

Prerequisites: NR 450, NR 460 or equivalent, NR 463.

### **NR 467 Nursing Seminar (2)**

During this capstone course students use reflective reasoning to evaluate issues and trends that affect nursing practice and health care delivery. Assignments promote independent thinking that generates reasoned ideas and opinions. Professional development using theory-based research is emphasized. (Two-hour seminar.)

Prerequisites: NR 450, NR 463, NR 353.

## **Philosophy Courses**

### **PH 112 Logic (3)**

A study of the basic rules governing correct reasoning and of the principles and procedures which enable us to distinguish good arguments from bad ones. Topics will include: the recognition of arguments, deductive and non-deductive arguments, criteria of validity, syllogistic reasoning, sentence logic and truth tables, formal and informal fallacies.

### **PH 113 Critical Thinking (3)**

The study of critical thinking emphasizing the careful and deliberate determination of whether one should accept, reject, or suspend judgment on a claim, and how confident one should be in doing so.

This course will cover a range of topics, including topics such as: the structure of arguments, common reasoning errors, the use and abuse of language in reasoning, the connections between critical thinking and clear writing, construction and evaluation of definitions and explanations.

### **PH 114 Philosophy in the Real World (3)**

Nearly every issue facing our society today has philosophical concepts at its core. This course is an introduction to philosophy by means of exploration of philosophical concepts or questions as they arise through a discussion of current-day issues. Specific topics will vary according to student interest, but will include issues and concepts such as: racism, biological research, health care, equality, knowledge, freedom, justice.

### **PH 221C The Discovery of Reason (3)**

A study of classical Greek thought and attitudes as they illuminate contemporary experience, with particular emphasis on the shift away from a reliance on myth and magic for understanding the world to an insistence on rational explanations and the ways rationality and dialogue can collapse into irrationality, fragmentation, disorder, and violence. Includes discussion of several aspects of Greek culture, focusing especially on the pre-Socratics, the Dialogues of Plato, and Greek drama.

### **PH 224M God and the Medieval Mind (3)**

A study of the issues related to role of "God" in the thinking of the great philosopher-theologians of the middle ages, with interdisciplinary study of the cultural context of their thought. Includes discussion of central issues related to the conception of and forth in God and the implications of the contrasts between medieval and contemporary thought.

### **PH 225P Freedom in Modernity (3)**

A study of the concept of freedom as self-determination, as it emerged from the French Revolution, as it was formulated by 19th-century thinkers such as Hegel, Marx, and Dostoevsky, as ethics explored by 20th-century thinkers such as Sartre and Heidegger, and as it is affecting 21st-century thinking about the person and about political self-determination.

### **PH 226P American Pragmatism (3)**

A study of American pragmatism, this course will examine topics such as the roles of individualism, the concept of community, and

the idea of freedom in American life. The perspective taken will be developed from a reading of some representative works of the classical pragmatists, Charles Sanders Peirce, John Dewey, and William James.

### **PH 332V Social Ethics (3)**

The study of ethical theories and principles related to questions and issues specific to human society, including issues such as questions of personal responsibility and theories of justice in light of cases such as human rights, world hunger, war and peace, disarmament, communications, environment, and issues related to public policy. Open to Sophomores, Juniors, and Seniors only.

### **PH 333V Bioethics (3)**

The study of the ethical theories and principles related to bio-medical practices and problems arising from practices such as human experimentation, abortion, fetal research, involuntary commitment, suicide, euthanasia, genetics and human reproduction, and other similar topics. Open to Sophomores, Juniors, and Seniors only.

### **PH 334V Business Ethics (3)**

The study of ethical theories and principles related to questions and issues specific to business practices in areas such as property, contracts, work, corporate responsibility, advertising, and the roles of corporations in the community. Open to Sophomores, Juniors, and Seniors only.

### **PH 339V Philosophy of Death and Dying (3)**

Attempts to work out a reflective approach to death and dying which can support the concrete consciousness of one's own death. Studies the work of thinkers such as Kubler-Ross, and also the work of such philosophers as Plato, Schopenhauer, Hegel, Freud, and Heidegger. Open to Sophomores, Juniors, and Seniors only.

### **PH 355 Philosophy in Literature (3)**

This course explores various philosophical theories and themes as they are expressed in literature. Content and themes of the course will vary from year to year. Topics may include questions of morality and responsibility, alienation, issues of appearance vs. reality, questions about human nature and personal identity, the dynamics of tragedy, and the concept of human existence. Readings may draw from diverse cultures, traditions, and periods. (See EN 355)

### **PH 375 20th Century Philosophy (3)**

The study of selected writings from some of the most important figures in European and American philosophy in the 20th century as they treat central ideas and themes of the Western Philosophical Tradition. Thinkers covered will represent disparate approaches or movements such as Early Analytic Philosophy, Pragmatism, Phenomenology (and Existentialism), post-Wittgensteinian Analytic Philosophy, Postmodernism, Deconstructionism, and Feminist Philosophies.

## **Physics Courses**

### **PY 111S Elements of Physics (3)**

An introductory lab-oriented course to furnish an understanding of the physical changes in nature through the study of the mechanical behavior of matter and the several manifestations of energy as motion, heat, light, sound, electricity and magnetism, and atomic fission and fusion.

### **PY 112S Elements of Space Science (3)**

A view of the universe beginning with the nature and origin of the planets and of the earth-moon system. Consideration of the earth's space environment will include rocketry and space flight, and the effects of radio waves, X-rays, and cosmic radiation. Laboratory experience included.

**PY 114 Topics in Physics (3)**

An introductory course covering fundamentals of Physics as they apply to the health sciences, with attention to topics such as motion, friction, torque and rotation, work, pressures and fluids, bioelectricity, etc.

**PY 221-222 General Physics I, II (4, 4)**

An algebra-based approach to the basic concepts of mechanics, thermal physics, electricity, magnetism and waves. Three-hour lecture, three-hour lab. A minimum grade of C is required for BI majors and for those taking this as a science prerequisite. Prerequisite: MA 221; a high school Physics course or PY 111S is highly recommended as well.

**Political Science Courses****PO 110 Introduction to Politics (3)**

An introduction to the basic elements of modern politics. There are two main focuses of the course. The first is on the forces which impact on politics generally: the global system, economic factors, ideology, and culture (i.e., symbols, belief systems, norms, and values). The second is on domestic institutional and organizational arrangements: constitutional structures, legislatures, executives, bureaucracies, judiciaries, and elections.

**PO 111P American National Government (3)**

A study of the democratic principles and constitutional foundation of the American political system: the principles and practice of federalism; the powers and structures of the legislative, executive, and judicial branches of the national government; the role of political parties; pressure groups, public opinion, and voting behavior in the formation of public policy; and the basic domestic political problems confronting the nation today.

**PO 112 State and Local Government (3)**

A study of the structures, powers, administration, and major policies and problems of state and local governments. Legal, political, and economic relationships between state and local governments with an emphasis on socioeconomic programs will be explored.

**PO 221P American Political Parties (3)**

This course examines American political parties in terms of their composition and philosophies, and in terms of the framework within which they operate. Particular attention is paid to the emergence of the two-party system, American political culture, how candidates are chosen and elected, party affiliation, voting patterns in the electorate, campaign finance, and the extent to which American parties actually function as parties. Comparison is made periodically with party systems in other countries for the purpose of achieving a wider perspective.

**PO 222V American Presidency (3)**

A study of political leadership as it relates to the American Presidency. Discussion will focus on the institution of the Presidency, decision-making processes, the exercise of power, theories of presidential personalities, the historical evolution of the office, and the importance of the Presidency to American politics and society. General issues that will be addressed are: the electoral process, voter perceptions, how the system limits the type of candidates who run, and the relationship between the President and her/his party.

**PO 270 Civil Law (3)**

A study of the manner in which civil conflicts are resolved in the legal system, the roles various parties play, and the issues that study the underpinnings of this system, most notably the values upon which it is built. Included will be an assessment of the proper roles of

lawyers in society and the rules by which attorneys and judges are governed. Discussion will also address the alternative ways of resolving civil disputes and the benefits which they represent. Open to Sophomores, Juniors and Seniors only.

**PO 300P Messages of War: Propaganda in 20<sup>th</sup> 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 Niccolò Machiavelli, John Locke, Edmund Burke, and John Stuart Mill.

### **PO 337PG 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: PS 101S must be taken at Dominican College for programs that have this course as a requirement.*

### **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 213 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 prenatal 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 214 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 215 Adolescent Psychology (3)**

An exploration of the unique developmental period of adolescence as a major transitional stage between childhood and adulthood. Early, middle and late adolescent development will be covered in depth along with the many physical, social, emotional and cognitive changes that occur during adolescence. Also, the familial, social and cultural contexts in which adolescent development takes place will be examined.

### **PS 210 Lifespan Human Development (3)**

This course provides students with a solid foundation in human development across the full lifespan, from prenatal development through the end-of-life. The course will focus on the major physical, cognitive, social, and emotional developments of each stage of life; articulate the major changes that mark transitions from one stage to another; and allow students to comprehend and critically discuss the impact of ethnic, gender, and cultural factors on human development and implications within the health and social sciences.

*Note: This course cannot be used by Psychology majors to fulfill program requirements. (See HL 210)*

### **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 228 Religion and Psychology: Psyche and Spirit (3)**

A study of the rise of interest in the self and the unconscious through 19th century romantic, idealist, and existentialist reactions to the enlightenment, with a discussion of contemporary psychological theories and their positions regarding religion and religion's uses of psychology.

**PS 229V Psychology of Gender (3)**

An inquiry into the psychological dimensions of gender, focusing primarily on the attitudes and values associated with men and women. Psychoanalytic, behavioral, developmental, biological, social, and ecological theories are employed to analyze topics such as: gender attitudes, gender roles, physiological and hormonal determinants of female/male behavior; sexuality; identity; and sex differences in psychological processes (personality, learning ability, cognition, memory, motivation, and emotion).

**PS/SW 230 Death, Society, and the Human Experience (3)**

See SW 230.

**PS 236 Social Psychology (3)**

A survey of theoretical formulations and current research in the following topics relating to the individual in society, in groups, and to the reciprocal influence of group on individual and individual on group: social learning and socialization; social perception; interpersonal attraction; prejudice, discrimination, and stereotyping; aggression and antisocial behavior; conformity, compliance and obedience; leadership and group behavior; and environmental psychology. Prerequisite: PS 102S. (See SO 336)

**PS 237 Group Dynamics (3)**

An experientially based course which provides the opportunity for learning about group processes and dynamics both in academic terms and in experiential ones. A focus on analysis of group behavior in vivo will be stressed with the following processes underscored as especially important: goals, norms, leadership, conformity, support, confrontation, flight behavior, problem-solving, commitment and coherence, and effective group functioning. Formerly PS 337. Prerequisite: PS 102S. (See SO 337)

**PS 239 Sports Psychology (3)**

An introduction to the field of sports psychology with an emphasis on research methods and theories in the parent discipline of psychology upon which sport-specific theories are based. Students are exposed to theory as it applies to recreational and elite athletes, team dynamics, and coaching behaviors. Topics of inquiry include scientific methods, behaviorism, trait and personality theories, interactionism, arousal, anxiety, intervention strategies, attentional style, observational learning, motor skills, imagery, competence, motivation,

aggression, group cohesion, group performance, leadership and coaching behavior. Prerequisite: PS 102S.

**PS 248 Perspectives on Chemical Dependency (3)**

Formerly PS/SW 238V.

See SW 248.

**PS 240 Health Psychology (3)**

This course provides a general introduction to the application of psychology to health. Topics covered include research methods in health psychology, health behavior, stress, coping, social support, patient-practitioner relations, pain and pain behavior, and the role of psychological and social factors in the etiology of chronic and terminal illness.

Prerequisite: PS 102S

**PS 250 Cultural Psychology (3)**

This course examines the effects of culture on human behavior. We will examine the role of culture across a range of psychological areas, including perceptual and cognitive processes, human development, language, gender, and social behavior. This course will examine multiple cultures including cultures from Latin America, Africa, India, Asia, and the Pacific Islands.

Prerequisite: PS 102S

**PS 258 Perspectives on Human Sexuality (3)**

Presents a general overview of the physiological, sociological, ethical, and emotional aspects of human sexuality as a means of providing an appreciation of the role of sexual behavior in the individual's general psychology. Topics including gender identity and sexual differentiation, sexuality in the life cycle, 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 with a grade of C or higher.

**PS 342 Counseling and Psychotherapy (3)**

An examination of the basic premises and principles of psychotherapy with emphasis on the relationship, interpersonal processes, and communication patterns that underlie cognitive-behavioral psychotherapy. A survey of the major types of psychotherapy: psychoanalysis, nondirective, behavioral, and experiential and existential; basic principles of these types of therapy and their application to individual adults, adolescents and children, as well as to family, marital and group settings discussed. Current research on effectiveness and utility included. Prerequisites: PS 102S and PS 224 or PS 226.

**PS 343 History and Systems of Psychology (3)**

Historical development of psychological ideas from the beginning of scientific psychology. Selected psychological systems chosen because of their historical impact or influence upon the contemporary scene; in particular, structuralism, functionalism, behaviorism, psychoanalysis, Gestalt, and their new forms. Prerequisites: PS 101S.

**PS 344 Biopsychology (3)**

Underlying mechanisms of human behavior, in particular the structure and function of the central nervous system. The physiological

substratum of motivation, emotions, perception, learning, conditioning, and abnormal behavior. 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 350 Motivation Psychology (3)**

This course examines the theory, research, and application of motivation as it relates to our understanding of the processes that activate our behaviors. A biological, cognitive, and behavioral approach will be applied to various areas such as: arousal, sleep, stress, health, hunger, aggression, modeling, pain, sensation-seeking, conformity and self-actualization. The relationship between motivation and emotion will also be briefly explored. Prerequisites: PS 101S & PS 102S.

### **PS 360 Sensation/Perception (3)**

This course introduces students to the processes of sensation and perception. Sensation and perception involve taking information from the world and transferring it to the mind, creating a picture of reality that helps humans explore the world. This course will cover the main sensory systems including sight, hearing, smell, taste, and touch, as well as the neurological processes that allow humans to interpret information from the environment. Prerequisite: PS 101S

### **PS 410 Faculty Research Experience (1-6)**

This course will present an opportunity for students to work closely with a full-time Psychology faculty member on the faculty person's research, with the potential to present this research at a conference. Prerequisites: PS 101S or PS 102S and permission of instructor.

### **PS 440, 450 Independent Study (3) (3)**

Intended for select students who wish to pursue independent study at an advanced level. Those qualifying will work under the direct supervision of a full-time faculty member. The study may extend for one or two semesters and three to six credits may be earned. A study outline must be filed in the Office of the Academic Dean.

### **PS 441 Introduction to Experimental Psychology (3)**

An introduction to the formulation of experimental problems, testing of hypotheses, selection of appropriate methods of investigation, preparation of experimental reports. Prerequisites: PS 101S, 102S, 331 and SS 221.

### **PS 452 Person in Environment II (3)**

See SO/SW 452.

### **PS 472 Senior Seminar and Research (3)**

This is the capstone course for the major. Students are expected to prepare a major theoretical or empirical research report, which will be presented in paper or poster format at the Hudson Valley Undergraduate Psychology Conference hosted by Dominican College each spring. Open to Psychology majors in their senior year or to juniors with permission of the program coordinator. Prerequisites: PS 101S, 102S, 331, 441, and SS 221.

### **PS 480 Advanced Topics in Psychology (3)**

This course will undertake a semester-long study of a single, instructor-selected topic or closely related set of topics in psychology. Topics and instructor will vary from year to year. In depth reading and discussion is required in this course. Prerequisite: at least one 300-level course and Junior or Senior standing.

### **PS 491 Internship in Psychology (3)**

The internship provides supervised part-time fieldwork experience in a public or nonprofit agency. This course is offered to upper-class Psychology majors. The placement site is geared toward the student's area of interest (e.g., clinical, substance abuse, research). The intern observes and/or applies knowledge gained from psychology courses under the guidance of the site supervisor. This fieldwork allows students to put theory into practice and to gain experience for graduate school or for a future career. Prerequisite: Permission of internship coordinator. Minimum 3.0 GPA required.

### **PS 492 Practicum in Psychology (3)**

A course offered to upper-class Psychology majors to provide a review of the field of psychology under the supervision of the full-time psychology faculty and course instructor. Students will be given an advanced learning experience and an opportunity to put knowledge into practice. Students will gain experience as a Peer Assistant and discussion leader in the classroom. Weekly seminar with the course instructor, reading assignments and preparation for class presentations are expected. Prerequisite: Permission of course instructor and program coordinator.

## **Religious Studies Courses**

### **RS 221CG The Making of Myths and Cults (3)**

A study of myths and cults of antiquity in relation to religion, myth and cult in the modern world; discussion of how and why myths and cults arise, and what makes them decline. Includes examination of ancient legends, folklore, and rituals, as well as life stories of historical figures from Babylonian, African, Egyptian, Asian, Roman, Greek, and Norse traditions. Co-requisite: EN 123. (See EN 221C)

### **RS 222C Old Testament: Story and Culture (3)**

The human and religious experience of ancient people as seen through the interpretation of biblical literature and parallels between ancient Israel's culture and that of her neighbors. Personal and social developments are examined through the growth of oral and written traditions.

### **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 331 Theology, Ethics, and Medicine (3)**

An analysis of the broad spectrum of ethical principles which undergird biotechnology, medicine, and health care. Students will explore the implications of theology, diverse spiritualities, and secularism on complex topics in medicine and research.

**RS 337VG World Religions (3)**

An encounter with the basic beliefs, values, and practices among major religious traditions originating in India, China, Japan and the Middle East, as well as their influence in the contemporary pluralistic world.

**RS 339M Medieval Women Writers (3)**

See EN 339M.

**RS 443 Images of Christ and the Church (3)**

A study of the role of imagination in relation to faith and knowledge of Christ and the Church, especially with regard to artistic and literary expression. Representations of the "holy" throughout history are examined, especially the medieval, renaissance, and baroque periods.

## Social Sciences Courses

**SS 114 Cultural History (2)**

A study of the history and culture of a society (for example, the Dominican Republic), in order to provide a context for a service learning experience. Students enrolled in the course will understand the history and culture of the society prior to spending time in the country living and working with its people. Students will read academic articles, fiction and poetry and oral history narratives in preparation for conducting their own interviews. Only those students participating in the service learning experience are eligible to enroll in this course.

**SS 221 Quantitative Methods & Research (3)**

A survey in elementary research and quantitative methods. This course provides students with an entry-level preparation in communication and analytical skills in empirical research for courses taken later in the area of social sciences or in other related discipline/professional areas. Particular emphasis on the history of scientific methods, skills in literature research and writing, problem formulation, making of a hypothesis, research designs, field and laboratory observations, sampling data organization, processing and analysis, as well as ethical issues. In order to proceed to PS 331, a minimum grade of C is required.

Prerequisites: Open to sophomores, juniors and seniors only.

**SS 457 Teaching Social Studies (Middle Childhood) (3)**

See ED 457.

**SS 467 Teaching Social Studies (Adolescence Education) (3)**

See ED 467.

**SS 472 Social Science Seminar (3)**

Under the supervision of a faculty member, students prepare and defend a significant research paper on a topic of their own choosing in their area of emphasis in the Social Sciences. In this course, students have the opportunity to integrate into a single project much of what they have learned during their undergraduate education and to demonstrate the development they have achieved in analytic, research, and language skills.

**SS 481 An Ethnographic Study: A Global Perspective (3)**

This course is in conjunction with the Spring semester Alternative Spring Break (ASB). In preparation for this experience students will examine the American society from a social structural perspective. Particular emphasis is placed on the centrality of class, race and gender as sources of division, inequality and injustice. A demographic analysis of the community will provide the basis for examination as students engage in field observations as they participate in the service learning experience.

**SS 491 Social Science Internship (3)**

Supervised internship in a public or non-profit agency.

## Social Work Courses

**SW 200 Introduction to Social Work (3)**

This course is intended to introduce the evolution and present status of social welfare institutions and the profession of social work framed through the lenses of social justice. The course will focus on the development and status of social welfare institutions; the history of social work and social welfare; the purposes, values, ethics, and skills of the profession; the organization and functions of public and private social agencies; and the social service delivery system. While this course is required as a foundation course for social work majors, it is open to students from all disciplines. (See SO 200)

**SW 230 Death, Society and Human Experience (3)**

Death, dying, and bereavement are fundamental and pervasive aspects of the human experience. The aim of this course is to examine how individuals and societies understand and appreciate these realities. Students will examine and understand selected theories on grief, loss and end-of-life issues and use these to develop and describe their own personal philosophies about life and death. (See PS 230)

**SW 244 Gender and Justice (3)**

See CJ/SO 244.

**SW 248 Perspectives on Chemical Dependency**

Perspectives on Chemical Dependency provides a basic introduction to the study of substance use, abuse, and dependency. This course will familiarize students with the fundamentals of drug-specific information. In addition, the course will outline the theories and models of why individuals abuse substances. Environmental factors and their impact on substance usage will be examined. These factors include economic, social, cultural, and family systems. Prevention, intervention, and treatment programs for substance usage will be analyzed. Prerequisite: PS 102S or permission of instructor. Formerly SW/PS 238V. (See PS 248)

**SW 250 Topics in Social Work: Social Welfare and Social Justice (1)**

This introductory level course in social work focuses on social processes, social institutions, and social change. The student will be introduced to the ethics, values, knowledge, and policy base, principles and purposes of the profession, including an examination of methods of practice. Traditional and innovative social work settings are discussed. Socio-historical development of Social Work and its influence on contemporary practice are reviewed. Topical discussions of social welfare include social interaction, various roles in the social work professions, and multiple experiences of vulnerable populations as it relates to the quest for social justice. This course will address the contemporary social problems in our society.

**SW 251 Topics in Social Work: Introduction to Eating Disorders (1)**

Eating Disorders are complex mental health conditions that are often misunderstood. This introductory course will focus on the bio-psycho-social nature of eating disorders while providing students with a basic understanding of the causes and effects of eating disorders on individuals, their families, and the community. Students will become familiar with eating disorder diagnoses and assessment tools, and will examine a general overview of treatment approaches and modalities used by professionals in the treatment of eating disorders.

**SW 252 Topics in Social Work: Scholarly Writing and APA for Social Sciences and Helping Professionals (1)**

This course provides professional development for social workers and others in the helping professions in professional writing skills. Students will examine the principles of various modes of professional writing required for the profession to include research papers, case notes, etc.. Students learn the ability to communicate clearly and concisely to a specific audience through purposive writing. The course will familiarize students with APA, a style of writing that is commonly used in the field of social work and similar disciplines for coursework and professional development, and various other forms of professional writing.

**SW 253 Topics in Social Work: Counseling Adolescents (1)**

Adolescents can be separated into three separate sub-phases; early, middle and late. Each phase has its own specific physiological, cognitive, social and emotional component. Students will become familiar with the stages and specific tasks adolescents need to accomplish and the impact this has on their identity. Students will be exposed to factors that contribute to healthy and unhealthy adolescent development, including cultural differences. Mental disorders such as: Oppositional Defiant Disorder, Depression, and Reactive Attachment Disorder will be reviewed with an overview of evidence based treatment approaches and modalities used for these disorders.

**SW 254 Topics in Social Work: Play Therapy (1)**

Play Therapy is a therapeutic treatment model that uses the power of play to help children resolve psychosocial problems. This course will give an overview of play therapy theory and will demonstrate techniques for use with preschoolers, school-age children, and special populations in clinical settings.

**SW 255 Topics in Social Work: Understanding Autism and Neurodiversity (1)**

The course employs a social-justice-oriented critical approach that encourages students to question dominant cultural paradigms and systemic social inequalities. The course will explore the history of the autism diagnosis, current theoretical perspectives, symptoms, interventions, and current systems of care. The course approaches understanding autism and other neurodiverse communities from a

strengths perspective in order to set in motion some positive change in the realm of autism-related discourse.

**SW 330V Ethnic Group Interaction (3)**

See SO 330V.

**SW 331V Child Welfare and the Law (3)**

See SO 331V.

**SW 334V Deviance: Changing Sociological Perspectives on Race, Class, and Gender (3)**

See SO 334.

**SW 335P Theories of Social Movements and Social Justice (3)**

This course examines how social movements, denoting a wide variety of collective attempts to bring about a change in certain social institutions or to create an entirely new order, re-shape social attitudes, influence social policies, and generate social programs to respond to human needs and need for civic engagement. Framed in the historical perspective of social movement, the principles and practice of social justice and human rights will be explored within a global perspective. In particular, the course explores issues of social diversity and social justice in the United States to provide students with: 1) a theoretical framework for understanding the dynamics of oppression and social exclusion and 2) a process to explore how the specific forms of oppression and rights-based activism affect their personal and professional lives. (See SO 335P)

**SW 440V Perspectives on the Health Care System (3)**

See SO 440V.

**SW 342 Perspectives on Aging (3)**

See SO 342.

**SW 443VG Women in Contemporary Society: Cross-Cultural Perspectives (3)**

See SO 443VG.

**SW 451 Person in Environment I (3)**

The first of a two-course sequence addressing human behavior in the context of the social environment. The primary focus is on introducing critical thinking and analytic skills by promoting an appreciation of differing points of view and by fostering the ability to identify those theories which enable us to understand human behavior and the social environment. Special attention is given to systems theory, the ecological model, role theory, and the strengths perspective as explanatory frameworks for understanding how individuals, families, and communities function. Particular emphasis is placed upon the influence of diversity—including culture, race, spirituality, gender, sexual orientation, and physical or cognitive ability. Those theories which enable a systems perspective to be applied to 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. Particular emphasis is placed on the influence of diversity—including culture, sexual orientation, race, gender, spirituality, physical or cognitive ability—in the development of the person and in the clarification of values. Prerequisites: PS 102S or equivalent, SO 111 or equivalent, and BI 112 or equivalent. (See PS 452, SO 452)

**SW 454 Social Work Practice I (3)**

The purpose of this course is to help students develop social work knowledge and skills in translating social work practice philosophy into sustainable, ethical social work in diverse situations. The course considers knowledge and skills necessary for generalist practice with an emphasis on work with individuals. A systematic approach to social work concepts, including an appreciation of social work values guiding ethical practice and the promotion of social justice is provided. This is the first of a three-semester practice sequence. Must be taken concurrently with SW 455. Prerequisites: SW 200, 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 200, SW 451.

**SW 461 Methods of Social Research I (3)**

This course is the first of two research courses introducing students to research methodology as applied to systematic inquiry of social work problems. This course covers quantitative research methods and examines the scientific method from the development of a researchable hypothesis to the point of data collection. It focuses on social work problem formulation and provides an introduction to methodology. The course content and material cover the following areas: understanding theory development, stating a tenable research problem, developing a researchable question; the values, ethical, political, and social effects involved in developing the question; narrowing and specifying the question; sampling; design; data collection; and measurement techniques. Each topic is addressed through readings, lecture material, real-life experiences. Students will ably demonstrate their learning competencies in the development of a research proposal. Prerequisite: MA 113 or higher or PH 113.

**SW 462 Social Policy (3)**

This course examines social welfare policies and practices in the U.S., as well as in developing countries, within the context of globalization, it focuses on policy analysis, knowledge of the political and economic processes underlying social development, and the skills, values, and ethics related to advocacy practice. The course examines diverse methods of sociological analysis and addresses policy issues important to women, people of color, and populations that are vulnerable to oppression in American society. (See SO 462)

**SW 463 Social Work Practice II (3)**

These senior-level courses are designed to continue the development and application of generalist social work practice. Specifically, students examine the techniques and guidelines for both direct and indirect practice organized around the five phases of a planned change process. Both indirect and direct applications based on field experiences are examined with a particular emphasis on vulnerable populations. Must be taken concurrently with SW 465. Open to Social Work students only.

**SW 464 Social Work Practice III (3)**

The course is designed to continue the process of generalist practice as it integrates theory, research, policy and practice with micro, mezzo, and macro systems. Content of the Practice III course expands techniques for intervention and practice research with individ-

ual, group and community systems, with a specific focus on organizational and community change theory and practice. Must be taken concurrently with SW 466.

Prerequisites: SW 454, SW 463 and SW 461.

Open to Social Work students only.

**SW 465a/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 and SW 464. Open to social work students only. Field assignments are scheduled to include fall, winter session and spring for all enrollees.

**SW 467 Methods of Social Research II (3)**

In this course, students continue to learn social work research through a combination of didactic and experiential methods focusing on advocacy research to advance social justice. This is the second of a two-course sequence covering foundation content in social work research. It guides students toward evaluating social work research to understand practice effectiveness. Students work on the Advocacy Research Project, with an emphasis on the analysis and interpretation of the data collected (qualitative or quantitative) or utilized (archival or publically available). This project is presented at an annual spring conference. Ultimately, students learn how research informs practice and practice informs research. Prerequisite: 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 200 Introduction to Social Work (3)**

See SW 200.

**SO 221VG Cultural Anthropology (3)**

This course examines the general concepts and theories in cultural

anthropology. The focus is on the analysis of selected primitive societies of the world; the comparative study of social structures, economic organization, and social institutions; and the application of anthropological methods to the study of modern societies.

**SO 223VG Social Problems (3)**

Study of selected social problems including issues of living in an urban society; poverty, violence, racism, and sexism within the context of their historical development and with consideration of the value issues involved. Students may have the opportunity to perform community service learning.

**SO 224V Sociology of the Family (3)**

The main focus of this course is on the major elements and dynamics of family life. While emphasis is placed on the prominent patterns of family life in America, this course also explores global cultural variations in what constitutes a family and what family life consists of. Some of the major topics are courtship, mate selection, and marital and parental roles.

**SO 225 Folklore and Mythology (3)**

Myth and folklore play important multiple roles in all human groups. This course looks at the patterns of moral values, social order, customs and religious beliefs as they are expressed through traditional myth and folklore (narratives, songs, jokes, etc.) and modern myth and folklore (through mass media, urban cultures, etc.). The course also explores common themes and provides a variety of theoretical models for explanation of them.

**SO 227 Law & Society (3)**

See CJ 227.

**SO 244 Gender and Justice (3)**

See CJ/SW 244.

**SO 255 Sociological Perspectives on Religion and Cults (3)**

This course will examine the beliefs and practices of the institution of religion from a sociological point of view. The course will survey why societies and individuals adopt religious beliefs, how the various rituals and practices of religion are chosen and how these practices impact upon the society as a whole as well as upon individuals. Although traditional, mainstream religions will be a major area of focus, the course will also examine new religious movements and cults. Topics that will be investigated include the sociological history of religion, explanations for evil, superstition and the supernatural, religious intolerance and aggression, and faith in other contexts.

**SO 320PG Global Interdependence (3)**

The general theme is that of the interdependence of the world's people, ecology, economy, political systems, and technical systems. The major focus is on the interdependence of the United States and the Third World. Sociology, as well as concepts from history, economics, political science, anthropology, and geography will be used to understand the roots and contemporary status of global interdependence. Formerly SW 333PG and PO 335PG. (See PO 320PG)

**SO 330V Ethnic Group Interaction (3)**

This course will focus on personal, institutional, and cultural levels of ethnic group formation, development, and maintenance in the United States. Several theoretical perspectives and current empirical studies with regard to ethnicity, ethnic group salience, prejudice, and discrimination will be discussed and examined in relation to behavior toward ethnic group members. Personal value positions and priorities will be discussed. Topics include immigration, intermarriage, social programs and affirmative action, civil rights movements and counter-movements. (See SW 330)

**SO 331V Child Welfare and the Law (3)**

An inquiry into the field of child welfare, a term used broadly to include activities which promote the welfare of children. Specific attention is given to the actual services provided in the contemporary United States. These services are examined in view of their historical, political, socio-economic, and particularly legal contexts and are compared to child welfare systems in other countries. (See SW 331V)

**SO 334V Deviance: Changing Sociological Perspectives on Race, Class, and Gender (3)**

Deviant behavior is often defined as an act that violates a social norm while social control is a reaction to deviant behavior that seeks to regulate or punish this behavior. This course examines what constitutes deviant behavior in our society. Then, several major theoretical perspectives on deviance are introduced to explore specific areas of deviant behavior and social control such as interpersonal violence, self-destructive deviance, diverse lifestyles, and substance use and abuse. Prerequisite: SO 111. (See SW 334V)

**SO 335P Social Movements and Social Justice (3)**

See SW 335P.

**SO 336 Social Psychology (3)**

See PS 236.

**SO 337 Group Dynamics (3)**

See PS 237.

**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 342 Perspectives on Aging (3)**

An inquiry into psychological, sociological, cultural, biological, and spiritual aspects of aging. A major focus of the course is on the needs of the elderly and the government's response to those needs. Students may have opportunities to perform community service. (See SW 342)

**SO 440V Perspectives On The Health Care System (3)**

An investigation of a variety of aspects of the delivery of health care in the United States. Attention will be given to the socio-cultural influences upon health and illness. Ethical issues raised by medical and technological advances will be discussed. (See SW 440V)

**SO 442 Sociology of Sport (3)**

Sports have played a vital role in contemporary American culture, especially over the last hundred years. Sports provide a useful window into many aspects of a society, especially in relation to the organization of society and the experiences of many groups of people. Events in the wide world of sports can have significance beyond a single game, season, or sport. This course will examine the nature of

various sports and their changing impact on American society. We will consider the relationship between sports and such issues as race, ethnicity, class and gender in order to determine how developments in sports have influenced, and have been influenced by, American society and culture. Other themes include the political economy of sports, the effects sports can have on children's development, and the close connection between the media and both professional and amateur sports.

**SO 443VG Women in Contemporary Society: Cross-Cultural Perspectives (3)**

A group study dealing with the particular circumstances of women within current social institutions. Cross-cultural emphasis will be placed on the present and future roles of women. Comparative data analysis on female status, public and private. (See SW 443VG)

**SO 446 Liberty and Leaders (3)**

An exploration of issues in our understanding and assessment of national leaders, with particular reference to George Washington, Simon Bolivar, and the struggles for independence in the Americas; questions include why we call some leaders good and others bad, what their rights and responsibilities are, and how we decide if they have succeeded or failed. Readings of major political thinkers such as Plato, Machiavelli, and de Tocqueville.

**SO 451 Person in Environment I (3)**

See SW 451.

**SO 452 Person in Environment II (3)**

See PS 452, SW 452.

**SO 462 Social Policy (3)**

See SW 462.

## Spanish Courses

**SP 111-112 Basic Spanish (3) (3)**

An introduction to the four basic language skills in Spanish with emphasis on conversation and aural comprehension.

Prerequisite for SP 112: SP 111 or equivalent preparation.

*Note: In order to proceed to the next course in this sequence, a minimum grade of C- is required.*

**SP 115 Spanish for Heritage Speakers (3)**

This course is strictly directed to the bilingual student who speaks Spanish but lacks the academic linguistic skills required for proficiency in the written language. The course is designed to bring attention to grammatical needs which heritage speakers share.

**SP 118 Spanish for Professionals (3)**

Introductory course in Spanish with a focus on utility for students with professional and/or academic foreign language requirements. Focuses on communication skills, emphasizing vocabulary, reading, and writing.

**SP 221-222 Intermediate Spanish (3) (3)**

A review of elementary structures and skills; more advanced grammar is added to improve fluency and accuracy; selected readings from prominent writers; and an introduction to Hispanic culture and art. Classes are conducted in Spanish with some English for clarity. Prerequisite for SP 222: SP 221 or equivalent preparation.

*Note: In order to proceed to the next course in this sequence, a minimum grade of C- is required.*

**SP 225 Conversation and Composition (3)**

Intensive phonetic practice and development of spontaneous conver-

sational skills and fluency; analysis of problems in writing and speaking Spanish.

**SP 226 Cinema for Spanish Conversation (3)**

This is a conversation course for the advanced language student. By viewing films, both from Spain and Spanish America, the student will become aware of the linguistic as well as the social differences in the various areas where Spanish is spoken. The objectives will be multiple: to appreciate the art of filmmaking, to improve comprehension of the spoken language, to increase vocabulary, to examine cultural differences and to perfect the spoken language through dialogue and discussion.

**SP 232 Art of Spain (3)**

See AR 232.

**SP 331 Hispanic Civilization (3)**

A survey of the contributions of the Spanish-speaking Old and New Worlds, with an emphasis on their arts and social history; the unique cultural resources of the New York metropolitan area will be fully explored. No knowledge of Spanish is required as course is taught in English.

**SP 332 Readings in Hispanic Literature (3)**

Selected readings from Latin American and Peninsular literature. This survey course is in preparation for the more intensive work in advanced literature courses. Students are trained in the techniques of reading critically for literary meaning and in analyzing the historical evolution of specific literary movements. Reading and writing capability in Spanish is required. Prerequisite: SP 221 or 222.

**SP 335 Literature of the Spanish Golden Age (3)**

This is an advanced literature course for students who are proficient in the language and intend to major or minor in Spanish. The reading selections are mostly dramas (comedias in Spanish), written in verse form from the 16th and 17th centuries. Authors such as Lope de Vega, Calderon de la Barca, and Gongora will be studied. Classes will be in Spanish. Prerequisite: SP 332.

**SP 337 20th Century Latin American Literature (3)**

This course examines the development of a literary genre which becomes identified as the Latin American novel of the 1960's, produced by brilliant writers during an era known as "The Boom." Well-known names such as Fuentes, Cortazar, Borges, and Marquez distinguish themselves as the creators of this unique new way of writing, which is no longer based on European models but is genuinely Spanish American. Classes will be in Spanish. Prerequisite: SP 332.

**SP 341 Literature in Translation**

Great literary works from all over the world should be appreciated without the impediment of a language barrier. As most great works are accessible in translation, we provide our students with a variety of authors from areas as Europe and Latin America. Each semester the focus might shift from one major writer to a survey of a particular period, according to need. Classes will be in English. Prerequisite: EN 123. (See EN 341)

**SP 401 Cervantes & the 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.

## Sports Management

### **SM 210 Introduction to Sports Management (3)**

A broad survey course of the sports industry. Topics include youth, collegiate, international and professional sports, as well as the operation of professional and amateur teams, leagues, ownership structures, labor and management, facilities and event management, sports media, finance and ethics. (See MG 210).

### **SM 240 Sports and Society (3)**

Examines the social, cultural, economic and political aspects of sports in society. Looks at demographic, commercial and global cultural influences on sport, as well as influence of sports on leisure activity, gambling, health and violence.

### **SM 273 Hospitality: Spas and Fitness Centers (1)**

See MK 273.

### **SM 311 Legal and Ethical Aspects of Sports and Recreation Management (3)**

An inventory and analysis of both legal requirements and ethical considerations in the management of sport and recreation. Presents ethical dilemmas facing sport and recreation managers.

### **SM 320 Facilities and Events Management (3)**

A practical course intended to teach multiple aspects of planning and managing events. Topics covered include ticket sales, crowd control, security, customer experience, facilities management, human resources management, revenue generation, marketing and promotion.

### **SM 321 Collegiate Sports (3)**

A look at the administration of individual and team sports on the college level. Covers the practical aspects of training, sports/academic interface, scholarships, ethics, the NCAA and “amateurism.”

### **SM 340 Sports Media and Promotion (3)**

Focuses on the role of media and promotion to generate fans and build brands. Topics include attracting fans and sponsors, dealing with traditional and digital media, financial considerations of media deals and sponsorships, and media research into fan and sponsor expectations.

### **SM 350 Sports in the Global Arena (3)**

International competitions, Olympics, World Cup, FIFA and sports around the world are covered. Topics include national preferences, public versus private support, training of athletes, doping, corruption and how sports interact with international politics.

### **SM 370 Economic and Financial Aspects of Sports Management (3)**

The application of economic concepts to the sports industry. Topics covered include sources of revenue generation, leagues' competitive balance policies, player salaries, and public financing of stadiums and arena.

### **SM 360 Labor and Management in Sports (3)**

Approached from a political science perspective, this course traces the evolution of bargaining power by players in various team sports and treats the role of player unions within the framework of the larger history and practice of labor/management relations in the US. Examines the power of leagues, team owners and agents on player compensation and working conditions.

### **SM 380 Sports Analytics (3)**

Deals with the use of data and quantitative methods to measure performance and make decisions to gain an advantage. The course is designed to help students build analytical skills using sports as the area

of application. Topics will include critical thinking, statistical analysis, game theory, optimization and prediction. Prerequisite: MA 113.

## Teacher Education Courses

### **ED/PS 222 Educational Psychology (3)**

Psychological principles applied to the teaching/learning process: growth and maturation of the learner, factors of efficient learning/teaching, individual differences, motivation, classroom management, effective study, transfer of learning, principles and purposes of measurement and evaluation. Field experience required.

### **ED 223V School and Society (3)**

A philosophical, historical, and sociological analysis of the school in American society. Emphasis on developing inquiry and responsible decision-making regarding the need for schools to be institutions responsive to social, economic, and political needs and change. Field experience required.

### **ED 225 Technology in the Classroom (3)**

Designed to provide students with hands-on experience in the use of electronic technologies in teaching. Attention to equipment and software available for preschool, elementary, and secondary students, and for supporting diverse learners including the visually, speech, and hearing impaired. Students will explore how technology integration strategies are linked to both learning theories and effective classroom practice. Students will plan technology-integrated lesson plans. Prerequisites: ED 222, ED 223V, PS 213 and Admission to the Division. (See CI 225)

### **ED 330 Introduction to Teaching Methods (3)**

Diagnosis of instructional needs; long and short-term planning, assessment, and implementation of instruction. Attention to acquiring a range of teaching and classroom management strategies appropriate for diverse ages and types of learners. Introduction to NYS Learning Standards. Field experience required. Prerequisites: ED 222, ED 223V, ED 225, PS 213, SE 221.

### **ED 328 Elements of Literacy (3)**

This course focuses on developing literacy (speaking, listening, reading, writing, and viewing) in children from Birth-6<sup>th</sup> 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.

## Theatre Courses

**TH 333 Introduction to Theatre and Drama (3)**

Introduction to the theatre as an art form: the major types of drama and theatrical presentation in historical perspective, with emphasis on the relationship between various production methods and the play, the audience, and the conventions of the theatre. Includes study of plays from different periods, classical to modern, and related production-workshop exercises. May be used as an English elective.

**TH 334 Script Analysis (3)**

Introduction to the critical practice of reading and understanding plays for production and for one's own writing of plays. This course will teach students how to analyze a play script through the study of a variety of plays. Students will learn to spot clues in a script to assist them in acting, designing, directing and writing.

**TH 335 Children's Theatre (3)**

Formal playmaking for children and principles of organization, direction, and production of plays for young audiences. Students enrolled in this course are required to attend on two Friday evenings. Preschool storytelling and OT adolescent simulations will be conducted.

**TH 336 Drama in Performance (3)**

Concentrated study of one aspect of theatrical performance (directing, acting, etc.); topic varies from year to year. Includes analysis of illustrative plays, and culminates in live production. No prerequisite, but SH 333 strongly recommended. May from time to time be used as English elective; see English faculty.

**TH 337 Technical Theatre (3)**

Aspects of technical stagecraft — scenery, lighting, etc. — and their effects on the overall experience of a play. Coursework includes involvement in the creation of scenery for a full-scale production.

**TH 338 Creative Drama (3)**

Creative drama techniques as means of stimulating thinking and

encouraging self-motivation. Improvisation, movement, sound, language, scene creation, & other elements of creative drama for children and adults.

**TH 340 History of the American Musical (3)**

This course will explore the history of American musical theatre from its origins in the 18th century to the present. Students will examine all aspects of the development of the musical, including art, song, plot and character, lyric and song use, while relating the musical's development to the parallel political events of the time. Course can count toward the American Studies program degree.

**TH 343 Playwriting/Screenwriting (3)**

This course will analyze established and published play scripts and screenplays while offering students the terms, formatting, and direction necessary to write their own one-act plays or screenplays. Emphasis is placed on critical writing and reading techniques along with character analysis and setting. (See FI 343)

**TH 453 Theatre Management: Principles of Performing Arts Management (3)**

Study of professional performing arts management problems and techniques as well as the administration of professional organizations. It is assumed that students possess a background in the performing arts but are comparatively untutored in business administration. Emphasis on the practical and contemporary aspects of the field. (See MG 453)

# Graduate Programs

Through its graduate programs, Dominican College extends its traditional mission – the promotion of educational excellence, societal leadership, and service – to an already successful, diverse population of students.

By offering advanced study, in breadth and in depth, Dominican emphasizes serious scholarship, independent projects, and creative research in order to enhance academic knowledge, related skills, personal fulfillment, and professional leadership.

The Assistant Academic Dean serves as liaison between the graduate programs and the Office of the Academic Dean and coordinates, with the Graduate Studies Council, the programs, their policies, procedures, curricula, and course offerings. Students with questions have access to the Assistant Dean as well as to the graduate faculty and the Program Directors.

## ***Policies & Services***

The policies and services for graduate students are the same as those outlined for undergraduate students elsewhere in this Catalog, except that separate statements apply at the graduate level in certain areas:

## ***Admissions***

To be admitted as a matriculated degree seeking graduate student, an applicant must:

1. Have demonstrated the potential to pursue graduate study successfully — that is, in general, have attained a B (3.0) average in all previous coursework.
2. Submit a completed application form with a \$50 nonrefundable application fee.
3. Meet program admission requirements, as specified. Official transcripts must be submitted, including proof of an earned bachelor's degree from an accredited institution.
4. If coursework or degree is from another country, applicants must submit certified translations and evaluations of all prior collegiate academic records on a course-by-course basis from an organization like the World Education Services. In addition, scores from the Test of English as a Foreign Language (T.O.E.F.L.) must be submitted from all applicants from non-English speaking countries. Information and registration forms can be obtained from the T.O.E.F.L. Program, Educational Testing Service, Princeton, N.J. 08540 or visit the T.O.E.F.L. website for up-to-date information at: [www.toefl.org](http://www.toefl.org). A minimum score of 90 on the internet based test (I.B.T.) is required for admission.

To be admitted as a non-matriculated (non-degree-seeking) graduate student in order to take courses for teacher certification or personal enrichment, an applicant must:

1. Submit a completed application form with a \$50 nonrefundable application fee.
2. Submit an official transcript indicating receipt of a bachelor's degree from an accredited institution.
3. Take a limited number of credits as prescribed by the specific program.

Admission and enrollment as a non-matriculated student in no way implies admission to a degree program. Students wishing to change their status from non-matriculated to matriculated must reapply and meet all college and program specified requirements. Each program specifies the maximum number of credits from non-matriculated status that may be applied to a degree program.

New York State Public Health Law 2165 requires that all students born on or after January 1, 1957 show proof of immunity against measles, mumps, and rubella prior to their first registration. Also in accordance with NYS Law, all students are now required to complete and return the meningitis form provided by the College to the Student Health Center.

## ***Transfer Credit***

No more than 6 credits for graduate courses taken at another accredited institution, prior to matriculation at Dominican College, may be granted by a program toward the degree. Grades earned at other institutions do not become part of Dominican's grade point average.

## ***Graduate Financial Aid***

Matriculated graduate students may be eligible for a limited number of Financial Aid programs. Information is available from the Financial Aid Office.

Students in a dual degree program (B.S./M.S. or B.A./D.P.T.) will be treated as undergraduates for the purpose of financial aid until they have completed their undergraduate senior year.

## ***Federal Loan Program***

Through the Federal Loan Program, loans are available to matriculated graduate students who are enrolled for at least 6 credits per semester or trimester. Students must first file a F.A.F.S.A. Form. The form and information may be obtained from the Financial Aid Office.

## ***Federal and Institutional Work-Study Programs***

Information is available in the Financial Aid Office.

## ***Satisfactory Academic Progress***

Federal regulations and Dominican College policy require that students maintain satisfactory academic progress to qualify for continued funding. Students must meet the academic requirements of their programs. Additional information may be obtained from the Financial Aid Office.

## ***Graduate Curricula and Courses of Instruction***

Descriptions of curricula and course offerings are given in the following pages. Consult the detailed descriptions in the program sections for Master of Business Administration, Nursing, Occupational Therapy, Physical Therapy, and Teacher Education.

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

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

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

## Graduate Grading System

Grade	% Scale	Quality Points per Semester Hour of Credit
A	(100 - 95)	4.0
A-	(94 - 90)	3.7
B+	(89 - 87)	3.3
B	(86 - 83)	3.0
B-	(82 - 80)	2.7
C+	(79 - 77)	2.3
C	(76 - 73)	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.

### Honors

The distinction of "graduate honors" is awarded at Commencement to graduate students with a cumulative Grade Point Average of 3.75 or higher. A notation of "graduate honors" is also included on graduate student transcripts following the awarding of the degree.

## Master in Business Administration

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

Dominican College has received specialized accreditation for its business programs through the International Accreditation Council for Business Education (IACBE), located at 11374 Strang Line Road in Lenexa, Kansas, USA.

The Master in Business Administration (MBA) is a 39-credit program, with most courses being offered on an eight-week accelerated basis, that can be completed in less than 2 years. Up to 18 credits of the Foundation courses will be considered for waiver based on prior undergraduate academic work and work experience. Students should complete specified prerequisite Foundation courses before moving on to certain Elective courses. It is these Foundation courses that are subject to possible waiver.

The primary goal of the MBA 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 a concentration that will allow them to specialize in the area of Health Care Management.

### Admissions

All candidates for the MBA Program must apply for admission to the program through the Dominican College Office of Graduate Admissions.

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

- Completed application 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 Dominican College 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

Waivers:

The Master of Business Administration is a 39-credit program. However, up to a maximum of 18 credits previously taken at Dominican College or other accredited institutions may be waived based on the following criteria:

- 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.

Note that two undergraduate courses, both of which meet the appropriate criteria, listed above, will result in the waiver of one MBA course. No separate application for waiver is required.

Student transcripts are reviewed by the Director of the MBA program in consultation with other program faculty. The determination of course equivalencies for waiver purposes will be made on the basis of transcript evaluation.

**Transfer Credits:**

The expectation is that all courses for the degree will be taken at Dominican College. However, a maximum of six credits from other institutions may be considered for transfer, at the discretion of the MBA Program Director.

Transfer credits must meet the following criteria before being considered for eligibility.

- A minimum grade of B for each course considered for transfer.
- The course(s) must be deemed comparable to the equivalent course offering(s) at Dominican College.
- Courses must have been completed within the past 7 years.

## Academic Requirements and Standards

Summary of Academic Requirements and Standards: MBA

<i>Discipline</i>	<i>Credits</i>
Foundation Courses	21
Elective Courses	12
Capstone Experience	6
<b>Total Credits Required</b>	<b>39</b>

Students should complete specified prerequisite Foundation courses before moving on to certain Elective Courses. Elective courses must be completed before a student can move on to the Capstone Experience.

**Good Standing:**

Once accepted into the MBA program, students must meet the following standards to remain in good standing:

- Adherence to all of the College’s published policies and procedures.
- Completion of the degree within 8 years of matriculation into the program.
- A minimum cumulative GPA of 3.0 with no individual course grade below C.

A student whose cumulative GPA falls below a 3.0 will be automatically placed on academic probation. It is the responsibility of the student to adhere to the requirements for good academic standing. A student on probation will meet with the Director to discuss the conditions and requirements of probation. These conditions and requirements may include continuing probation, academic leave or dismissal from the program.

**Honors**

Sigma Beta Delta is the International Honor Society which encourages and recognizes scholarship and accomplishment among students of business and management. Students are eligible to apply when they have completed at least two-thirds of their program and have a cumulative GPA of at least 3.5.

In addition, students with a final, cumulative GPA of at least 3.75 will be automatically granted Departmental Honors which is recorded on their transcripts.

**Capstone**

The capstone serves as the culmination to all coursework and requires the student to apply the knowledge, theories and practices learned from previous courses in a highly integrated, coherent and real-world manner.

## Curricular Outline and Plan Management Concentration

**FOUNDATION COURSES** (21 credits)

MB 500	Critical & Ethical Decision Making
MB 503	Economics for Managers
MB 505	Marketing Management
MB 508	The Global Manager
MB 509	Management of Technology
MB 515	Financial Decision Making for Managers
MB 520	Management & Organizational Behavior

**ELECTIVE COURSES** (12 credits)

Select from the following courses:

MB 604	Operations Management
MB 606	Human Resource Management
MB 607	Dynamics of Effective Leadership
MB 608	Quality Management
MB 609	Advanced Strategic Management
MB 610	Project & Portfolio Management
MB 611	Managers & the Law
MB 612	Managing Innovation & Change
MB 613	Organizational Communications
MB 614	Current Topics in Management

**Capstone** (6 credits)

MB 705	Business Model Analysis
MB 706	Business Plan Development

**TOTAL CREDITS FOR PROGRAM: 39**

## Procedures

**Advisement:**

The Program Director is the academic advisor to all MBA students. Students are strongly encouraged to develop, monitor and update a plan for the completion of their degree with the assistance of the academic advisor. An academic plan that takes into account a student’s unique professional and person situations is a key success factor.

**Residency:**

Students must successfully complete at least 21 graduate credits at Dominican College to be able to graduate from the program.

## Course Descriptions for the Management Concentration

### MBA Basic Core Course Descriptions

**MB 500 Critical & Ethical Decision Making (3)**

Strength in critical and ethical thinking skills has become predictive of employee effectiveness and successful business outcomes. Business professionals must be able to better apply their knowledge to analyze problems and to formulate and evaluate business decisions and solu-

tions in an ethical way. Critical thinking is at the heart of these abilities. Business leaders are increasingly becoming aware that excellent problem solvers will enable a company to succeed in today's global and hyper-competitive markets.

### **MB 503 Economics for Managers (3)**

The dynamics of economic growth and change are explored. Money and banking, wealth, income, employment, inflation, stock market trends, exchange rates, and other economic fluctuations are examined. The roles of market structures, supply and demand, and government interventions, particularly in relation to price determination will also be examined.

### **MB 505 Marketing Management (3)**

Individuals will examine the marketing mix from the perspective of management, with particular attention to how decisions concerning target markets, marketing research, planning, and strategy are accomplished. Attention is given to product development, pricing, promotion, distribution, and the emerging trends in digital marketing and customer relationship management.

### **MB 508 The Global Manager (3)**

This course provides individuals with an understanding of how practices of management are impacted by the context of the culture within which they take place. Emphasis is given to the strategies and organizational structures that must be created or changed when operating within different competitive, legal, technological, and social environments.

### **MB 509 Management of Technology (3)**

This course examines how current and emerging technologies are used to support and transform the various functions of an organization and to enable new competitive opportunities. Emphasis is given to how properly configured information systems and new technologies are relied upon to transform business processes, provide critical intelligence to business operations, and enable the development of new products and services.

### **MB 515 Financial Decision Making for Managers (3)**

This course will develop a solid foundation of financial management concepts which managers can use to make financial decisions. Students will learn how managers interface with accounting and finance departments, and how firms meet their financial objectives utilizing financial analysis. This course will also explain financial tools and techniques, which can be used to help firms maximize value by improving decisions relating to capital budgeting, capital structure, and working capital management.

### **MB 520 Management & Organizational Behavior (3)**

This course will provide an investigation of the roles, skills and effectiveness of management necessary in today's complex, hypercompetitive and uncertain business environment. Attention will be given to topics such as motivation, teams, conflict, negotiation, communication, teamwork, managerial styles, power, politics, leadership, and culture. An additional component will consist of self-assessments related to self-awareness, personality and leadership styles.

## **MBA Elective Course Descriptions**

### **MB 604 Operations Management (3)**

The emphasis of this course is the streamlining of processes and systems to improve organizational effectiveness through supply chain and value chain analysis. The course will also include an integrated

investigation into a firm's manufacturing, marketing, logistics, research & development, and customer service functions.

### **MB 606 Human Resource Management (3)**

A commonly espoused principle in business is that the most important resource in any organization is its people. In this course, students will develop a keen understanding of job analysis, recruiting and selecting, talent management, appraisals, compensation, and benefits as well as the issue of work/life balance. Special emphasis will be placed on the challenges of balancing the needs of the organization with the needs of the individual.

### **MB 607 The Dynamics of Effective Leadership (3)**

Different styles of leadership are explored along with the techniques and practices that are used by successful leaders in various organizational situations. Students will also assess their own leadership strengths and weaknesses.

### **MB 608 Quality Management (3)**

This course provides individuals with an understanding of the various statistical concepts and process related tools that are used by an increasing number of industries in order to continuously improve its operations, products and services. Special attention is given to the most popular methodologies of Six Sigma and Lean. This course can be used in preparation for "Green Belt" certifications.

### **MB 609 Advanced Strategic Management (3)**

The methods, problems and issues of strategy formulation and implementation are increasingly relevant in today's dynamic, complex, and highly competitive environment. This course will focus on the many variables and situational factors that must be dealt with from a total enterprise perspective. The student will be challenged to develop the knowledge and skills necessary to analyze and critique the strategy of a firm of their choosing.

### **MB 610 Project & Portfolio Management (3)**

It is critical in today's dynamic and demanding business environment that organizations deliver superior products and services on-time and within budget. This course will provide extensive working knowledge of project and program management best practices, tools, techniques and concepts.

### **MB 611 Managers & the Law (3)**

Any business may be subject to legal concerns ranging from employment issues, contract disputes, regulatory compliance, environmental investigations, negligence claims, purported violations of fiduciary duties and securities fraud. This course will provide the student with practical legal knowledge and principles in order to become more informed and sensitive business leaders and decision makers.

### **MB 612 Managing Innovation & Change (3)**

In today's turbulent and hyper-competitive environment organizations must continually re-invent and differentiate themselves from the competition. Students will explore various aspects of organizational and personal innovation and change using a framework that focuses on the intersection of people, process and technology. Various tools and practices will be discussed that are needed to lead a change related initiative.

### **MB 613 Organizational Communication (3)**

An investigation into today's communication strategies, and how to effectively use them as a leader and professional in communicating with an organization's various stakeholders. The course includes personal communication styles, media and tools for the manager, organizational communications climate, intercultural communications chal-

lenges, 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 Course Descriptions**

### **MB 705 Business Model Analysis (3)**

This first capstone course is the culmination of all previous coursework. Through the extensive use of the business model framework, the value proposition construct and analysis of current business events, students will examine how the various dimensions of a business should be integrated in order to provide sustainable profits in a dynamic and uncertain business environment.

### **MB 706 Business Plan Development (3)**

This second capstone course will have students experience the role of an entrepreneur. Students will develop an entire business plan, including the marketing, promotion, pricing, distribution, and financing arrangements required for a new business initiative taking into account the possible effects of competition, legal regulations, and other external factors.

## **Health Care Management Concentration**

*Note:* Those who do not enter the program with a sufficient health care industry background are required to enroll in an appropriate course, such as HC 510, prior to or at the start of the program.

### **CO-REQUISITE COURSES (3 credits)**

HC 110 Dynamics of Health Care Systems

### **FOUNDATION COURSES (21 credits)**

MB 500 Critical & Ethical Decision Making  
MB 503 Economics for Managers  
MB 505 Marketing Management  
MB 508 The Global Manager  
MB 509 Management of Technology  
MB 515 Financial Decision Making for Managers  
MB 520 Management & Organizational Behavior

### **ELECTIVE COURSES (12 credits)**

Select from the following courses:

HC 610 Health Care Quality Management  
HC 620 The Managed Care System  
HC 625 Medical Group Practice Management  
HC 630 Long-Term Care Management  
HC 635 Health Care Information Technology  
HC 640 Legal Aspects of Health Care  
HC 645 Current Topics in HC Management  
HC 650 Leadership in Health Care  
HC 655 Health Care Strategy

### **CAPSTONE COURSES (6 credits)**

MB 705 Business Model Analysis  
MB 706 Business Plan Development

## **Course Descriptions for the Health Care Management Concentration**

### **HC 510 Dynamics of Health Care System (3)**

This course provides a comprehensive overview of the various yet overlapping health care systems. It describes and assesses the various systems and their components, as well as the interrelationship of these components in the healthcare industry and health services delivery. The student is expected to understand the behavioral, cultural, organizational and environmental factors affecting the use, organization, and outcomes of health services delivery. The roles of hospitals, health personnel, public health agencies, payers, and regulators are examined. Current organizational, system and industry wide dilemmas and issues are identified.

### **HC 610 Health Care Quality Management (3)**

This course provides individuals with an understanding of the various statistical concepts and process related tools that are used by an increasing number of industries in order to continuously improve its operations, products and services. Special attention is given to the most popular methodologies of Six Sigma and Lean. This course can be used in preparation for “Green Belt” certifications.

### **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 information systems and technology. The course is oriented to the contemporary role of a health services manager and focuses on the need to integrate technology with processes, services and policy.

### **HC 640 Legal Aspects of Health Care (3)**

A rigorous overview of current and pending health care law and legal issues including government regulation, legal constraints,

liability, negligence, patient rights, confidentiality and corporate/administrative responsibility. Emphasis will be placed on the business application of health care law.

#### **HC 645 Current Topics in Health Care Management (3)**

This course will select and analyze contemporary topics that are of particular importance in the dynamic and volatile health care industry that have not been covered in other core or elective courses. Possible topics will be solicited from both business experts, faculty and students, as well as from respected research sources. Guest speakers with relevant expertise will be sought.

#### **HC 650 Leadership in Health Care (3)**

Leadership has emerged as one of the most critical and controversial topics in our current business environment. In this course, different styles of leadership are explored along with the techniques and practices that are used by successful leadership. This course will include the analysis of cases that demonstrate effective as well as non-effective leadership behaviors and their impact on organizational effectiveness.

#### **HC 655 Health Care Strategy (3)**

The methods, problems and issues of strategy formulation and implementation are increasingly relevant in today's dynamic, complex, and highly competitive environment. This course will focus on the many variables and situational factors that must be dealt with from a total enterprise perspective. The student will be challenged to develop the knowledge and skills necessary to analyze and critique the strategy of a firm of their choosing.

### **Advanced Certificate – Health Care Management**

The Advanced Certificate in Health Care Management provides professionals who hold a bachelor degree the opportunity to enroll in focused graduate coursework in health care management topics.

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

#### ***Advanced Certificate Program Coursework***

##### **FOUNDATION (3 Credits)**

HC 510 Dynamics of Health Care Systems

##### **ELECTIVES (must take 4) (12 credits)**

HC 610 Health Care Quality Management  
HC 620 The Managed Care System  
HC 625 Medical Group Practice Management  
HC 630 Long Term Care Management  
HC 635 Health Care Information Technology  
HC 640 Legal Aspects of Health Care  
HC 645 Current Topics in Health Care Management  
HC 650 Leadership in Health Care  
HC 655 Health Care Strategy

## **Graduate Programs in Nursing**

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

### **Master of Science, Family Nurse Practitioner Program**

The program is registered by the New York State Education Department and holds national accreditation approval through the Commission on Collegiate Nursing Education (CCNE):

CCNE

One Dupont Circle, NW, Suite 530

Washington, DC, 20036-1120

Phone: (202) 887-6791

The Division of Nursing offers a Master of Science degree, Family Nurse Practitioner. The graduate program builds on the philosophy and organizing framework of Dominican's undergraduate nursing program. The Division emphasizes the pursuit of truth and academic excellence. The program is designed around an evolving body of knowledge that encompasses life processes of unitary human beings in their environment. Emphasis is placed on integration of practice and theory across diverse settings where primary care is delivered.

Students complete the 42-credit program in four academic semesters and two summer sessions. Lecture courses are offered in an evening format. Students must complete all course requirements within a 5 year timeframe. Students who have completed graduate courses, with a B or better, that fulfill some of the master's requirements may transfer up to 6 graduate credits into the program.

At the end of the program students will:

- 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; and,
- demonstrate dependent, independent, and interdependent professional behaviors in advanced practice nursing.

### **Admissions**

Students are admitted to Dominican College through the Office of Graduate Admissions on a competitive basis.

A candidate will:

- Be a graduate of a fully accredited, license-qualifying baccalaureate degree nursing program
- Hold a license to practice registered professional nursing in New York State and/or be eligible to hold same
- Have a minimum of one year of professional experience as a licensed registered nurse
- Have earned a minimum undergraduate grade point average of 3.00 with a B grade in each undergraduate nursing course and a B average in all natural science coursework
- Submit evidence on official transcripts of: (a) baccalaureate health assessment course; (b) introductory nursing research course; (c) introductory statistical methods course
- Write a personal essay including statement of career goals
- Submit three letters of recommendation on official stationery, at least one of which testifies to the student's clinical skills

- Submit a complete and current health record, malpractice insurance and such other documents as are required by the Division of Nursing
- Submit a complete application with non-refundable application fee.

**Transfer credits:**

Students who have completed graduate courses with a grade of B or better that fulfill the requirements of some of the courses may transfer up to six (6) credits. Courses eligible for transfer must have been taken at an accredited master-degree-granting institution. The determination of course transfer will be made by the program Director on the basis of transcript evaluation.

**Deferment:**

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

**Academic Requirements and Standards**

Students accepted into the Master of Science Nurse Practitioner program must adhere to the standards and policies set forth by the college and the Family Nurse Practitioner Program. Students are responsible for and required to sign the Student Handbook Appendix F form found in the Family Nurse Practitioner Handbook.

In order to maintain continuous enrollment in the program, all graduate students must achieve a "B" in all clinical courses and maintain a cumulative grade point average of 3.00 to continue in the sequence and graduate from the program.

A student who does not achieve a "B" in a clinical course may, with the approval of the instructor and the Program Director, repeat the course. A student may only repeat one course once during their progression through the program.

**Honors:**

Sigma Theta Tau International

Sigma's mission is advancing world health and celebrating nursing excellence in scholarship, leadership, and service. Baccalaureate and graduate nursing students who demonstrate excellence in scholarship, and nurse leaders exhibiting exceptional achievements in nursing who meet the eligibility criteria, are invited to join. Sigma has more than 135,000 active members residing in more than 90 countries.

Students who have completed 12 credits, ¼ of the nursing curriculum, have at least a 3.5 cumulative nursing average, and meet the expectations of academic integrity, may be invited to apply for membership to the Zeta Omega Chapter of Sigma Theta Tau.

**Off-Site Requirements**

Students complete 150 clinical hours in each of three clinical courses and 300 clinical hours in Integrated Advanced Practice (total of 750 clinical hours). Precepted clinical experiences are individually arranged by students. Students must complete their clinical hours in an approved clinical site with an approved preceptor. Students should be prepared to travel to a clinical site. Students must also be prepared to work around the availability of the clinical site and preceptor. Particular days and times for clinicals cannot be guaranteed. Students will work with the Clinical Coordinator in a timely manner to have preceptors and sites approved as well as contracts signed. Students working

fulltime during the program should understand that time and priority must be devoted to clinicals.

A variety of health care settings serve as clinical sites. Students gain experience in primary care, illness care, urgent care, long term care facilities, and community health centers. Hospitals, emergency rooms and specialty groups can be used in the final semester of the program.

**Capstone and Final Requirements**

Students complete 750 hours of clinical practice with a final written project to satisfy degree requirements. For their written Capstone project, students may continue with a proposal begun in the research course or choose another evidence-based topic pertinent to their practice, which will lay the foundation for future scholarly work.

Faculty will act as facilitator in assisting students to complete the written project. Since advanced practice nurses are expected to engage in evidence-based practice, be expert clinicians, and participate in research, faculty will scrutinize the quality and exactness of the written project. Graduate faculty hope to engage students intellectually and stimulate desire for life-long learning.

**Curricular Outline and Plan**

*A sample Master of Science, Family Nurse Practitioner Program sequence is included below:*

**Part-time 2 Years**

<b>Year 1 Summer (6 credits)</b>	<b>Fall (8 credits)</b>	<b>Spring (7 credits)</b>
NR 520 Principles of Pathophysiology (4)	NR 500 Comprehensive Health Assessment (4)	NR 580 Theoretical Foundations of Nursing (3)
NR 560 Role Differentiation in Advanced Practice (2)	NR 540 Pharmacology in Health and Disease (4)	NR 660 Advanced Practice Family Nursing II (4)
<b>Year 2 Summer (7 credits)</b>	<b>Fall (7 credits)</b>	<b>Spring (7 credits)</b>
NR 600 Research Praxis 1 (3)	NR 610 Research Praxis II (3)	NR 700 Integrated Advanced Practice (4)
NR 680 Advanced Practice Family Nursing III (4)	NR 640 Advanced Practice Family Nursing I (4)	Elective (3)

**Part-time 3 years**

<b>Year 1 Summer (2 credits)</b>	<b>Fall (4 credits)</b>	<b>Spring (2 credits)</b>
NR 560 Role Differentiation in Advanced Practice (2)	NR 500 Comprehensive Health Assessment (4)	NR 580 Theoretical Foundations of Nursing (3)
<b>Year 2 Summer (4 credits)</b>	<b>Fall (4 credits)</b>	<b>Spring (4 credits)</b>
NR 520 Principles of Pathophysiology (4)	NR 540 Pharmacology in Health and Disease (4)	NR 660 Advanced Practice Family Nursing II (4)

<b>Year 3 Summer (7 credits)</b>	<b>Fall (7 credits)</b>	<b>Spring (7 credits)</b>
NR 600 Re- search Praxis 1 (3)	NR 610 Research Praxis II (3)	NR 700 Integrated Advanced Practice (4)
NR 680 Advanced Practice Family Nursing III (4)	NR 640 Advanced Practice Family Nursing I (4)	Elective (3)

Part-time 4 years

<b>Year 1 Summer (2 credits)</b>	<b>Fall (4 credits)</b>	<b>Spring (3 credits)</b>
NR 560 Role Dif- ferentiation in Ad- vanced Practice (2)	NR 500 Compre- hensive Health As- sessment (4)	NR 580 Theoretic- al Foundations of Nursing (3)
<b>Year 2 Summer (4 credits)</b>	<b>Fall (4 credits)</b>	<b>Spring (3 credits)</b>
NR 520 Principles of Path- ophysiology (4)	NR 540 Pharmacol- ogy in Health and Disease (4)	Elective (3)
<b>Year 3 Summer (3 credits)</b>	<b>Fall (3 credits)</b>	<b>Spring (4 credits)</b>
NR 600 Research Praxis I (3)	NR 610 Research Praxis II (3)	NR 660 Advanced Practice Family Nursing II (4)
<b>Year 4 Summer (4 credits)</b>	<b>Fall (4 credits)</b>	<b>Spring (4 credits)</b>
NR 640 Advanced Practice Family Nursing I (4)	NR 680 Advanced Practice Family Nursing III (4)	NR 700 Integrated Advanced Practice (4)

## Procedures

Students are advised to refer to the Dominican College Student Handbook and the Family Nurse Practitioner Student Handbook for additional information.

### Advisement:

Once a student is accepted into the Master of Science Family Nurse Practitioner Program he/she is assigned an advisor. Graduate students should make an appointment to register for courses, to discuss drop/add procedures, and for counseling on progression in the program. Please contact the Program Director whose office is located in the Prusmack Center, Second Floor, Room 210.

### Health:

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

### Leave of Absence:

Once enrolled a student may request a leave of absence from the program/college, which, when granted, permits the student to maintain matriculation status although not in attendance and to resume study without applying for readmission. Leave of absence status is ordinarily granted for no more than two semesters. To be official, this request must be submitted in writing to the Program Director at least one month prior to the semester for which the leave is sought, unless extenuating circumstances prevail.

### Withdrawal:

To be official, any withdrawal from a course must be submitted in writing, with authorization by the Program Director, to the Registrar. Students may drop a course within one calendar week after the official opening if the academic term by filing "Drop/Add forms with the Program Director.

### Insurance:

All graduate students must hold Student Nurse Practitioner malpractice insurance coverage before entering their first clinical rotation. Information regarding coverage is available in the Office of the Program Director in the Prusmack Center.

## Certification

At the completion of the Master of Science Family Nurse Practitioner program graduates are eligible to sit for national Certification from either the American Association of Nurse Practitioners (AANP) or the American Nurses Credentialing Center (ANCC). Information on these certification examinations is available in the Program Director's office.

## Course Descriptions for the Master of Science, Family Nurse Practitioner Program

### NR 500 Comprehensive Health Assessment (4)

This course builds on previous undergraduate health assessment knowledge. Students will hone their interviewing skills and obtain a comprehensive health history; perform a comprehensive physical examination; and record assessment data on age-specific clients. Cultural and ethnic variations as well as diagnostic data constitute the client composite profile. Knowledge gained from this course prepares the advanced practice nurse to determine, plan, and monitor the health status of individual clients over time. (Two-hour lecture, four-hour clinical.)

### NR 520 Principles of Pathophysiology (4)

This course builds on previous undergraduate concepts of integrative physiology. Lecture and problem-solving exercises expand the student knowledge of relevant pathophysiological processes involving major organ systems. Content in this course focuses on organismal changes associated with select disease states, thus enabling students to analyze physiologic responses to illness and provide accurate treatment modalities.

### NR 540 Pharmacology in Health and Disease (4)

This course builds on students' undergraduate knowledge of basic pharmacology. The role of the advanced practice nurse in prescribing, administering, and monitoring client pharmacotherapy is explored. Content in this course focuses on pharmacotherapeutics, pharmacodynamics, pharmacokinetics, and 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 preparation of the advanced practice nurse as a collaborative practitioner in today's health care system. The origins of the advanced practice nursing movement and the roles and functions of advanced practice nurses are discussed. Course content emphasizes professional socialization as an advanced practice nurse, empowering the student to act assertively, think critically, and effectively execute interdisciplinary relationships.

### NR 580 Theoretical Foundations of Nursing (3)

This course focuses on the foundations of nursing practice. Knowledge of natural, biological, physical, and social sciences together with current research guides advanced practice nursing. The student discusses, analyzes, and critiques the theoretical foundations

of nursing practice with a perspective toward developing a comprehensive, holistic approach to client care.

#### **NR 600 Research Praxis I (3)**

This course builds on undergraduate nursing research knowledge. Course content focuses on the utilization of new knowledge to provide high quality care, initiate change, and improve nursing practice. The student identifies researchable problems within the clinical setting, applies the research process, and develops a guided nursing research project.

#### **NR 610 Research Praxis II (3)**

This course builds on NR 600. The focus of this course is theories of measurement, reliability, and validity of research instruments, and use of statistical tools for both quantitative and qualitative research questions. Under faculty guidance, students select a research problem and design a study.

#### **NR 640 Advanced Practice Family Nursing I: Focus on Children, Adolescents, Young Adults (4)**

150 clinical hours

The focus of this course is on health of children, adolescents, and young adults within the context of the family. Primary, secondary, and tertiary levels of prevention are emphasized. Health promotion, differentiation of normal from abnormal findings, refinement of developmental concepts, and age-specific biopsychosocial phenomena are explored. Students gain in-depth clinical practice and engage in opportunities that define roles as diagnostician, educator, advocate, and collaborator with children, adolescents, and young adults in a variety of health care delivery systems. (Two-hour lecture, ten hours clinical per week.) Prerequisites: NR 500, NR 520, NR 540

#### **NR 660 Advanced Practice Family Nursing II: Focus on Middlecence (4)**

150 clinical hours

The focus of this course is primary, secondary, and tertiary levels of prevention in middlecent adults within the context of family-centered care. Health promotion, adult health risks, maturational and situational crises of middlecence are emphasized. The role of the advanced practice nurse in anticipatory guidance, particularly affecting women's health, is explored. Course content includes biopsychological phenomena and cultural and ethnic variations in middlecent populations. Students engage in in-depth clinical experiences that provide venues for family nurse practitioner role enactment.

Prerequisites: NR 500, NR 520, NR 540

#### **NR 680 Advanced Practice Family Nursing III: Focus on Elder Care (4)**

150 clinical hours

The focus of this course is primary, secondary, and tertiary levels of prevention in older adults within the context of family-centered care. Health promotion, adult health risks, maturational, and situational crisis of older adults are emphasized. The role of the advanced practice nurse in anticipatory guidance, particularly as it affects older adults, is explored. Course content includes biopsychosocial phenomena and cultural and ethnic variations in elder populations. Students engage in in-depth clinical experiences that provide for family nurse practitioner role enactment.

Prerequisites: All 500 and 600 level courses.

#### **NR 700 Integrated Advanced Practice Nursing (4)**

300 clinical hours

The focus of this course is primary, secondary, and tertiary levels of prevention in individuals across the lifespan within the context of family-centered care. Health promotion, health risks, and health crisis of families are emphasized. The roles of the advanced practice nurse as diagnostician, educator, advocate, and collaborator are refined. Students engage in in-depth clinical experiences with families in a

variety of health care settings. Students will complete 300 hours of clinical practice and submit a written project to satisfy course requirements. Prerequisites: All 500 and 600 level courses.

#### **NR 730 Power, Politics, and Policy (3)**

The focus of this course is on roles and responsibilities of nurses in health care policy-making. Topics include political history of health workforce policy, the corporatization of health care, political context of federal and state regulations of health professions, and ethical responsibility in the health care marketplace.

#### **NR 750 Financing Health Care Delivery Systems (3)**

The focus of this course is financial management of health care agencies. Topics include health care financing and reimbursement systems, budget preparations, operating in a cost-conscious environment, and analyzing the impact of financial information on nursing within the varied health care delivery systems.

#### **NR 770 Curriculum Design in Nursing (3)**

The focus of the course is curriculum development in nursing education. Various nursing theorists, curriculum patterns, and models of nursing education are analyzed. Students write a program philosophy, organizing framework, and nursing curriculum to satisfy the course requirements.

#### **NR 790 Measurement and Evaluation Procedures (3)**

The focus of this course is development of teacher-made evaluation materials. Use and interpretation of standardized tests, preparation of test blueprints and use of instructional resources are emphasized.

### **Post-Baccalaureate Doctor of Nursing Practice (DNP)**

The program is registered by the New York State Education Department and holds national accreditation approval through the Commission on Collegiate Nursing Education (CCNE).

CCNE

One Dupont Circle, NW, Suite 530

Washington, DC 20036-1120

Phone: (202) 887-6791

The Division of Nursing offers a Post-Baccalaureate DNP, Family Nurse Practitioner program. The program prepares diverse clinical practitioners who improve health, influence health care and apply the best evidence to clinical practice. The DNP graduate will be able to provide leadership in health policy that will ensure improvement of population and global health. The DNP graduate as a collaborative leader will be in a position to analyze complex organizational and clinical practice issues and effect improvements in health care.

The 81-credit Post Baccalaureate DNP program can be completed in 8 academic semesters and 4 summer sessions. Students may complete the program in 4-8 years.

The 39-credit DNP program can be completed in four academic semesters and two summer sessions. Students may complete the program in 2-4 years.

The goals of the program are to:

- a. provide a high quality educational program that prepares candidates for successful careers as clinical experts and leaders
- b. implement a program of study that promotes expert clinical practice, continuous practice improvements, effective leadership practices, and clinical scholarship

- c. participate in the evolution, development, and improvement of clinical practice for professional nursing
- d. create and implement a rigorous clinically focused doctoral program which demonstrates the continuous improvement of clinical practice and scholarship impact
- e. impact and improve clinical practice, clinical outcomes, health policy, and care delivery methodologies.

## Admissions

There are two entry points for the Post Baccalaureate DNP program. Students may enter the program with advanced standing following completion of a master's degree in nursing. A gap analysis rubric will then be used to ascertain additional courses needed to complete the program. Students may complete the 81-credit Post-BSN DNP program in 4-8 years.

Students are admitted to Dominican College through the Office of Graduate Admissions on a competitive basis:

A candidate will:

- a. be a graduate of a fully accredited, license-qualifying baccalaureate degree nursing program
- b. hold a license to practice nursing or advanced practice nursing in New York State or be eligible to hold same
- c. have at least one year of relevant, full-time registered nursing or advanced practice nursing experience
- d. have active membership in a national nursing organization
- e. submit transcripts from all college-level study reflecting a cumulative GPA of **3.0** in undergraduate and/or a **3.3** for graduate work
- f. submit a current Curriculum Vitae
- g. submit 3 letters of recommendation attesting to the applicant's intellectual ability, academic achievements, leadership skills, and professional commitment, including one from a professional colleague who holds a doctoral degree
- h. submit a personal goal statement describing career objectives and area of clinical interest
- i. submit a case study that represents the applicant's level of expertise in the provision or care
- j. submit a completed application with non-refundable application fee
- k. Have an interview by phone or in person with a faculty member

*Students who do not hold a family nurse practitioner degree and who do not have national certification as a family nurse practitioner may complete a gap analysis rubric which will be used to ascertain additional courses needed to complete the DNP degree.*

Transfer Credits:

Students who hold a master's degree will complete a gap analysis to evaluate credits that will be transferred and applied to the DNP program.

Deferment:

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

## Academic Requirements and Standards

Students accepted into the Doctor of Nursing Practice program must adhere to the standards and policies set forth by the College and the Family Nurse Practitioner Program. Students are responsible for understanding all material found in the DNP Student Handbook.

In order to maintain continuous enrollment in the program, all graduate students must achieve a "B" in all courses and maintain a cumulative grade point average of 3.0 to continue in the sequence and graduate from the program.

## Off-Site Requirements

Practicum hours:

All students are required to have a minimum of 1,000 hours that will include hours from their master's degree program and the DNP hours.

Students provide documentation of practicum hours earned for their advanced practice degree. The student will be responsible for documenting and submitting to faculty, the hours earned each semester, as well as maintaining a record of total hours earned during the program.

Clinical Agency Requirements:

The student is responsible for compliance with rules and regulations of the healthcare agency.

## Capstone and Final Requirements

Capstone I:

Students will develop a proposal for an evidence-based project which addresses a practice issue affecting or related to a selected aggregate or population, organization, health care system, health care policy, or educational system.

Capstone II:

Students in this course will complete their evidence-based project and implement it and present initial findings to their clinical mentor and faculty member.

Portfolio:

All students will develop a portfolio. Specific items of coursework, evidence-based case studies, DNP project, presentations, self-reflection papers, published articles, poster presentations, CV, and future goal statement will be used to demonstrate the competencies needed for degree completion. The DNP portfolio is complete when all required documents have been approved and presented to the faculty mentor in digital form.

## Curricular Outline and Plan

*A sample Post-Baccalaureate Doctor of Nursing Practice (DNP) sequence is included below:*

### Year 1

Fall (6 credits)	Spring (6 credits)	Summer (7 credits)
NR 800 (3) Informatics	NR 820 (3) Epidemiology & Biostatistics	NR 840 (3) Clinical Genomics
NR 810 (3) Translating Evidence into Practice	NR 830 (3) Bioethics	NR 850 (3) Contemporary Leadership  NR 860 (1) Introduction to Residency/Capstone

### Year 2

Fall (6 credits)	Spring (7 credits)	Summer (7 credits)
NR 870 (3) Global Health & Social Justice	NR 890 (3) Capstone I	NR 910 (3) Capstone II

NR 880 (3) Healthcare Management	NR 900 (4) Residency I	NR 920 (4) Residency II
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**Part-time 3 years**

<i>Year 1 Fall (3 credits)</i>	<i>Spring (3 credits)</i>	<i>Summer (3 credits)</i>
NR 800 Informatics	NR 820 Epidemiology & Biostatistics	NR 830 Bioethics
<i>Year 2 Fall (3 credits)</i>	<i>Spring (3 credits)</i>	<i>Summer (4 credits)</i>
NR 810 Translating Evidence Into Practice	NR 840 Clinical Genomics	NR 850 Contemporary Leadership  NR 860 Introduction to Residency/Capstone
<i>Year 3 Fall (6 credits)</i>	<i>Spring (7 credits)</i>	<i>Summer (7 credits)</i>
NR 870: Global Health & 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)

**Procedures**

Students are advised to refer to the Dominican College Student Handbook and the Doctor of Nursing Practice Student Handbook for additional information.

**Advisement:**

Once a student is accepted into the Doctor of Nursing Practice Program he/she is assigned an advisor. Graduate students should make an appointment to register for courses, to discuss drop/add procedures, and for counseling on progression in the program. Please contact the Program Director whose office is located in the Prusmack Center, Second Floor, Room 210.

**Health and Insurance Requirements:**

All graduate students must show evidence of an annual physical examination with up-to-date immunizations, a PPD or chest x-ray, and/or titers as required by regulatory agencies. In addition, all students must hold Nurse Practitioner malpractice insurance coverage.

**Leave of Absence:**

Once enrolled a student may request a leave of absence from the program/college, which, when granted, permits the student to maintain matriculation status although not in attendance and to resume study without applying for readmission. Leave of absence status is ordinarily granted for no more than two semesters. To be official, this request must be submitted in writing to the Program Director at least one month prior to the semester for which the leave is sought, unless extenuating circumstances prevail.

**Certification**

At the completion of the Doctor of Nursing Practice program graduates who are not certified as Family Nurse Practitioners are eligible to sit for national Certification from either the American Association of Nurse Practitioners (AANP) or the American Nurses Credentialing Center (ANCC). Information on these certification examinations is available in the Program Director's office.

**Course Descriptions for the Post-Baccalaureate Doctor of Nursing Practice (DNP)**

**NR 800 Informatics (3)**

This course is designed to prepare the student with the knowledge and skills needed to use informatics technology to support evidence-based practice. An overview of informatics topics most relevant to evidence-based practice will be presented. Topics include: computer systems development; standardized clinical terminology; informatics standards; electronic health records; and retrieval and analysis of digital data, information, and knowledge.

**NR 810 Translating Evidence into Practice (3)**

This course is designed to explore the nature of evidence as it applies to the discipline of nursing. Emphasizing critical appraisal of nursing research and research from other disciplines as evidence, knowledge development activities address translation of research into practice, the evaluation of practice, and activities aimed at improving the reliability of healthcare practice outcomes for individuals and populations.

**NR 820 Epidemiology and Biostatistics (3)**

This course focuses on integration of public health measures and research results to inform clinical practice. An understanding of diverse populations, environmental health, occupational health, and genetics will help orient the practitioner toward individual patients. Emphasis is placed on diverse populations, environmental health, occupational health, and genetics which modify patients' responses to health and disease.

**NR 830 Bioethics (3)**

This course is designed to explore the complexity of ethical issues in health care. Emphasis is placed on central ethical and political issues raised by scientific and technological advance, and by the exercise of power in determining how it is used, and who decides; as well as strategies to address them which will increase competence.

**NR 840 Clinical Genomics (3)**

This course focuses on the current parameters of genetics as they influence health and illness. Clinical issues of genetic testing, individualized risk assessments and predictions are explored throughout the lifespan.

**NR 850 Contemporary Innovative Leadership (3)**

This course focuses on the development of the contemporary leader in current and emerging organizational systems. Emphasis is placed on models and concepts of leadership with a vision toward understanding and negotiating complexities of governance and healthcare innovation. Quality initiatives, inter-professional collaboration, and communication strategies that create a culture of excellence and transform practice are critical topics for discussion and reflection.

**NR 860 Introduction to Residency/Capstone (1)**

This course is designed to introduce the DNP student to the foundations necessary to enter the highest level of advanced practice nursing and develop that practice for the benefit of their patients and the health of their country and the world. Students will be introduced to the framework of the program which culminates with the capstone project and clinical residency.

**NR 870 Global Health and Social Justice (3)**

This course examines major global health challenges, programs, and policies. Students will be introduced to the world's vast diversity of determinants of health and disease. Students will analyze current and emerging global health priorities, including emerging infectious diseases, poverty, conflicts and emergencies, health inequity, health system reforms, and major global initiatives for disease prevention and health promotion. Social issues common to vulnerable populations

will be examined using ethical and legal frameworks. System issues relevant to health and healthcare delivery will be explored for its impact on care and policy implications.

### **NR 880 Health Care Management (3)**

This course examines critical concepts of managed care and health care reimbursement from the perspective of payer and the provider. Topics include the history of managed health care, types of managed care plans and integrated health care delivery systems, as well as Medicare and Medicaid. The course will examine the implications of managed care plans for major provider sectors and review the mechanics of third party reimbursement with the goal of developing a basic understanding of managed care and the reimbursement process.

### **NR 890 Capstone I (3)**

This course is designed to assist Doctor of Nursing Practice students in gaining the knowledge, skills, and strategies necessary to develop a proposal for an evidence-based project, which addresses a practice issue affecting or related to selected aggregate or population, organization, health care system, health care policy, or educational system. Students will write a full proposal that reflects synthesis of the student's knowledge from prior coursework and work in an area of interest or expertise under the direction of a faculty member and clinical mentor. At the end of the course, the student will submit the proposal for the capstone project for approval, to advance to the next course (Capstone II, NR 910) and implement the project.

### **NR 900 Residency I (4)**

The DNP residency is considered a key component of the Doctor of Nursing Practice educational program that combines clinical practicum experiences with scholarly activities to provide in-depth learning for students. During residency the students integrate and synthesize knowledge by demonstrating competency in an area of nursing practice. The DNP residency is designed to provide the DNP student with a comprehensive clinical experience individually designed to meet the professional and clinical goals set by each DNP student.

### **NR 910 Capstone II (3)**

This course is designed to assist the advanced practice nurse/Doctor of Nursing Practice students in the completion of an evidence-based project which addresses a practice issue affecting or related to a selected aggregate or population, organization, health care system, or health care policy. Students will complete the implementation phase of the project, evaluate the project, and write the final capstone paper. During the course the student will implement the project and present the initial findings to their Capstone Chair and Clinical Mentor.

### **NR 920 Residency II (4)**

This role immersion course provides the DNP student an intensive opportunity for reflective practice highlighting students' clinical strengths and professional interests in a comprehensive real-world context that includes utilization of leadership, consultation, advocacy, and collaborative practice. Students will also complete a portfolio delineating their experiences and achievements during their course of study.

### **NR 999 DNP Continuation of Matriculation (0)**

Students must register for this course until final requirements for the DNP have been successfully completed.

## **Graduate Program in Occupational Therapy**

(845) 848-6001/6040

The Graduate Occupational Therapy Program leading to either a Bachelor of Science/Master of Science in Occupational Therapy (BS/MSOT) for COTAs with an Associate degree, or a Master of Science in Occupational Therapy (MSOT) for those with a prior earned Bachelor or Master degree, is fully accredited through 2019/2020 under "The Standards for an Accredited Educational Therapy Program for the Occupational Therapist – 2011" by the Accreditation Council for Occupational Therapy Education (ACOTE):

Accreditation Council for Occupational Therapy Education  
(ACOTE)

c/o Accreditation Department American Occupational Therapy  
Association (AOTA)

6116 Executive Boulevard, Suite 200,  
North Bethesda, MD 20852-4929

Phone: (301) 652-6611 X2042 or [www.acoteonline.org](http://www.acoteonline.org)

Students enter the program with a strong liberal arts and sciences foundation. The entry-level Master's Occupational Therapy curriculum requires students to participate in seven trimesters of academic work followed by two (2) 12-week full-time clinical fieldwork experiences. Level II fieldwork must be completed within 18 months of the completion of all academic coursework.

The OT Program of Dominican College serves a diverse community of adult learners to become competent and compassionate entry-level practitioners. Aligned with the Dominican tradition, the program empowers this community of learners to excel, lead, and serve with integrity and to engage responsibly in the pursuit of a more just, ethical, and sustainable world. This is accomplished by meeting the growing demand for high-quality, non-traditional professional education in a hybrid weekend format. Using didactic, experiential, and self-directed learning activities, the program provides students with contextually rich opportunities to develop critical thinking, clinical reasoning, and a humanistic approach to learning and practice.

### **Admissions**

**Certified Occupational Therapy Assistants (COTAs)** submit verification of both their National Board for Certification in Occupational Therapy (NBCOT) and a minimum of one full year of work experience as a COTA.

COTAs holding an Associate degree will earn a BS/MS degree in occupational therapy upon successful completion of the program. Those who hold a Bachelor degree or higher will earn an MS degree in occupational therapy upon successful completion of the program.

**Candidates with Baccalaureate Degrees** may qualify to apply to the OT professional curriculum upon successful completion of all admissions requirements and prerequisite coursework.

**For Dominican College undergraduate students:**

**4-year traditional track** students will first complete a Bachelor degree – either Social Sciences with an emphasis in Psychology OR Health Sciences with the Pre-OT track – including all of the OT prerequisites and then apply to the program. Students who earn a minimum GPA of 3.0 and meet all individual prerequisite grade requirements may apply in the fall of their Senior Year.

**3-year accelerated track** social science students may qualify to apply for entry into the OT professional curriculum with a minimum of 96 credits at the end of their junior year and upon successful completion of prerequisite coursework. The designation 'accelerated track' must be made no later than the first semester

of the Sophomore year. This designation allows students to apply to the OT program in the fall of their Junior year and start the professional sequence as Seniors.

NOTE – Transfer students who enter the College later than the first semester of the Sophomore year are not eligible for the accelerated path and must complete a Bachelor degree, including the OT prerequisites.

Admission to and completion of a Dominican College under-graduate degree is not a guarantee of admission to the Graduate Occupational Therapy Program. Admission selection is competitive. However, candidates who have completed at least 60 credits of coursework at Dominican College prior to applying to the Graduate Occupational Therapy Program are given preference in the admission selection process over candidates from outside of the College.

#### How to Apply:

1. Applicants not currently Dominican College students must first apply to Dominican College as a transfer student, to have prerequisite courses verified as qualifying toward OT Program prerequisites. All transfer students must complete both the Math and Writing Placement Tests, regardless of prior coursework
2. Submit official transcripts from all post-secondary coursework
3. You will be eligible to apply through the Occupational Therapy Centralized Application Service (OTCAS) at <https://portal.otcas.org> when you only have the following prerequisite courses to complete: Clinical Anatomy\*, Introduction\* or Overview\* to Occupational Therapy Practice, and Kinesiology in OT\* (\* - indicates a course that must be taken at Dominican College). Candidates actively enrolled in Physics and/or Neuroscience at the time of application will be considered.
4. The OTCAS Graduate Occupational Therapy application process for the Dominican College OT program opens and runs from mid-July and closes October 15 for the entering September cohort of the following year. Example: Fall 2020 Class OTCAS application cycle is open from mid-July through October 15 of 2019.
5. All components of the OTCAS Application should be submitted by October 1 to OTCAS for sufficient time to process and 'verify' all submitted materials by October 15 due date.
6. Complete the CASPer® test at: <https://takecasper.com/> and have results sent to Dominican College before the October 15 application deadline.
7. Qualified applicants taking prerequisite coursework will be invited to take the on-site essay before October 1. Contact the OT Admissions Assistant to arrange an appointment for completing the on-site essay anywhere from September 1 to October 1.
8. Applicants selected for the final stage of the interview will be contacted in late October to schedule the onsite interview.
9. Final decisions for offers of admission occur in early December.

#### General Minimum Admission Consideration Standards

1. Minimum overall GPA 3.0 (B) of all post-secondary coursework
2. Minimum Science GPA 3.0 (B) with no grade lower than a B- in a prerequisite science course
3. Minimum Prerequisite GPA 3.0 (B) with no grade lower than a B- in any undergraduate liberal arts prerequisite course

4. No grade lower than a B in OT532 (Kinesiology in OT), OT521 (Intro to OT)
5. Minimum TOEFL scores, if required, per subtest:
6. Reading – 22; Listening – 18; Speaking – 21; Writing – 24

NOTE – Limit of one retake of any science or OT-designated prerequisite course

In addition to the academic standards noted above, all applicants for admission are evaluated and scored on the following criteria:

- Writing skills (onsite and application essays)
- Observation experiences with a Registered Occupational Therapist (OTR) in at least three (3) different practice settings that cover the human lifespan for a minimum of 40 total hours
- Letters of Reference (3) –at least one from an academic professional who can speak to graduate academic potential and a work supervisor; third reference may be from another academic professional or work supervisor. If able to attain a reference from an occupational therapist (OTR), this is acceptable as the third reference. Absolutely NO family members or friends of family
- CASPer® test results
- Interview

IMPORTANT NOTE – All applicants must undergo a criminal background check before being admitted to the program. Additionally, all students in the program who are preparing to enter fieldwork will need to undergo an updated criminal background check before being cleared to begin those experiences.

#### Prerequisites:

CS 111 Dynamics of Oral Communication (3) (not online)  
BI 223 Anatomy and Physiology I (4) \*\*  
BI 224 Anatomy and Physiology II (4) \*\*  
MA 225 Introduction to Statistics (3)  
PS 102 General Psychology II (3)  
PS 213 and PS 214 Developmental Psychology I and II or 6-credit lifespan equivalent  
PS 226 Abnormal Psychology (3)  
SO 111 Introduction to Sociology (3)  
BI 333 Neuroscience (3)  
PY 114 or 221 Physics (221 preferred)

\*\* BI223 & BI224 must have been passed with the minimum required grade within five years prior to beginning BI324. If either course is older than five years, applicants must retake the course or pass the Anatomy and Physiology Challenge Exam given by the Science Department with a minimum score of 80. Challenge Exam may only be taken twice.

#### *The following courses must be taken at Dominican College*

OT 521 Introduction to Occupational Therapy Practice (3)#  
*or*  
OT 531 Overview of Occupational Therapy Practice (CO-TAs)(3)#  
OT 532 Kinesiology in Occupational Therapy Practice (6)#

*# May only be taken after all other prerequisites are completed and the student has been officially accepted into the Graduate Occupational Therapy Program. Courses are only offered during the summer trimester before the fall start of the professional course sequence.*

#### Transfer credits:

Due to the wide variations in curricular structure, transfers from other graduate occupational therapy programs are generally not accepted. Individuals seeking special consideration to transfer must follow the same admission application process as all other potential candidates. Additionally, permission must be given to the Dominican

College OT program to communicate with the other OT program about the student's performance during their time there. It is important to note that as per College policy, the program is not able to accept any more than 6 graduate credits earned from the prior program toward meeting the Dominican College Graduate Occupational Therapy Program requirements.

**Deferral:**

Once accepted to the Graduate Occupational Therapy Program, deferral of start date is not permitted except under extraordinary circumstances. Requests for deferral must be made in writing to the Program Director. Deferrals are granted only until the next entering cohort. Failure to enter the program at the end of the deferral period will result in withdrawal of acceptance to the program and requires the candidate to reapply to the program, if desired at a later time.

**Academic Requirements and Standards**

- The first-year students entering the program in the Fall are required to attend the program orientation days which are held in June on at least one weekday
- The Graduate Occupational Therapy program requires all students to attain and maintain a minimum GPA of 3.0 for each trimester and cumulatively, to remain in good standing
- A student may repeat or withdraw from one (1) 6-credit and one (1) 3-credit course only once during the entirety of the program.
- The courses must be taken in the order established in the curriculum
- There is no part-time option
- Due to the intensive and condensed nature of the on-campus portion of the program, there are no excused absences. Failure to attend the entirety of the first session of each course in each trimester will result in the student needing to immediately withdraw from the course and register for it at the next available opportunity. This may delay progression thorough the curriculum by one year.
- The academic portion of the program must be completed within 150% of the normal length of the curriculum
- Failure to attain and maintain the program's academic, integrity, and professional behavior standards and requirements may result in dismissal from the program
- The complete set of policies and procedures regarding academic requirements and standing are found in the Graduate Occupational Therapy Program Student Handbook.

**Honors:**

Pi Theta Epsilon  
 Gamma Alpha Chapter Occupational Therapy Honor Society  
 Gamma Alpha Chapter of Pi Theta Epsilon (PTE), the National Occupational Therapy Honor Society, recognizes and encourages scholastic excellence of Occupational Therapy students. Aims of PTE include advancing the field and providing a vehicle for students in accredited programs to exchange information and collaborate regarding scholarly activities.

New members are eligible to apply when they are in the top 35% of the occupational therapy class, have a G.P.A. of at least 3.5 and have completed at least two trimesters in the professional curriculum.

Applicants must also provide evidence of a piece of scholarly written work completed while in the program and submit an essay stating why the prospective member wishes to join PTE.

**Off-site Requirements**

All students in the Graduate Occupational Therapy Program must complete two (2) Level I and two (2) Level II Fieldwork experiences.

- Level I Fieldwork is completed as part of OT 662 Level I Fieldwork Seminar. Each of the two (2) experiences require a minimum of six (6) full-time days. Typically, these experiences occur on weekdays. Certain experiences may require additional orientation days. Level I Fieldwork experiences are designed to expose students to various client populations. Each experience is designed to help students begin to consider how occupational therapy may engage with and assist these clients to participate in desired occupations and live life to the fullest.
- Level II Fieldwork consists of two (2) twelve-week full-time experiences. Students must complete the academic coursework portion of the curriculum before beginning Level II Fieldwork. Typically, twelve weeks are spent in a treatment setting that provides services to pediatric and/or adolescent clients (0-18 years) and twelve weeks are spent in a treatment setting that provides services to the adult and/or geriatric client. However, based on the requirement to provide all students with a broad exposure to the practice of occupational therapy to prepare students to become competent, creative, compassionate generalist entry-level practitioners, alternate placement types may be arranged. Students must plan ahead as working full-time during Level II Fieldwork is not permitted. Level II Fieldwork must be completed within one year of completing the didactic academic coursework portion of the program.
- NOTE – All students are required to undergo a criminal background check before beginning fieldwork.

**Curricular Outline and Plan**

<i>Year 1: Fall (9 credits)</i>	<i>Spring (9 credits) (COTAs begin here)</i>	<i>Summer (9 credits)</i>
OT 534 Tools of Practice I (6)	OT 545 Professional Practice Skills I (6)	OT 542 Childhood and OT Practice (6)
OT 536 Foundations of Occupational Therapy (3)	OT 544 Clinical Conditions (3)	OT 664 Research in OT (3)
<i>Year 2: Fall (9 credits)</i>	<i>Spring (9 credits)</i>	<i>Summer (9 credits)</i>
OT 643 Adolescence & OT Practice (6)	OT 653 Adulthood I (6)	OT 654 Adulthood II (6)
OT 662 Fieldwork Level I Seminar (3)	OT 756 Research Symposium (3)	OT 649 Management and Leadership in OT Practice (3)
<i>Year 3: Fall (9 credits)</i>	<i>Spring/Summer (6 credits) (24-weeks)</i>	
OT 753 Maturity and OT Practice (6)	OT 764 Fieldwork Level II A (3)	
OT 754 Advanced Practice (3)	OT 765 Fieldwork Level II B (3)	

## Procedures

Students are advised to refer to the Dominican College Student Handbook and the Graduate Occupational Therapy Program Student Handbook for additional information.

### Advisement:

- Transfer students accepted to Dominican College who hold an earned Bachelor degree or higher and meet the minimum GPA standards, based on the evaluation of credits by Admissions, are assigned to the Coordinator of Pre-OT Advising and Admissions for academic advising toward the completion of requirements for applying to the Graduate Occupational Therapy Program.
- COTAs who meet the minimum GPA requirements are also advised by the Coordinator of Pre-OT Advising and Admissions.
- Dominican College undergraduate students are advised by the faculty of their selected undergraduate major; those students who are near to qualifying to apply to the OT program will be offered several opportunities to meet with the Coordinator of Pre-OT Advising and Admissions in small group information sessions.
- Once a student is accepted into the OT program, academic advising transfers to one of the core OT faculty members. Students must meet with their advisors at least once every trimester throughout the program.

### Health:

All students must follow the policies and procedures pertaining to the submission of required health records to Student Health Services to be permitted to register for classes. Fieldwork sites may have additional requirements which a student must meet before beginning that experience. It is the responsibility of the student to stay on top of College, program, and fieldwork site requirements.

### Leave of Absence:

There are two categories of Leave of Absence (LOA). The first is a Personal LOA and the second is an Academic LOA. A Personal LOA may be granted for extraordinary medical, financial, family, or military reasons. An Academic LOA is granted when a student has failed to meet the academic standard and is required to wait to repeat coursework until the course(s) is (are) offered next. In both cases, a student is eligible for a LOA only if in otherwise good academic standing.

Leaves of absence may be granted to students for a maximum of one year (three trimesters) during the academic portion of the Program. For LOAs occurring during the Fieldwork portion of the program, a maximum of six months may be granted. Students must apply for and be granted an LOA.

### Withdrawals:

#### Withdrawal from a Course

- In cases of exceptional circumstances and for serious reasons, a student may withdraw from a 6-credit and a 3-credit course only once in the program.
- Students are to communicate with the course coordinator/instructor and their Academic Advisor prior to withdrawal.
- As part of the advisement process, the student will be asked if he/she has consulted with the course coordinator/instructor prior to a sign-off for the withdrawal.
- The symbol of "W" will be entered on the transcript when the official withdrawal occurs before more than two-thirds of the scheduled sessions of the course have met (i.e., prior to 5:30 p.m. on Friday of the 5th WEC)
- Failure to submit the Add-Drop card before the start of WEC5, approved by the advisor, results in WU on the

transcript. WU has the equivalent effect on a student's GPA of a grade of F.

### Withdrawal from the Program

Should a student wish to withdraw from the Graduate Occupational Therapy Program, for any reason, the request for withdrawal must be made in writing to the Program Director. The request needs to indicate that the student is withdrawing from the program, not taking a leave of absence, and the reason for the withdrawal. If the student is currently enrolled in courses, an Add/Drop form must also be completed. The student must additionally notify the Bursar and check with Financial Aid for any other requirements to complete the withdrawal process. Students who have officially withdrawn from the program may be eligible to reapply at a later time, if in good academic standing at the time of the withdrawal. Refer to the reapplication process in the Graduate Occupational Therapy Student Handbook.

### Insurance:

Before beginning Level I Fieldwork, all students must possess Student Professional Liability Insurance. There are several companies that offer this at a very reasonable cost. Students must provide proof of coverage to the Fieldwork office and must maintain it through the duration of Level II Fieldwork.

## Certification and Licensing Requirements

All states, the District of Columbia, and Puerto Rico require occupational therapists and occupational therapy assistants to be licensed. States have similar, but not identical requirements and procedures for obtaining a license. For specific state licensure requirements always consult the state occupational therapy regulatory agency in which you intend to work.

To obtain a license you will need to:

- Graduate from an accredited OT or OTA educational program.
- Complete your fieldwork requirements.
- Apply for and Pass the NBCOT® Certification Examination. For additional information regarding the examination, including ordering Score Transfers and/or State Confirmation Notices, refer to the NBCOT Web site: <https://www.nbcot.org/>
- Apply for a license and pay a fee for each state/jurisdiction in which you wish to practice or hold a license.
- Please note that a felony conviction might affect a graduate's ability to sit for the NBCOT exam and/or attain state licensure.

Many, but not all states allow practitioners to practice on a temporary license or limited permit while waiting to take or receive the results of the certification exam. If you fail the exam, you may not be able to continue to practice. Each state OT regulatory agency should be consulted for specific requirements.

## Course Descriptions for the Master in Occupational Therapy

### Graduate-level Prerequisite Courses

#### OT 521 Introduction to Occupational Therapy Practice (3)

An introductory study of the historical and philosophical development of occupational therapy, roles and tasks of occupational therapy practitioners working in a variety of practice settings with diverse populations across the lifespan, and service delivery. Emphasis placed on occupation and co-occupation as core concepts, occupational therapy domain and process, client-centeredness, medical terminol-

ogy, and professionalism. Co-requisite of OT532. Summer trimester only. Must earn a B to begin the professional curriculum in the Fall.

### **OT 532 Kinesiology in OT Practice (6)**

An introduction to human motion through the exploration of neuromuscular function, osteo- and arthro-kinematics. Experiential laboratory learning provides illustrations of these concepts through the opportunity to develop proficiency in surface anatomy/palpation, goniometry, joint motion, manual muscle testing, posture and movement patterns related to occupational performance. A minimum course grade of B is required.

Prerequisites: Physics 114 or 221; HL 324 Clinical Anatomy; and acceptance into the graduate professional OT program.

## **Graduate Professional Sequence Courses**

### **OT 534 Tools of Practice (6)**

A study of the tools of occupational therapy including the non-human environment, occupation-based and activity analysis, synthesis and gradation of activities, conscious use of self, and the teaching-learning process. Emphasis on application and process to build beginning skills for the therapeutic use of occupation and activities, integrating theoretical foundations with selection, performance, adaptation, and gradation for a diversity of clinical situations.

### **OT 536 Foundations of Occupational Therapy (3)**

Theoretical constructs underlying occupational performance and study of major occupational therapy models of practice. Examination of historical and current theoretical constructs, socio-political, cultural, and research perspectives and impact on theory development. A more in-depth examination of the profession's domain and process with occupation as its core. The role and contribution of an individual's personal resources to the occupational therapy process including self-awareness, critical appraisal, and self-directed lifelong learning.

### **OT 542 Childhood and OT Practice (6)**

Occupation-based childhood practice process from screenings and evaluation to targeted outcomes. Common pediatric diagnoses, typical/atypical development, childhood conceptual models and frames of reference, and childhood intervention sites. Issues related to family and culture are explored. Childhood-specific advanced practice areas such as neonatal intensive care, pediatric feeding disorders, sensory processing, early intervention, and school-based practice are introduced.

### **OT 544 Clinical Conditions in Occupational Therapy Practice (3)**

Significant disease entities of a physical, psychological, and social nature most often encountered by the practicing occupational therapist are examined, including the etiology, pathology, prognosis, and common non-OT interventions. Students develop an introductory understanding and analysis of the potential impact of the conditions upon the client's occupational engagement and performance within various contexts and across the lifespan.

### **OT 545 Professional Practice Skills 1 (6)**

Begin to apply concepts of skilled observation, therapeutic use of self, critical thinking and emerging clinical reasoning, basic documentation of human behavior, and occupational performance across the lifespan. The Occupational Therapy Practice Framework utilized to examine group dynamics and process, societal and cultural competence, and health and wellness principles of individuals, groups, and populations.

### **OT 643 Adolescence and OT Practice (6)**

Understanding, illustrating, and demonstrating screening, evaluation, and intervention planning for the middle childhood to late adolescence period in relation to supporting engagement in occupations. An examination of behavioral and psychosocial factors emphasized for relevance/importance in the application of theories to meaningful occupational outcomes.

### **OT 649 Management and Leadership in Occupational Therapy Practice (3)**

Focus on principles, styles, roles, and tasks of leadership and management of occupational therapy services, including the ethical, legal, political, legislative, regulatory, business, and reimbursement topics. Emphasis placed on the importance of ongoing professional development to maintain currency in all areas of professional practice. Covers the ethos, pathos, and logos of being an occupational therapist in today's US healthcare "system."

### **OT 653 Adulthood I (6) & OT654 Adulthood II (6)**

These inter-related courses take the student through concepts, evaluation, intervention methods and skills needed to provide quality evidence-based services to clients in the largest segment of the human lifespan (early and middle adulthood). Issues of health, wellness, and quality of life, as well as most frequently encountered pathologic conditions are presented within the full occupational therapy process across practice settings.

### **OT 662 Fieldwork Level I Seminar (3)**

An introductory study of the roles and tasks of the occupational therapist practicing in psychosocial and physical disabilities clinical and community-based settings. Two different settings, a minimum of six (6) full days for each experience (minimum total of 36 hours each), introduces students to the fieldwork experience, applying knowledge to practice and developing an understanding of the diverse needs of clients. Structured around academic assignments enabling students to integrate theoretical knowledge and the occupational therapy process with the range of clinical scenarios encountered in each placement.

### **OT 664 Research in Occupational Therapy (3)**

Presentation and understanding of types of scholarship related to the value of occupation to improve health and wellness of human lives. Examination of methods of knowledge acquisition and creation in preparation for evidence-based practice. Introductory critical appraisal of quantitative and qualitative published research studies as related to occupational therapy evidence-based practice. Overview of the required components that comprise research projects and criteria for publishing. Student-involved, faculty-mentored research projects begun, including formulation of the introduction and methodology portions, in preparation for IRB submission, data collection, and analysis.

### **OT 753 Maturity and OT Practice (6)**

Assessment and intervention for the well and disabled older populations. Skills for evidence-based evaluation and intervention that support the older persons' occupational engagement and participation practiced in laboratory assignments. Advocacy, caregiver health, health literacy, program development, and designing community-based health, well-being, and quality of life programs learned through diverse methods.

### **OT 754 Advanced Practice (3)**

Overview and introduction to specialized and emerging health areas of OT practice to optimize knowledge and clinical reasoning skills. Lectures and labs integrating knowledge and skill acquisition relative to specialized and emerging practice are emphasized.

### **OT 756 Research Symposium (3)**

Refinement of critical appraisal skills in evaluating quality of evidence in published research studies for evidence-based practice. Completion of the collection and analysis of qualitative or quantitative data. Students learn and apply knowledge of the final components of a research study, including results, discussion, conclusion, and abstract sections. Data analysis techniques needed for quantitative and qualitative studies further explored and applied to more advanced critical appraisal of published works. Students complete the faculty-mentored research projects and prepare posters and proposals for submission to AOTA conference and/or publishing.

### **OT 764 Fieldwork Level II A (3)**

### **OT 765 Fieldwork Level II B (3)**

Students apply understanding of occupation, professional practice, identity, and leadership during each of two (2) twelve-week (60 days), full-time fieldwork placements, for a total of 24 weeks of full-time Level II Fieldwork. Objectives focus on personal transformation into a competent, compassionate, entry-level occupational therapist for a practice site by the completion of each experience. Students are not permitted to work on a full-time basis while engaged in Level II Fieldwork. Both experiences must be completed within 18 months of completion of the didactic coursework.

## **Master of Science, Organizational Leadership and Communication**

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(845) 848-4038

The M.S. in Organizational Leadership and Communication will prepare students to lead change within organizations, to become effective communicators, resolve conflicts, and create strategic plans to accomplish organizational goals. This program supports the College mission of leadership and educational excellence while serving a diverse community.

The M.S. in Organizational Leadership and Communication consists of 33-credits which include ten required courses and a choice of one elective course. It offers the flexibility of online courses in an asynchronous format and may be completed in one year by taking two courses each session throughout the academic year. (A session consists of eight weeks; there are six sessions in the year.) Throughout the program, a faculty mentor will provide individualized attention to each student.

In the capstone course, students will be able to choose from one of the following projects: compose a research paper, develop a leadership plan, or develop a training or orientation program. The capstone project will consist of a project/paper and an oral defense.

The graduate program in Organizational Leadership and Communication is suited for individuals in all career paths and is designed for the working professional. It will help students advance their careers in banking, business, government agencies, healthcare, higher education, industry, law enforcement, military, profit or non-profit organizations. It will offer leadership strategies to prepare graduates to enter the work force or to advance to middle management, upper management, and administrative positions in all fields. It will help students become more self-aware, emotionally intelligent, socially responsible, and culturally sensitive, while exercising critical thinking. The curriculum is designed to help students develop the skills they need to navigate various changes and conflict within organizations effectively.

Leaders today need training in organizational communication and development and crisis management as well as an understanding of workplace culture and decision making with strategies for negotiation and conflict resolution. Change is inevitable, so skills in transformational leadership, strategic planning and understanding diversity will make effective leaders.

### **Admissions**

All candidates for the MSOLC program must apply for admission to the program through the Dominican College Office of Graduate Admissions.

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

- Completed application and payment of application fee
- An official transcript documenting a baccalaureate degree from an accredited undergraduate institution with a grade point average of at least a 3.0 on scale of 4.0.
  - For applicants with a grade point average below a 3.0, other factors such as years of professional experience, grade point average in the major field, and academic development beyond the baccalaureate degree may also be taken into account in the admission decision.

- Completion of an online interview (interview will be scheduled with the Program Director).

#### Transfer Credits:

The expectation is that all courses for the degree will be taken at Dominican College; however, up to six credits from accredited master-degree granting institutions that match the requirements of our program may be accepted if approved by the Program Director.

To be eligible for transfer, courses must meet the following criteria:

- (1) They must have a minimum grade of B
- (2) Be equivalent to courses offered at Dominican College,
- (3) Have been taken within the last five years.

#### Good standing:

Once accepted into the MSOLC program, students must meet the following standards to remain in good standing:

- (1) Adherence to all published policies and procedures of the College
- (2) Completion of the degree within five years of matriculation into the program
- (3) A minimum cumulative GPA of 3.0 with no individual course grade below C

It is the responsibility of the student to adhere to the requirements for good academic standing. A student whose cumulative GPA falls below a 3.0 will be automatically placed on academic probation. A student on probation will meet with the Director to discuss the conditions and requirements of probation. These conditions and requirements may include continuing probation, academic leave or dismissal from the program.

### Curriculum

The M.S. in Organizational Leadership and Communication consists of 33-credits which includes ten required courses and a choice of one elective course. The courses are:

- The Dynamics of Leadership
- Research and Writing
- Organizational Change and Development/Transformational Leadership
- Critical and Ethical Decision Making
- Research Methods and Design
- Strategic Planning and Leadership
- Organizational Communication
- Technology for Leaders *OR* Organization Culture and Team Building
- Leadership and Diversity
- Conflict Resolution and Negotiation
- Capstone Course

#### Capstone

The capstone serves as the culmination to all coursework and requires the student to apply the knowledge, theories and practices learned from previous courses in a highly integrated, coherent and real world manner. In the capstone course, students will be able to choose from composing a research paper, developing a leadership plan, or developing a training or orientation program. The capstone will consist of an applied research project or a research paper. All students will complete an oral defense of their research.

### Curricular Outline and Plan

<i>Term</i>	<i>Course #</i>	<i>Course Name</i>
Fall Session I	OL/MB 607	Dynamics of Leadership
	OL 610	Research and Writing
Session II	OL 611	Organizational Change and Development/Transformational Leadership
	OL/MB 500	Critical and Ethical Decision Making
Spring Session III	OL 612	Research Methods and Design
	OL 614	Strategic Planning and Leadership
Spring Session IV	OL/MB 613	Organizational Communication
	OL 617	Technology for Leaders
	OL 618	Organization Culture and Team Building
Summer Session V	OL 615	Leadership and Diversity
	OL 616	Conflict Resolution and Negotiation
Summer Session VI	OL 625	Capstone Course

#### Procedures

##### Advisement

The Program Director is the academic advisor for all MSOLC students. An academic plan that takes into account a student's unique professional and personal situation is a key factor for success.

##### Residency

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

### Course Descriptions for the Master of Science Degree in Organizational Leadership and Communication

#### OL/MB 607 The Dynamics of Leadership (3)

Leadership has emerged as one of the most critical and controversial topics in our current business environment. In this course, different styles of leadership are explored along with the techniques and practices that are used by successful leaders. This course will include the

analysis of cases that demonstrate effective as well as non-effective leadership behaviors and their impact on organizational effectiveness.

### **OL 610 Research and Writing (3)**

This course will assist students in refining their written communication skills in order to successfully complete their graduate degree. The ability to be an effective writer is necessary whether students will be doing basic research or applied/action research. Students will be introduced to the principles of excellent academic writings as well as the fundamental components of research. This course will also help students develop and produce effective email writing, business reports, business plans, and projects.

### **OL 611 Organizational Change and Development/Transformational Leadership (3)**

This course focuses on the process of implementing change as the key facet and fundamental challenge in managing organization change. Its purpose is to help students gain an understanding of how organizational change is achieved and what is needed to develop the skills needed to be a transformational leader. Students will examine the various theories and concepts of change, along with experiences and dilemmas in practice that will help them gain an understanding of what contributes to the carrying out of successful and lasting change.

### **OL/MB 500 Critical and Ethical Decision Making (3)**

Strength in critical and ethical thinking skills has become predictive of employee effectiveness and successful business outcomes. Business professionals must be able to better apply their knowledge to analyze problems and to formulate and evaluate business decisions and solutions in an ethical way. Critical thinking is at the heart of these abilities. Business leaders are increasingly becoming aware that excellent problem solvers will enable a company to succeed in today's global and hyper-competitive markets.

### **OL 612 Research Methods and Design (3)**

This course will provide an overview of the important concepts of research design, data collection, statistical and interpretative analysis, and final report presentation. The focus is not on mastery of statistics, but on the ability to recognize which methods are best suited for specific projects and how to design such research to attain useful results. Students will be introduced to quantitative and qualitative methods for conducting meaningful inquiry and research. They will gain an overview of research intent and design, methodology and technique, format and presentation. The course will develop each student's ability to use this knowledge to become more effective as leaders. Students will learn how to develop a hypothesis, a research problem and related questions; frame the problem with the correct research method; collect data that accurately addresses the research problem; and use data to make decisions.

### **OL/MB 613 Organizational Communication (3)**

Students will be introduced to a variety of communication strategies and learn how to use them effectively as a leader and professional in communicating with an organization's stakeholders. The contents of this course include personal communication styles, media and tools for the manager, organizational communications climate, cross-cultural communications challenges, the process of adapting communication to the specific needs of the audience, and cultivating and nourishing communication networks.

### **OL 614 Strategic Planning and Leadership (3)**

This course focuses on questions of mission, vision, strategy, and implementation. All organizations face challenges that require strategic responses. To work effectively with these challenges, leaders need knowledge and skills in strategic planning, setting and aligning goals with the organization's mission; understanding demand for services

and resource constraints; leading organizational change; defining measures of success; improving work processes; motivating staff and other stakeholders; cultivating relationships and working through crises and environments in transition.

### **OL 615 Leadership and Diversity (3)**

Leadership skills are essential to lead and manage diverse, high-performing goal organizations. This course delivers critical knowledge and skills in ethical cross-cultural leadership and aims to develop leaders. The students will be asked to demonstrate depth of knowledge required to participate as leaders in local and global societies.

### **OL 616 Conflict Resolution and Negotiation (3)**

Every professional will have to manage conflict and negotiate effectively in a wide variety of situations. Through readings, discussions, and case studies, students will take on the identity of "reflective practitioners" to develop an understanding of conflict and its dynamics; strategies and processes for eliciting cooperation and producing supportive professional environments; the skills and strategies that can be applied to everyday work.

### **OL 617 Technology for Leaders (3)**

This course explores the intersection of leadership, technology, and innovation in today's fast paced and ever evolving environment. Through the lens of organizational effectiveness, students will recognize ways to build personal power and use technology to influence an organization. Broadly, students will learn to use technological tools to communicate effectively with outside stakeholders and drive growth of an organization.

### **OL 618 Organization Culture and Team Building (3)**

The course will focus on relevant social, personality, and cognitive psychological theories and models used to create and maintain effective work groups and teams in organizations. Students will become familiar with current theories and practices concerning composition, size, types of tasks, resources, leadership diversity, roles, goals, organizational factors, interpersonal processes (including decision-making), training, interventions (including conflict resolution), to help ailing groups get back on track, commitment and other elements that contribute to the construction of effective teams.

### **OL 625 Capstone (3)**

This course will further develop a project or paper initiated in the *Research Methods* course that demonstrates proficiency in the topic chosen. It must be approved by faculty and demonstrate research design and development. Each student is required to submit their written work and prepare a power point/prezi/google docs presentation of their work and participate in an oral defense. The defense may be delivered on-campus or remotely via technology (Adobe Connect, Zoom, etc.).

# Doctor of Physical Therapy Program

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

The program is fully accredited by CAPTE. (Commission on Accreditation in Physical Therapy Education)  
CAPTE, 1111 N. Fairfax Street, Alexandria, VA 22314;  
phone (703) 684-2782.

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

## Entry-level physical therapy program

The entry-level physical therapy program is an accredited full-time weekend program dedicated to preparing motivated graduates to become skilled, ethical and respectful doctors of physical therapy with a commitment to evidence-based practice, lifelong learning and service. Through a strong science foundation and a challenging yet supportive environment, congruent with the mission of Dominican College, graduates are prepared to deliver the highest standards of practice and leadership to meet the ever-changing societal needs related to movement, function and health.

The Program's goal is to graduate autonomous physical therapists who are able to provide professional services by addressing the needs of the "whole" client in an ever-changing health care environment, in addition to serving as teachers, consultants, researchers, and administrators.

Dominican College offers a Physical Therapy Program leading to

- a. two degrees, Bachelor of Arts in Biology (Pre-Med) and Doctor of Physical Therapy, for the traditional or transfer student in a combined 3 + 3 (over 10 trimesters. Refer to entry-level Doctor of Physical Therapy Professional Sequence)
- b. a Doctor of Physical Therapy degree for the student who has already earned a baccalaureate degree

Completion of the Doctoral portion of the Physical Therapy degree requires each student to complete 99 credits in ten trimesters over 3.3 years.

As part of Dominican's Weekend College, the professional courses are scheduled on a trimester system — summer, fall, winter/spring. The Doctor of Physical Therapy Program meets eight weekends per trimester. Each instructional weekend includes all-day Friday, all-day Saturday, and all-day Sunday. On occasion, students may be asked to come in during the week to fulfill academic requirements (e.g. Field trips to hospitals, proficiency checkouts, Capstone testing, etc.). There are various learning experiences (e.g. open labs, proficiency checkouts, student-driven group work, student/faculty meetings, etc.) during the instructional weekend. It is mandatory that students are regularly available during that day. The four full-time clinical

affiliations, totaling 36 weeks, are scheduled during the regular work days of the facility. During the full-time clinical affiliations, weekend classes are scheduled to promote learning and integration of physical therapy skills. Working is not permitted while performing a clinical affiliation due to the high demand of a full-time clinical affiliation and coursework. The non-traditional format schedule allows a student to continue part-time employment, to maintain family responsibilities, and to pursue other interests. Students are cautioned, however, that long work hours are incompatible with success in the Program, which requires extensive study time, and that the Program cannot consider competing work obligations as a substitute for the maintenance of academic standards. In particular, an absence for more than 1/8 of the total contact hours in any professional course, for any reason, will result in a failing grade. Absence of the first day of class will also result in a failing grade. Acceptance to the program is contingent that the accepted student attends the new student orientation.

## Transitional Doctor of Physical Therapy Program

The Transitional Doctor of Physical Therapy program (or t-DPT Program) allows licensed and practicing physical therapists who hold either a bachelor's or a master's degree in Physical Therapy to earn a Doctor of Physical Therapy through a combination of online course work and professional experience.

## Admission to the Entry-Level Doctor of Physical Therapy

The following prerequisites must be completed prior to admission to the entry-level Doctor of Physical Therapy Program.

Biology I, II	4, 4 cr
Statistics	3 cr
Anatomy and Physiology I, II	4, 4 cr
Physics I, II	4, 4 cr
Psychology I, II	3, 3 cr
Chemistry I, II	4, 4 cr

Prerequisite courses are offered by Dominican College in a traditional semester-based weekday schedule. Although the prerequisite courses may be taken at other accredited colleges or universities, preference for admission to the Physical Therapy Program is given to the most qualified applicants who have taken 30 or more credits at Dominican.

The overall grade point average, as well as in the prerequisites grade point average must be at least a (3.0), with no course grade lower than a C. However, depending on the applicant pool, it is common that the overall and prerequisite grade point minimum of the accepted DPT students is higher than the 3.0 (e.g., the average of the incoming students have been 3.2-3.4 GPA). A 3.0 GPA. is also required for the last 60 credits of the student's most recent coursework as a whole.

Applicants whose native language is not English must obtain a minimum score of 550 on the Test of English as a Foreign Language (T.O.E.F.L.) or 213 on the computer-based T.O.E.F.L. (C.B.T.).

All candidates must apply online utilizing the APTA's Centralized Application Service ([www.ptcas.org](http://www.ptcas.org)).

## Admission to Bachelor of Arts in Biology (Pre-Med)/Doctor of Physical Therapy

Dominican College traditional students and transfer students have the option to satisfy some of the requirements of the Bachelor of Arts in Biology (Pre-Med track) while fulfilling the prerequisites of the Physical Therapy Program in the first three years of their academic career.

During Year Three, the student will make application to the Physical Therapy Program. The Biology degree must be completed with no grade lower than a C (2.0 GPA) in required science and math courses, and with the minimum average of 3.0 in all coursework. If the student is accepted, Year Four will consist of the final requirements of the baccalaureate program in Biology integrated with the first year of the Physical Therapy Program, following the weekend format.

Students in this program will still need to meet all admission requirements and formally apply to the Entry-Level Doctor of Physical Therapy Program as outlined in Entry-Level Admission Section.

Upon successful completion of the biology requirements and the Physical Therapy curriculum, the student will be awarded the dual degree B.A./DPT (a Bachelor of Arts in Biology and a Doctor in Physical Therapy, respectively). Should an individual successfully complete the first two trimesters of the articulated Biology/Physical Therapy professional sequence, but not the remainder of the Physical Therapy Program, and if all other requirements for the Bachelor's degree have been met, the student earns a Bachelor of Arts in Biology.

#### Clinical Experience Admissions Requirement:

In addition to the prerequisite courses, all applicants must document a total of 60 hours (100 hours is recommended) of voluntary or work experience in settings where a licensed physical therapist is employed. These hours must be completed in diverse healthcare settings providing exposure to therapeutic intervention across the life span.

#### Deferment of Admissions to the Entry-Level Program:

If an applicant is accepted into the program, but is unable to fulfill the requirements (e.g. submit deposits, attend orientation) to begin the program for that admission year, the applicant will be unable to defer their admission to a later date. The applicant must reapply for the following year.

## Admission to the Transitional Doctor of Physical Therapy (T-DPT) Program

The physical therapist who has previously received an entry-level Bachelor's or Masters physical therapy degree can apply to the Transitional Doctor of Physical Therapy Program. The entire t-DPT program is 16-credits in length and can be completed in 18-36 months. T-DPT Program courses are 2-credit, fully online courses. The student must receive a grade of at least a C, in order for the course to count towards graduation.

Upon successful completion of the Doctor of Physical Therapy curriculum, the student will be awarded a Doctor of Physical Therapy.

#### *The Process* (Transitional DPT)

All applicants are required to submit: The Graduate Application Form, official transcript(s) of physical therapy education or certified copies, a copy of U.S. physical therapy license, curriculum vitae (resume), three letters of recommendation, and a written statement of intent/goals to Graduate Admissions.

#### Deferment Of Admissions To The Transitional-Doctor of Physical Therapy Program:

Deferments will be handled on a case by case basis. The applicant must submit their request for deferment in writing to the Office of Graduate Admission.

## Academic Requirements and Standards for the Doctor of Physical Therapy Program

Students accepted to the Doctor of Physical Therapy Program must adhere to the standards and policies set forth by the College, the

Doctor of Physical Therapy Program, and the profession throughout their academic tenure.

Students are responsible and are required to sign the Essential Functions for Physical Therapy Practice form found in the Doctor of Physical Therapy Student handbook. This document will become part of their student file in the DPT office.

In practicing psychomotor skills, students will abide by policies and procedures as indicated in the course syllabi and through course instruction. Psychomotor skill assessments are adapted from the Clinical Performance Instrument (CPI) and assessed through the use of proficiency check-outs as well as lab practical exams. Lab Practical Assessments require 100% (or Passing grade) in professional behaviors and safety and a minimum of 80% in designated skills.

Students must comply with the Program standards by attaining an overall 3.0 grade point average (GPA) throughout the Program, a grade of C or better in all course work and the Independent Component, as well as a grade of B- or better in all clinical lab practical exams is required. The Physical Therapy professional courses must be taken in the sequence outlined in the Professional Sequence. The DPT Professional Sequence must be completed within 150% of the entire projected curriculum (no more than 15 trimesters) to earn the DPT degree. Absence of the first instructional weekend or more than one class session (usually equivalent to 1/8 of the total contact hours) in any professional course will result in a failing grade.

A failure of a course is unacceptable, and will result in dismissal from the program. If a student is dismissed from the program, the Committee on Admissions and Academic Performance determine: 1) if s/he may be reinstated into the program following the appeal process, and 2) if s/he returns to the program, recommends the logical point for the student to enroll in the Professional Sequence that directly addresses the learning issue.

If a student's overall GPA falls below 3.0 or if the student attains a B- grade in a single trimester, he/she is immediately placed on academic probation. The remediation during academic probation consists of an Action Plan, mutually established by the student and faculty and/or Program Director, to identify the concerns, pertinent strategies with a timeline, and the expectations of the student and faculty. A student on academic probation must attain the required overall 3.0 GPA or above and no grade of B- or below by the end of the two subsequent trimesters. While on probation, the student may not receive a final grade in a class of a C or below. A student has no more than two trimesters to improve the academic standard to the required 3.0. If the student is unable to attain the minimum academic standing of 3.0 by the end of the two subsequent trimesters, the student warrants dismissal. The student has the option to appeal the dismissal. Should an individual complete only the first two trimesters of the articulated Biology/Physical Therapy professional sequence, the student earns a Bachelor of Arts in Biology (Pre-Med track) at the end of the second trimester, contingent upon successful completion of the required courses for the Bachelor's degree.

To ensure a quality educational experience, all students are expected to complete their academic work in an ethical manner, and to maintain the professional standards as outlined by the APTA Code of Ethics, The APTA Standard of Practice, and Guide for Professional Conduct. (See the APTA Guide to Physical Therapy Practice.) A serious breach of ethical and professional behaviors is cause for disciplinary action up to, and including, course failure or dismissal from the Program.

In addition, all DPT students are responsible to abide by the Dominican College Student Code of Conduct. Refer to the Dominican College Student Handbook, which is also on the DC website (dc.edu).

Students are expected to continue the learning and integration of all

course content as part of the incremental physical therapy professional education. To be eligible to take the combined written and lab practical capstone examinations, students are to be in good academic and professional behavior standing in the DPT Program.

### Off-Site Requirements

The Clinical Experience is a significant and critical component of the professional physical therapy curriculum. Students observe and are mentored by expert clinicians working in their respective specialized clinical settings. These experiences are concurrent with weekend classes.

The physical therapy curriculum provides the student with four full-time clinical affiliations throughout the ten trimesters of study for a total of thirty-six weeks. During these four blocks of clinical practice, each student will have experiences with patients/clients across the lifespan in a variety of settings that encompass a range of conditions from acute to chronic. The student's clinical experiences will provide them with the entry-level knowledge and skills they need in the general practice of physical therapy.

### Capstone and Final Requirements

To demonstrate ongoing competency and integration of the required minimal skills at specific points in the professional sequence, all students must pass the written and clinical lab practical capstone examinations that cover all material in the courses and learning experiences prior to the scheduled examination. Typically, the alternate weekends are used for the capstone examinations. The first capstone written and clinical lab practical examinations are administered at the end of Year I Trimester 3. The second capstone written and lab practical examinations are administered at the end of Trimester 5 to demonstrate mastery of required minimal skills. The third capstone written is administered as part of the Professional Development class at the end of Year IV Trimester 10, at the end of all required course work of the professional sequence. Students are expected to achieve all required CPI criteria to successfully complete all clinical affiliations.

A student must pass both the written and lab practical capstone examinations in order to continue in the Program. Only one retake of the Capstone Written and Lab Practical Examinations is permitted. Students who do not pass the capstone exams are subject to dismissal from the program.

## Curricular Outline and Plan for Biology (Pre-Med) to Entry-Level Physical Therapy Program

### Freshman Year

<b>Semester I (Fall)</b>		<b>Credits</b>
EN 119 or 120	College Writing	3
BI 221S	General Biology I	4
CH 221S	General Chemistry I	4
MA 221	Calculus I	3
FS 111	Freshman Seminar	2
<b>TOTAL</b>		<b>16</b>

<b>Semester II (Winter/Spring)</b>		<b>Credits</b>
EN 123	Writing About Literature	3
BI 222S	General Biology II	4
CH 221S	General Chemistry II	4
MA 222	Calculus II	3
CS 111	Oral Communication	3
<b>TOTAL</b>		<b>17</b>

### Sophomore Year

<b>Semester I (Fall)</b>		<b>Credits</b>
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
<b>TOTAL</b>		<b>18</b>

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

<b>Summer Session</b>		<b>Credits</b>
PS 213	Developmental Psychology I	3
PS 214	Developmental Psychology II	3
<b>TOTAL</b>		<b>6</b>

### Junior Year

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

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

### Professional Sequence (Weekend Format: Start of PT Sequence)

<b>Trimester I (Fall)</b>		<b>Credits</b>
BI 542	Gross Anatomy I	4
PT 540	Overview of the Physical Therapy Profession	1
PT 544	Introduction to Critical Inquiry	3
<b>TOTAL</b>		<b>8</b>

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

## Curricular Outline and Plan for Entry-Level Physical Therapy Program

Year One (32 Credits)		Credits
<b>Summer</b>		
BI 542	Gross Anatomy I	4
PT 540	Overview of the Physical Therapy Profession	2
PT 544	Introduction to Critical Inquiry	3
<b>TOTAL</b>		<b>9</b>
<b>Fall</b>		
BI 532	Biomechanics and Kinesiology	3
BI 533	Neuroscience	3
PT 541	Basic Principles of PT	4
PT 546	Clinical Education Seminar I	2
<b>TOTAL</b>		<b>12</b>
<b>Winter/Spring</b>		
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
<b>TOTAL</b>		<b>11</b>
<b>Year Two (32 Credits)</b>		
<b>Summer</b>		
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
<b>TOTAL</b>		<b>11</b>
<b>Fall</b>		
PT 562	Clinical Medicine: Musculoskeletal Management	4
PT 566	Clinical Education Seminar III	1
PT 624	Neuromuscular Assessment and Treatment I	4
PT 862	Physical Therapy Pharmacology	2
<b>TOTAL</b>		<b>11</b>
<b>Winter/Spring</b>		
PT 637	Clinical Experience I	3
PT 634	Neuromuscular Assessment and Treatment II	4
PT 639	Research I	3
<b>TOTAL</b>		<b>10</b>
<b>Year Three (29 Credits)</b>		
<b>Summer</b>		
PT 742	Special Topics in PT I	2
PT 616	Clinical Education Seminar IV	1
PT 882	Diagnostic Imaging	2
PT 846	Advanced Principles of PT	3
<b>TOTAL</b>		<b>8</b>
<b>Fall</b>		
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
<b>TOTAL</b>		<b>11</b>

Winter/Spring		Credits
PT 740	PT Administration & Management	2
PT 767	Clinical Experience III	3
PT 789	Research II	1
PT 860	Health Promotion and Wellness	2
<b>TOTAL</b>		<b>8</b>

Year Four (8 Credits)		Credits
<b>Summer</b>		
PT 770	Professional Development (2)	2
PT 797	Clinical Experience IV	4
PT 889	Research III	2
<b>TOTAL</b>		<b>8</b>

## Curricular Outline and Plan for Transitional Doctor Physical Therapy Program

Fall/Spring/Summer Trimesters		Credits
PT 772T	Independent Study: Focus – Scientific Writing.	2
PT 860T	Health Promotion and Wellness	2
PT 862T	Pharmacology	2
PT 864T	Healthcare Leadership	2
PT 866T	Critical Inquiry – (pre-requisite PT 888T)	2
PT 882T	Diagnostic Imaging.	2
PT 884T	Medical Screening	2
PT 888T	Evidence Based Practice	2
<b>TOTAL</b>		<b>16</b>

## Procedures

### Advisement:

All students enrolled in the Physical Therapy Program are assigned a faculty advisor. Additionally, course coordinators/instructors will provide advisement related to specific course objectives, content and requirements, and professional development. The Director of Clinical Education (DCE) is responsible for advisement related to the Clinical Education Sequence and Clinical Experiences such as Clinical Experience I, II, III and IV. The Research Coordinator will also provide advisement concerning student research projects developed during the last two years of the professional sequence. Faculty will inform students of their office hours during course orientations, in the course outlines, and /or student advisement.

When necessary, an Action Plan is used to develop appropriate strategies for students who either are not at the expected levels of Professional Behavior or where there is a marked discrepancy between the student's self-assessment and faculty observations. Action Plans will be discussed and monitored during faculty meetings. An Action Plan may also be used as a written avenue to reach a learning goal or identified achievement (not remediation). The student will meet with the course coordinator/instructor or advisor to devise an Action Plan which will state the expectation to be accomplished within a specified time. The student is responsible for maintaining communication with the faculty advisor/course coordinator/instructor regarding his/her ability or inability to master the objective.

### Residency:

The DPT Professional Sequence must be completed within 4.6 years (14 trimesters) to complete the program.

### Health:

All required health forms are to be completed and updated regularly and after any student health incident requiring medical attention. Evidence should be submitted at the beginning of each academic year in the Clinical Education sequence courses (Summer Trimester) and maintained electronically via the [certifiedbackground.com](https://certifiedbackground.com).

The Dominican College Physical Therapy Program faculty have developed a set of “essential functions”. “Essential function” refers to all nonacademic criteria used for admission and participation in a program. Essential functions are applied to all students and evolve with physical therapy practice. They are created so that students and practitioners can perform their job responsibilities in a safe and effective manner at a high standard. They are not established to discriminate against a person with a disability. The ability of a student to perform these essential functions, therefore, is a factor that will affect his or her acceptance to, progression in, and successful completion of the program. The extensive list of the essential functions may be requested from the PT program.

#### Leave of Absence:

A student may request a leave of absence from the Program, which, when granted, permits the student to return the following academic year without applying for readmission. The student must first request permission from the Program Director and provide supporting documents for their request. To be official, this request must be submitted in writing to the Registrar once approval from the Program Director has been attained.

Students who have been away from the College for more than one year must reapply and restart the program from the beginning.

#### Withdrawal:

Except in unusual circumstances, a student who wishes to withdraw from a course without academic penalty may only do so within a prescribed time frame; the symbol "W" will be entered on the transcript when the approved withdrawal occurs before two-thirds of the scheduled sessions of the course or prior to the start of the 6th weekend of the trimester. The course instructor and the Program Director must be informed prior to the student's intended withdrawal.

#### Insurance:

While enrolled in the DPT Program, students are required to maintain currency in the following: individual professional liability insurance (with the coverage of at least one million dollars per occurrence/three million aggregate), APTA student membership, and CPR and First Aid certification.

## Licensing and Standardized Examinations

It is required to have a Physical Therapy license in order to practice in the United States. Upon successful completion of the program, students are eligible to take the Physical Therapy license examination. It is up to the student to apply for the state in which they choose to practice and ensure they fill out the necessary paperwork to sit for the examination.

## Course Descriptions for Entry-Level Physical Therapy Program

### BI 532 Biomechanics and Kinesiology (3)

This course is designed to study and analyze human movement, in a regional format, relevant to the physical therapy practice. More specifically, the course encompasses biomechanics, anatomy, and neuromuscular physiology. Additionally, students are provided with the opportunity to analyze motor performance as it is encountered in physical therapy practice. Analysis of forces and laws of physics shall be applied to knowledge of motion, posture and gait. The use of clinical cases assists in fostering the clinical application of knowledge to physical therapy practice. This course is complemented by the lab based course PT 546.

### BI 533 Neuroscience (3)

The goal of this course is for the student to develop an advanced understanding of the neuroanatomy and neurophysiology of the normal human brain with a focus on the specific needs of the physical therapy student. Special attention is paid to the interaction between structure and function in the nervous system. An emphasis is placed

on sensory and motor systems that may be damaged by disease or injury. Functional deficits and the potential for recovery, for specific neurological disorders, are addressed through case presentations.

### BI 538 Physiology of Exercise (3)

Presents the cardiovascular and respiratory responses and adaptations to exercises in health and diseases. Emphasis is on muscular physiology, metabolism, cardiovascular and pulmonary adaptations, aging, thermoregulation, strengthening, training, exercise prescription, and wellness as it relates to physical therapy. Article abstracting assignments and lab reports provide opportunities for students to develop their writing skills and the ability to critique literature.

### BI 542 Gross Anatomy (4)

An in-depth study of the human body, with emphasis on neuromusculoskeletal systems. Structural interrelationships shall be examined as the basis for human movement and as a means to understand abnormalities in structure and function. Directed laboratory experiences are focused on cadaver dissection. Learning is facilitated through textbooks, anatomical models, and audiovisual material. The case-based format fosters clinical application of knowledge to physical therapy practice.

### PT 540 Overview of the Physical Therapy Profession (2)

Physical therapy and the professional role of the physical therapist are outlined in a variety of settings. Topics that are addressed include the history of the profession (including an overview of the role of clinical education), the clinical decision making process along with models of disablement, evidence based practice, critical inquiry, the importance of documentation in clinical practice, ethics and legal practice standards. The use of cases develops the clinical application of information to physical therapy practice.

### PT 541 Basic Principles of Physical Therapy (4)

Introduces students to basic physical therapy skills. Among the topics covered are the following: patient draping, goniometry, manual muscle testing, vitals assessment, transfers, bed mobility & position and gait training with assistive devices. The clinical decision-making process is reviewed using a case-based format.

### PT 544 Introduction to Critical Inquiry (3)

Introduces the critical inquiry process relevant to basic and clinical research. Students will learn the basic language, logic and methods of research, as they relate to physical therapy. Specifically, the course will provide the student with a basic understanding of evidence-based practice, research ethics and research design. This course will begin the process to enable the student to become an informed consumer of research literature.

### PT 546 Clinical Education Seminar I (2)

The complementary lab to BI 532. Designed for Doctor of Physical Therapy students to develop basic PT assessment skill with an introduction to observation, posture analysis, and surface palpation. Students will practice fundamental identification and palpation skills as part of their development of assessment and treatment proficiency. Students will identify and palpate skeletal muscles, bony landmarks, tendons, joint boundaries, ligaments and inert structures of the head, trunk and extremities as material is covered in a regional format. An introduction to the essential principles of therapeutic exercise, posture analysis and anthropometric testing to promote the enhancement of physical and functional abilities is also provided. Students will learn soft tissue mobilization techniques and the physiological effects, indications, contraindications and precautions associated with this treatment. Students will integrate their concurrent course work and utilize cases as they apply their knowledge to address clinical scenarios. Professional behaviors for clinical practice are also introduced.

**PT 556 Clinical Education Seminar II (2)**

Introduction to the essential principles of therapeutic exercise to promote the enhancement of physical and functional abilities. Students will describe areas of physical function toward which therapeutic exercise interventions are directed. A comprehensive and systematic approach to patient management is used that applies critical thinking and sound decision-making. Areas of study include posture awareness, muscle lengthening, range of motion techniques, strength, balance and endurance training. Students have the opportunity to further develop their clinical decision making skills as they are exposed to a variety of case scenarios.

**PT 560 Physical Agents, Mechanical and Electro-Therapeutic Modalities (2)**

This is a practical course designed to introduce a variety of physical therapy procedures and modalities that are used to manage patient problems with skin, connective tissue and pain. The students will be trained in the use of the following physical modalities: superficial and deep thermal agents, hydrotherapy, traction & compression. Patient education, treatment preparation and performance, indications and contraindications will be covered for each modality. Supervised laboratory sessions provide a safe atmosphere for the administration of these agents as well as direct observation of clinical effects. Laboratory sessions and group discussions will be case study driven to foster critical thinking and collaborative learning.

**PT 562 Clinical Medicine I: Musculoskeletal Management (4)**

The course relates normal body functioning to disease processes that occur as a result of illnesses as well as the body's ability to compensate for these changes. Signs, symptoms, and treatments of major systemic, neurological, musculoskeletal, cardiopulmonary disorders across the lifespan are covered. Specific areas of study include: common alterations secondary to injury, trauma, infection, congenital disorders, metabolic diseases, endocrine disorders, cardiopulmonary disorders, musculoskeletal disorders, hematologic and oncologic disorders. Current medical and surgical management as well as pharmacological implications for these disorders are identified. Relevant physical therapy approaches are explored. Additionally, the use of cases fosters clinical application of knowledge to physical therapy practice.

**PT 564 Musculoskeletal Assessment and Treatment I (4)**

This course focuses on the acquisition and integration of knowledge, manual skills and problem solving skills, as well as differential diagnosis, involved in developing and implementing an intervention for patients with musculoskeletal conditions. Lectures emphasize the comprehension of procedures and techniques related to the evaluation and management of current and potential musculoskeletal conditions. Laboratory sessions address skill development for performing examination and manual treatment techniques safely and effectively, and the integration of these techniques with therapeutic exercise 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)**

Cardiac and pulmonary systems and the pathological conditions of these systems encountered by the physical therapist during patient care are reviewed. Understanding of ECG, stress testing, pulmonary function tests and clinical laboratory tests in the development of therapeutic programs will be stressed. Emphasis is placed on basic examination of patients, development of therapeutic interventions and understanding of normal and abnormal responses of the cardiopulmonary system to therapeutic exercise. Case studies are integrated throughout the course to foster skills in clinical decision-making, as well as differential diagnosis.

**PT 623 Teaching and Learning (1)**

The role of the physical therapist as an educator of the client, caregiver, and interdisciplinary team member is examined. Current theories of teaching and learning, including a range of teaching and learning styles, are covered with reference both to the students themselves

and their prospective clients. Students will have the opportunity to use the teaching skills for health promotion to a selected audience in the community.

**PT 624 Neuromuscular Assessment and Treatment I (4)**

This course emphasizes the use of the patient-client management model focused primarily on patients with a neurological diagnosis. Examination using standardized and non-standardized instruments and tests will be presented. Examination and intervention skills will be taught using a disability model and a contemporary model of motor control, with an emphasis on task analysis. The focus of the course is on integrating material from previous courses and applying it to the comprehensive (from admission to discharge) management of patients with the following neurological diagnoses: spinal cord injury, cerebral vascular accident, Parkinson's disease, multiple sclerosis, and traumatic brain injury. Case studies are integrated throughout the course to foster clinical decision-making skills, as well as differential diagnosis.

**PT 634 Neuromuscular Assessment and Treatment II (4)**

Normal and abnormal movement patterns in children are presented and the developmental and long term effects of neuromuscular and musculoskeletal dysfunction, as they relate to movement, are reviewed. Emphasis is placed the examination and intervention techniques of selected movement problems and explores use of adaptive equipment and the role of the pediatric physical therapist in a variety of contexts and environments. Examination and interventions for subtle and complex neurological conditions will be explored. Interventions appropriate for a variety of service delivery settings including NICU, home-based EI, and schools are considered. The physical therapist role in transitions between delivery settings is also addressed. Students will examine evidence for therapeutic methodology as well as that of alternative and complementary therapeutic regimens. Video and paper cases will be integrated throughout the course to foster clinical decision making skills, as well as differential diagnosis, based on best available evidence.

**PT 637 Clinical Experience I (3)**

Clinical Experiences provide the student with opportunities to integrate and implement didactic knowledge with practical experiences. Experiences are available in a wide variety of practice settings, each with specific objectives and expectations. These settings include: acute care, hospital based outpatient, private practices, inpatient rehabilitation, and home care. This experience is full-time for a duration of 8 weeks, typically.

**PT 639 Research I (3)**

An introduction to research design, data collection procedures, instrumentation, critical analysis of results, and interpretation of findings. Emphasis is placed on critical appraisal of the professional literature and its application to evidence-based practice. The course culminates in the student's submission of a written preliminary research proposal.

**PT 740 Physical Therapy Administration and Management (2)**

The business and administrative perspective of physical therapy as well as practice building and management will be covered in this course. The course will explore the managerial skills and organizational knowledge imperative to professional practice. It will cover different managerial styles, discuss leadership skills, and explore 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 organizations, and the expanding role of the physical therapist. Licensure preparation is an essential component of this course.

**PT 772 Independent Study (2)**

Special topics in specific system therapeutics, such as musculoskeletal, neuromuscular, cardiopulmonary and/or integumentary are covered. The emphasis is to foster skills in scientific writing in developing the literature review and discussion of the application and rationale of selected approaches in specific physical therapy settings. A minimum of two credits of Independent Study is required over two trimesters.

**PT 789 Research II (3)**

This course is the second of two courses, begun in PT639, that are related to an entry level research experience in physical therapy. The Research Proposal begun in PT639 will be further developed, refined, and ultimately completed. Emphasis will be on furthering the development of critical appraisal skills among students. Students will analyze their data sets and ultimately present their project at the Research Symposium.

**PT 797 Clinical Experience IV (4)**

Clinical Experiences provide the student with opportunities to integrate and implement didactic knowledge with practical experiences. Experiences are available in a wide variety of practice settings, each with specific objectives and expectations. These settings include: acute care, hospital based outpatient, schools, private practices, inpatient rehabilitation, and home care. This experience is full-time for

a duration of 10 weeks, typically. Each student is expected to receive a grade of “entry-level” for each item that is applicable on the CPI.

#### **PT 842 Special Topics in Physical Therapy II (2)**

Advanced topics including women’s health, vestibular rehab, TMJ, oncology, hand physical therapy and splinting; and therapeutic exercise related to the geriatric individual with pathology are covered. Students will build on previous didactic course work as well as previous and current clinical affiliations. Research literature-review will be employed to insure the physical therapy practice is current and evidence-based. Lab proficiencies will be conducted for vestibular rehabilitation, TMJ, and hand physical therapy/splinting topics.

#### **PT 844 Advanced Clinical Seminar (3)**

This course covers topics related to unique physical therapy therapeutic interventions that may be useful for treating patients with a variety of neuromuscular and orthopedic conditions. Emphasis is on the rationale, selection and application of the chosen approaches in managing distinct populations. Advanced clinical topics addressed include the following: Neural Mobilization, Thrust Manipulations, Mulligan Techniques, and Advanced Exercise Principles for patients across the life-span. Students will be required to demonstrate effective understanding of the rationale for technique selection during oral case presentations. Additionally, demonstration of basic proficiency in the application of these techniques is required as students participate in practical exams. Case studies require students to examine the literature and use critical thinking skills so as to provide the evidence based rationale for treatment prescription as well as implementation. Students must then progress and modify treatment according to patient status.

#### **PT 846 Advanced Principles of Physical Therapy (3)**

The course focuses on the principles and techniques necessary to perform a competent entry level physical therapy examination and develop an intervention program for complex musculoskeletal and patients with various co-morbidities. Case studies are presented to the students who are then expected to perform a complete history, examination and select and perform appropriate treatment intervention(s). Students are expected to have the knowledge base information to complete this process. Principles from the Guide to Physical Therapist Practice are followed. Case studies require critical thinking and decision-making skills, as well as differential diagnosis for the examination to be performed and treatment to be implemented based on the best available evidence. Students will also be expected to incorporate patient education that includes but is not limited to prevention and wellness. The students will also be instructed in and required to perform proficiency check-outs in grade V manipulations. Principles and techniques for NDT/SI for the neurologically impaired will be discussed and integrated in case studies with principles of application in patient populations reviewed.

#### **PT 860 Health Promotion and Wellness (2)**

This course is structured to develop a knowledge base, foster critical analysis skills, and develop implementation strategies related to the role of the physical therapist in preventative healthcare including health promotion, injury prevention, fitness and wellness across the lifespan. Areas of focus include cardiopulmonary and musculoskeletal wellness through detection of risk factors and prevention of injury and disease processes with consideration for specific populations including pediatric/adolescent, adult, female, geriatric and special populations. Students are exposed to public health issues, screening techniques, and strategies for establishing wellness programs in a variety of settings.

#### **PT 862 Physical Therapy Pharmacology (2)**

This course presents a description of the most commonly used phar-

macologic agents seen in physical therapy practice. The basic principles of pharmacodynamics and pharmacokinetics will be reviewed. The purpose, action and side effects of medications used to manage cardiac, pulmonary, neurologic, pain, endocrine, psychiatric and other disorders will be presented. Recognition and management of drug side effects and interactions will be presented.

#### **PT 864 Healthcare and Leadership (2)**

Leaders in the healthcare industry must have an understanding of issues currently facing our healthcare system today combined with a drive to achieve the best in themselves, their employees, and their organization in order to survive. In this course, we will examine the expected changes and concerns/potential issues in our healthcare system resulting from the passage of the Patient Protection and Affordable Care Act of 2010. We will study the financing of our healthcare system, access and socioeconomic issues, and review current models of healthcare and universal health care programs utilized in other countries today. Knowledge of these issues provides leaders with a foundation from which to cultivate teamwork, competency, motivation and improved performance in an organization. In addition, self-awareness of leadership qualities and style will be examined.

#### **PT 882 Diagnostic Imaging (2)**

This course introduces the DPT student to modern musculoskeletal imaging. Emphasis is placed on the interpretation of plain films, magnetic resonance (MR) and computed tomography (CT) imaging. The course is taught using a regional anatomic approach. Within each region, information will generally be presented in the following order: a brief review of the clinical anatomy of the region, normal imaging, and pathology. Material from the textbook will be supplemented with links to peer-reviewed articles from the radiologic literature. Throughout the course, emphasis will be placed on the relevance of diagnostic imaging in everyday physical therapy practice. Clinical case scenarios are utilized to further develop critical thinking skills of students.

#### **PT 884 Medical Screening (2)**

This course will explore the role of the physical therapist as an independent practitioner working in a collaborative medical model. The physical therapist has a responsibility to recognize clinical manifestations that suggest physician contact is warranted regarding a client’s health status. Medical screening procedures that are useful to physical therapists to identify non-musculoskeletal pathology are reviewed. Additionally, the use of medical diagnostic procedures and laboratory tests in diagnosing various conditions will be addressed. The referral process is addressed allowing the physical therapist to optimize the use of other health care team members and their services accordingly. The lecture, text and case-base format is used to foster application in the physical therapy setting.

#### **PT 889 Research III (2)**

The research team, consisting of a small group of students, practicing clinicians, and/or assigned faculty, continue the implementation of the research project and the refinement of the proposal written in Research II. Students express and exchange ideas through various modes of communication. To sharpen practical communication skill, the research is presented to peers and faculty through platform and poster formats at the program’s Annual Research Symposium..

## **Course Descriptions for Transitional Doctor of Physical Therapy Program**

#### **PT 866t Critical Inquiry (2)**

This course is a prerequisite for PT888t: Evidence Based Practice. This course introduces the critical inquiry process relevant to basic and clinical research. Students will learn the basic language, logic and

methods of research, as they relate to Physical Therapy. Specifically, the course will provide the student with a basic understanding of evidence-based practice, research ethics and research design. This course will begin the process to enable the student to become an informed consumer of research literature.

#### **PT 882t Diagnostic Imaging (2)**

This course introduces the DPT student to modern musculoskeletal imaging. Emphasis is placed on the interpretation of x-ray films, magnetic resonance (MR) and computed tomography (CT) imaging. Advanced imaging techniques such as SPECT, PET, US, bone scans, and videofluoroscopy will also be covered. Using a regional anatomic approach, information is generally presented in the following order: a brief review of the clinical anatomy for each region, normal imaging followed by pathology. Material from the textbook is supplemented using peer-reviewed articles from the radiologic literature. Throughout the course, emphasis is placed on the relevance of diagnostic imaging in everyday Physical Therapy practice. Clinical case scenarios are utilized to further develop critical thinking skills of students.

#### **PT888t Evidence Based Practice (2)**

Evidence-based practice is the integration of best research evidence with clinical expertise and patient values. In this course, clinicians will learn to form precise clinical questions and seek answers through analysis of scientific research. The clinical relevance of studies will be examined, as clinicians become confident in their ability to apply research findings to their practice.

Prerequisite: a passing grade in PT 888t

#### **PT 860t Health Promotion and Wellness(2)**

This course is structured to develop a knowledge base, foster critical analysis skills, and develop implementation strategies related to the role of the physical therapist in preventative healthcare including health promotion, injury prevention, fitness and wellness across the lifespan. Areas of focus include cardiopulmonary and musculoskeletal wellness through detection of risk factors and prevention of injury and disease processes with consideration for specific populations including pediatric/adolescent, adult, female, geriatric and special populations. Students are exposed to public health issues, screening techniques, and strategies for establishing wellness programs in a variety of settings.

#### **PT 864t Healthcare Leadership (2)**

Leaders in the healthcare industry must have an understanding of issues currently facing our healthcare system today combined with a drive to achieve the best in themselves, their employees, and their organization in order to survive. In this course, we will examine the expected changes and concerns/potential issues in our healthcare system resulting from the passage of the Patient Protection and Affordable Care Act of 2010. We will study the financing of our healthcare system, access and socioeconomic issues, and review current models of healthcare and universal health care programs utilized in other countries today. Knowledge of these issues provides leaders with a foundation from which to cultivate teamwork, competency, motivation and improved performance in an organization. In addition, self-awareness of leadership qualities and style will be examined.

#### **PT 772t Independent Study: Focus - Scientific Writing**

(2) This course provides an introduction to various methods and styles of scientific writing and communication essential to the clinical doctorate in physical therapy. Weekly sessions emphasize principles of scientific writing, as applied to different forms of scientific communication to further develop each student's eclectic abilities. Topics include basic guidelines for writing in the sciences, strategies for getting started, parts of a research article, review paper/integrated paper, specific aims page, and developing an presentation using PowerPoint. Writing assignments provide an opportunity for students to apply writing principles and learn how to edit, proofread and revise their

own work.

#### **PT 884t Medical Screening and Referral (2)**

Medical screening procedures that are useful to physical therapists to identify non-musculoskeletal pathology are reviewed. The referral process is addressed allowing the physical therapist to optimize the use of other health care team members and their services accordingly. The lecture, text and case-base format is used to foster application in the physical therapy setting.

#### **PT 862t Physical Therapy Pharmacology (2)**

A review of basic principles of pharmacology impacting clinical physical therapy practice using a case-based approach is addressed. The course covers the mechanism of action of drugs, pharmacokinetics, side effects and therapeutic use. Students will learn the application of pharmacological interventions and their influence on physical therapy care plans.

# Graduate Programs in Teacher Education

(845) 848-4090 or fax: (845) 359-7802

Accredited by the Council for the Accreditation of Educator Programs (CAEP), 1140 19th St NW, Suite 400, Washington, DC 20036.

Dominican College offers six programs of study leading to the Master of Science degree (M.S. Ed.) and to eligibility for New York State certification:

- 1) Teacher of Childhood Education (Grades 1-6)
- 2) Teacher of Childhood Education/Students with Disabilities (Dual Program)
- 3) Teacher of Adolescence Education—Grades 7-12 (Mathematics, Social Studies, Science [Biology, Chemistry, Earth Science, Physics], English & World Languages)
- 4) Teacher of Adolescence Education/Students with Disabilities (Dual Program)—Generalist Grades 7-12 (Mathematics, Social Studies, Science [Biology, Chemistry, Earth Science, Physics], English & World Languages)
- 5) Teacher of Students with Disabilities (Grades B-2; 1-6; 5-9 and 7-12) (including additional annotation/extension for severe and multiple disabilities)
- 6) Teacher of Students who are Blind or Visually Impaired (Birth to Grade 12).

Graduates of the program who hold certification in additional areas such as Early Childhood, Childhood, Middle Childhood, or Adolescence (Biology, Chemistry, Earth Science, English, Math, Physics, Social Studies or World Languages) are also eligible to apply for their professional certification in those areas.

Students in the Childhood and Adolescence Education programs take 27 credits in studies directly related to teaching students in grades 1-6 or 7-12, as per New York State certification requirements, and 6 credits in supervised student teaching/integrative seminar.

Knowledge and skills gained from course work and student teaching lead to eligibility for certification as a teacher of Childhood/Adolescence Education in the content area (Math, Social Studies, Sciences, English or World Languages). Students must meet State Education Department pre-requisite requirements in liberal arts and content.

Students in the Dual Childhood Education/Students with Disabilities program take 39 credits in academic studies directly related to teaching students in general and special education settings, as per New York State certification requirements, and 6 credits of supervised student teaching/integrative seminar. Knowledge and skills gained from course work and student teaching lead to eligibility for dual certification as a teacher of Childhood Education and Students with Disabilities or Adolescence Educator/Students with Disabilities Generalist – Grade 7-12 with content area (Math, Social Studies, Science, English or World Language specialization). Students must meet State Education Department pre-requisite requirements in liberal arts and content.

Students in the Teacher of Students with Disabilities program take 30-33 credits in studies directly related to teaching students with disabilities, including those with severe or multiple disabilities, and 6 credits of supervised student teaching/seminars. Knowledge and skills gained from program course work and student teaching lead to eligibility for certification as both a teacher of Students with Disabilities as well as a special New York State annotation in severe and multiple disabilities which extends eligibility to teach beyond the traditional Students with Disabilities certification area.

Students in the Teacher of Students who are Blind or Visually Impaired program take 21 credits in academic studies directly related to teaching students who are blind or visually impaired, a 3-credit supervised student teaching/seminar experience, and additional course work related to health, behavioral, and other disability concerns. Knowledge and skills gained from course work and student teaching lead to eligibility for certification as a teacher of the blind and visually impaired.

All six graduate education programs are offered through the quarter schedule; 2 courses are offered each quarter. There are five weekends per quarter, meeting every other weekend. Programs in Childhood and Adolescence Education and the dual Childhood Education or Adolescence Education/Students with Disabilities have extended quarters in the second year of the program where students engage in student teaching Monday through Friday, attend student teaching seminar and conduct research. As presently structured, the single certification programs in Childhood or Adolescence Education and Students with Disabilities are completed in 1 1/2 years, the Teacher of the Blind/Visually Impaired program in 7 quarters and the dual certification program in Teachers of Childhood Education or Adolescence Education/Students with Disabilities within two years. All programs meet during the summer; however, the TVI program is offered through a hybrid-online model, minimizing time on campus while the SWD single and dual SWD programs incorporate the hybrid-online model for several courses which are delineated in their course descriptions. Access to an off-campus computer/internet is a requirement for all programs as all courses have Blackboard components.

All programs provide a master's level curriculum to prepare teachers with the knowledge, skills, and professional ethics/attitudes to work with learners in the general education classroom or with learners who have various special educational and/or health-related needs, including severe cognitive, emotional, visual, auditory, and physical impairments, and who may be medically fragile as well. In doing so, these programs address an increasing need in society and, more specifically, in schools and agencies that require personnel adequately trained to work with growing populations of students with special needs. Most courses require a minimum 10 hour field component or laboratory experience, and all graduate programs require a 3-credit Research in Education course.

## Admissions

Application forms are obtained online from the Dominican College website ([www.dc.edu](http://www.dc.edu)) or from the Office of Graduate Admissions.

- Completed form, accompanied by the application fee (non-refundable), must be returned to the Office of Graduate Admissions together with
- a current resume
- three letters of recommendation (at least one from former professor)
- official transcripts (not student copies) of all undergraduate and graduate records
- results of the GRE/MAT/SAT or ACT scores.
- A self-reflective essay highlighting the reasons for the applicant's desire to become an educator and to pursue the program, as well as highlighting strengths/challenges that the candidate recognizes is required.

Graduates of Dominican College should contact the Office of the Registrar requesting that an official transcript be sent to the Office of Graduate Admissions. Verification of teaching certificates must also be submitted for Students with Disabilities and Blind/Visually Impaired programs. An on-site, phone or email interview with the Program Director is required of all applicants. Graduate students are expected to demonstrate proficient written and oral communication skills in English.

An applicant to one of the programs may be admitted either as 1) a matriculated student, one seeking to fulfill the requirements for a degree, or 2) as a non-matriculated student, one earning graduate credit for specific courses (typically for state certification purposes) but not for the degree. Before beginning graduate courses, all applicants must hold a bachelor's degree from an accredited college or university acceptable to Dominican College. Applicants who file an application before the baccalaureate degree has been conferred may be provisionally accepted pending successful completion of undergraduate work. Applicants who have completed curricular requirements for a New York initial teaching certificate in one of four student developmental levels (Early Childhood, Childhood, Middle Childhood, or Adolescence), but who have not yet passed the New York State Teacher Certification Exams, may also be provisionally accepted to the Students with Disabilities or Blind/Visually Impaired programs and must submit documentation to meet outstanding requirements prior to the beginning of their second quarter.

These processes are the same for students seeking either the degree or certification only.

Undergraduate seniors with a 3.0 GPA, who are enrolled in an Education/Special Education program may pursue the College's S.Y.R.O.P. (Senior Year Overlap) option, an opportunity to start Year I of the six quarter M.S.in Ed. degree program while simultaneously completing the bachelor's degree. This option is intended to enable completion of both the bachelor's and the master's degree within a five-year period. Undergraduate applicable courses are SE 330, 336, 441 and 465. Seniors interested in teaching individuals who are blind or visually impaired may also apply to take 9 selective credits in the Graduate Program in Teachers of the Blind/Visually Impaired to obtain advanced standing in the TVI program. Application to S.Y.R.O.P should be made to the Program Director early on during the undergraduate's studies.

At least a B average in the overall undergraduate or graduate record is required for admission, although other factors will be considered in the decision, such as years of professional experience, grade point average in the major field, and academic development beyond the baccalaureate degree. Students not meeting the stated criteria may be admitted on a conditional basis. In order to maintain matriculated status, such students must then achieve a minimum grade of B for the first six credits attempted and provide evidence of having remediated any deficiencies.

## **Academic Requirements and Standards**

General Requirements:

The expectation is that all courses for the degree will be taken at Dominican College. A maximum of six credits may be considered for transfer. Equivalent graduate course work may be considered for transfer credit if (a) the grade was a minimum of B and (b) the course was taken within five years of the term in which the student wishes to register for it.

All requirements (courses, papers, projects) must be completed within a maximum of five years from the beginning of the term in which the candidate is awarded the first credits towards the degree, whether the credits were earned on a non-matriculated or matriculated basis. Extension of this time cannot be granted. Courses are

offered in a cycle according to a regular curriculum pattern. It is the responsibility of the student to register for courses in the sequence in which they are offered and to plan his or her progress so as to complete all requirements within the five-year period. In exceptional circumstances, a student may be granted permission to take courses out of sequence.

The College reserves the right, at its discretion, at any time, to terminate matriculation if the student fails to make sufficient progress towards the degree. Candidates for the degree not in attendance for two calendar years will have their matriculation terminated. To reactivate their matriculation, these candidates must receive permission from the Program Director. In order to be readmitted, such candidates must be able to meet all degree requirements within the five-year period dating from their original quarter.

All students must maintain a minimum cumulative G.P.A. of at least 3.0 (B). A course in which a student earns less than "B" must be repeated. No more than one course can be repeated.

Non-Matriculated Certification:

Students seeking individual transcript certification (non-matriculated certification status) without completion of the entire TVI program must take: VI 532, VI 533, VI 534, VI 535, VI 538, VI 539, VI 641, VI 642 and VI 717 and (3-6) credits in Special Education course work, based on transcript review. Students in areas other than TVI who are seeking non-matriculated Certification Only status must take courses as prescribed by the NYS Education Department based on transcript review by the Certification Officer at the College.

Students are expected to maintain at least a 3.0 cumulative GPA with no course lower than a B to be considered in "good standing."

Students whose cumulative GPA is at least 3.75 will be awarded graduate honors upon graduation.

## **Off-site Requirements**

Graduate faculty supervise both student teaching and field work, and students work with experienced, certified cooperating teachers. In programs that require prior certification and student teaching, in-service teachers, if they are working with the appropriate population, can complete student teaching in their own classroom with the Program Director's permission. Those courses of study that culminate with a student teaching experience meet on a regular basis for seminar. Seminar is viewed as integrative in nature, meshing theory with practical application. Depending on the program, the seminar is delivered on campus or online.

All programs leading to institutional endorsement for certification require 150 hours of clinically rich field work as a prerequisite to student teaching. Students observe, interact, evaluate and reflect in classrooms that correlate with their teaching certification. A full semester of student teaching experience is mandated for all candidates who do not possess an initial teaching certification. Student teachers shadow, observe and gradually teach individuals, small groups and the whole class according to prescribed grade curricula that correspond to their certification developmental level. Candidates with prior certification in another area will participate fully in a quarter based student teaching/practicum experience. They will be responsible for providing planning, implementation and assessment of instruction while being mentored by a certified teacher and a College supervisor.

## **Capstones and Final Requirements**

The student teaching experience, linked with the seminar and the research course, comprise the capstone experience for program completers. Students who have successfully fulfilled all coursework requirements in Teacher Education are invited to engage in a professionally rich venture where they spend a full semester planning, instructing and

assessing in preparation for their role as teacher. They participate in two 8 week long field experiences—one focusing on the lower range of their certification area and the other on the higher end. They are formally observed by their faculty supervisor at least twice in each venue and participate fully in self-reflection and weekly seminar meetings on campus. Additionally, student teachers select, under advisement, a topic germane to their classroom on which they complete an action research proposal.

Students must complete all prerequisites such as outstanding liberal arts credits and all graduate coursework prior to student teaching. In order to receive NYS certification all candidates must complete, in addition to all Dominican College program requirements, the NYS Education Department’s mandated tests which include Educating All Students (EAS), the appropriate content specialty tests (CSTs) and the performance assessment (edTPA) as well as complete an application and clear mandated fingerprinting procedures and requisite workshops that are provided through the student teaching seminar.

### Curricular Outlines and Plans

#### Teacher of Childhood Education

<b>Year 1: Quarter 1 (6 credits)</b>	<b>Quarter 2 (6 credits)</b>	<b>Quarter 3 (6 credits)</b>	<b>Quarter 4 (6 credits)</b>
ED 520 Foundations of Education (3):	ED 531 Fundamentals of Literacy (3)	ED 532 Strategies for Literacy Growth (3)	ED 563 Methods for Mathematics Instruction (2)
ED 522 Educational and Developmental Psychology (3)	SE 510 Psychosocial Aspects of Exceptionality (3)	SE 511 Strategies for the Inclusive Classroom (3)	ED 564 Methods for Science Instruction (2)
			ED 565 Methods for Social Studies Instruction (2)
<b>Year 2: Quarter V (extended) (9 credits)</b>			
ED 672 Student Teaching (3)			
ED 673 Student Teaching Seminar (3)			
ED 616 Research in Education (3)			

#### Teacher of Adolescence Education

<b>Year 1: Quarter 1 (6 credits)</b>	<b>Quarter 2 (6 credits)</b>	<b>Quarter 3 (6 credits)</b>	<b>Quarter 4 (6 credits)</b>
ED 520 Foundations of Education (3):	ED 531 Fundamentals of Literacy (3)	ED 542 Inclusive Literacy Strategies for the Adolescent Learner (3)	ED 519 Growth, Development and Cognition in the Adolescent Learner (3)
ED 522 Educational and Developmental Psychology (3)	SE 510 Psychosocial Aspects of Exceptionality (3)	SE 511 Strategies for the Inclusive Classroom (3)	ED 566-580 Methods and Materials in Adolescent Education ED 566 Math (3) or ED 567 Social Studies (3) or ED 568 Science (3) or ED 569 English (3) or ED 580 World Languages (3)
<b>Year 2: Quarter V (extended) (9 credits)</b>			
ED 674 Student Teaching (3)			
ED 675 Student Teaching Seminar (3)			
ED 616 Research in Education (3)			

**Teacher of Childhood Education/Students with Disabilities**

<b>Year 1: Quarter 1 (6 credits)</b>	<b>Quarter 2 (6 credits)</b>	<b>Quarter 3 (6 credits)</b>	<b>Quarter 4 (6 credits)</b>
ED 520 Foundations of Education (3):	ED 531 Fundamentals of Literacy (3)	ED 532 Strategies for Literacy Growth (3)	ED 563 Methods for Mathematics Instruction (2)
ED 522 Educational and Developmental Psychology (3)	SE 510 Psychosocial Aspects of Exceptionality (3)	SE 511 Strategies for the Inclusive Classroom (3)	ED 564 Methods for Science Instruction (2)
			ED 565 Methods for Social Studies Instruction (2)
<b>Year 2: Quarter V (6 credits)</b>	<b>Quarter VI (6 credits)</b>	<b>Quarter VI (extended) (9 credits)</b>	
SE 537 American Sign Language (3)	SE 565 Curriculum and Instructional Strategies (3)	ED 672 Student Teaching (3)	
SE 541 Psychoeducational Diagnosis and Assessment (3)	SE 623 Positive Behavior Approaches (3)	ED 673 Student Teaching Seminar (3)	
		ED 616 Research in Education (3)	

**Teacher of Adolescence Education/Students with Disabilities**

<b>Year 1: Quarter 1 (6 credits)</b>	<b>Quarter 2 (6 credits)</b>	<b>Quarter 3 (6 credits)</b>	<b>Quarter 4 (6 credits)</b>
ED 520 Foundations of Education (3)	ED 531 Fundamentals of Literacy (3)	ED 542 Inclusive Literacy Strategies for the Adolescent Learner (3)	ED 519 Growth, Development and Cognition in the Adolescent Learner (3)
ED 522 Educational and Developmental Psychology (3)	SE 510 Psychosocial Aspects of Exceptionality (3)	SE 511 Strategies for the Inclusive Classroom (3)	ED 566-580 Methods and Materials in Adolescent Education ED 566 Math (3) or ED 567 Social Studies (3) or ED 568 Science (3) or ED 569 English (3) or ED 580 World Languages (3)
<b>Year 2: Quarter V (6 credits)</b>	<b>Quarter VI (6 credits)</b>	<b>Quarter VI (extended) (9 credits)</b>	
SE 537 American Sign Language (3)	SE 565 Curriculum and Instructional Strategies (3)	ED 674 Student Teaching (3)	
SE 541 Psychoeducational Diagnosis and Assessment (3)	SE 623 Positive Behavior Approaches (3)	ED 675 Student Teaching Seminar (3)	
		ED 616 Research in Education (3)	

**Teacher of Students with Disabilities with Severe/Multiple Extension Annotation**

<b>Year 1: Quarter 1 (6 credits)</b>	<b>Quarter 2 (6 credits)</b>	<b>Quarter 3 (6 credits)</b>	<b>Quarter 4 (6 credits)</b>
SE 530 Psychology of Learners with Academic and Behavioral Challenges (3):	SE 565 Curriculum and Instructional Strategies for Teaching Students with Disabilities (3)	SE 622 Collaboration and Teaming to Support All Students (3)	SE 616 Research in Special Education (3)
SE 537 American Sign Language (3)	SE 623 Positive Behavior Approaches (3)	SE 624 Linking Curriculum, Assessment and Instruction for Students (3)	SE 617 Student Teaching and Seminar (3)
<b>Year 2: Quarter V (6 credits)</b>	<b>Quarter VI (6 credits)</b>		
SE 541 Psychoeducational Diagnosis and Assessment (3)	SE 625 Communication, Technology and Literacy (3)		
SE 621 Adaptive Methods for Developing Motor Skills in Students with Health/Physical Disabilities (3)	SE 717 Student Teaching and Advanced Seminar: Person Centered Planning (3)		

**Teacher of Students Who Are Blind/Visually Impaired**

<b>Year 1: Quarter 1 (6 credits)</b>	<b>Quarter 2 (6 credits)</b>	<b>Quarter 3 (6 credits)</b>	<b>Quarter 4 (6 credits)</b>
VI 532 Psychosocial Aspects and Evaluation of Blindness/Visual Impairments (3)	VI 535 Literary Braille and Instructional Strategies (3) (continued from Quarter 1)	VI 533 Assessment and Functional Implications of Blindness/Visual Impairment (3)	VI 534 Orientation and Mobility for Teachers (3) 2 day on-campus lab
VI 535 Literary Braille and Instructional Strategies (3)		VI 538 Nemeth and Other Specialized Braille Codes (2)	VI 641 Methods for Academic Learners who are Blind/Visually Impaired (3) 3 ½ day residency on campus
		VI 539 Assistive Technology for Students who are Blind/Visually Impaired (1) 3 day residency on campus	
<b>Year 2: Quarter V (6 credits)</b>	<b>Quarter VI (6 credits)</b>	<b>Quarter VI (6 credits)</b>	
SE 621 Adaptive Methods for Developing Motor Skills in Students with Health/Physical Disabilities (3)	SE 623 Positive Behavior Approaches (3)	SE 537 American Sign Language (3)	
VI 717 Student Teaching and Advanced Seminar (3)	VI 642 Methods for Young and/or Multiply Impaired Learners with Visual Impairments/Blindness (3)	SE 616 Research in Special Education (3)	

## Procedures

Students are advised to refer to the Dominican College Student Handbook and the Master of Science in Education Handbook for additional information.

### Advisement:

Advisement for all courses in the MS in Education programs is on-going and provided to each student quarterly by the Coordinator and/or Director of the program. Students register online for appropriate courses according to the calendar that is provided each quarter.

Courses that require fieldwork require students to document their field hours on a timesheet that is issued at the onset of the course. All timesheets are signed by the instructor and filed in the students' folders. Students should keep copies of their timesheets for their own records.

Specialized residency requirements for the TVI Program take place in the Summer quarter. See course descriptions for VI 534, VI 539 and VI 641.

### Health:

All student teaching placements require medical clearance; forms are obtained from the Teacher Education Graduate Program office located in Casey 105 and must be completed/submitted before placements begin.

### Leave of Absence and Withdrawal:

Students who wish to apply for a leave of absence or course/program withdrawal must confer with the Program Director after submitting the appropriate forms which can be obtained from the Teacher Education Graduate Program office.

## Certification

Satisfactory completion of all requirements for the MS in Education programs in Childhood Education, Childhood Education/Students with Disabilities, Adolescence Education, Adolescence Education/Students with Disabilities, Students with Disabilities with Annotation Extension in Severe/Multiple Disabilities and Teachers of the Blind/Visually Impaired lead to institutional recommendation for both initial and professional certification through the NYS Education Department. In addition to degree conferral, all candidates for certification must meet NYS Education Department requirements as follows:

### Initial Certification:

- Application to [www.nysed.gov](http://www.nysed.gov) for TEACH account
- Satisfactory completion of the following mandated tests:
  - o Educating All Students (EAS)
  - o Content Specialty Tests—per certification area:
    - Childhood Education: Multisubject Grades 1-6
    - Adolescence Education: Content Specialty Test in Academic Area—English, Math, Science, Social Studies, World Languages
    - Students with Disabilities
    - Multisubject Grades 7-12/SWD Generalist (Adolescence)
    - Teacher of the Blind/Visually Impaired
  - o Educative Teacher Performance Assessment (edTPA)
- Successful fingerprinting clearance through [www.Iden-togo.com](http://www.Iden-togo.com)
- Completion of mandated seminars in Child Abuse Identification/Reporting, Project SAVE, Dignity for All Students Act (DASA)

### Professional Certification:

- 3 years of compensated teaching experience
- Verification of first year mentorship
- Application to [www.nysed.gov](http://www.nysed.gov) for additional certification
- Content Specialty Tests in additional certification area

## Course Descriptions for the Master of Science Degree in Education

### ED 519 Growth, Development and Cognition in the Adolescent Learner (3)

Explores the unique developmental period of adolescence as a major stage of progressing from childhood into adulthood. Early, middle, and late adolescent development will be covered in depth through the challenges presented at each stage. Global and specific nuances that are indigenous to each stage will be included in the topics presented. The realities and myths of adolescence will be examined, as well as the contributions of researchers and relevant empirical studies that can be applied to the understanding of this critical period. *Field experience required.*

### ED 520 Foundations of Education (3)

Historical, philosophical, economic and sociological trends impacting education and schooling in America; analysis of current issues which influence outcomes and trends in education and the role of the school in modern society. With that background, students will then turn to the 'nitty-gritty': diagnosis of instructional needs; planning and financing educational outcomes, both long and short term; assessment and instructional strategy. Aligning strategy to different types of learners and to various age groups will be examined. The New York State Learning Standards are introduced. *Field experience required.*

### ED 522 Educational and Developmental Psychology (3)

Psychological principles applied to the teaching/learning process: growth and maturation of the learner from birth through adolescence; overview of various approaches, such as cognitive-adaptive, Piaget, Erikson, Vygotsky; factors of efficient learning/teaching; scaffolding and constructivist theory; individual differences; motivation; classroom management; effective study; transfer of learning; and principles and purposes of measurement and evaluation. *Field experience required.*

### ED 531 Fundamentals of Literacy (3)

This course is designed to introduce students to the communication processes of listening, speaking, reading, and writing with special emphasis on information gathering, comprehension, and expression. The underlying theory of natural learning will be explored. The course will stress instructional strategies and materials required for literacy response, critical analysis, and social interaction for learners. *Field experience required.*

### ED 532 Strategies for Literacy Growth (3)

This course is designed to be an extension and refinement of the communication process involved with listening, speaking, reading, and writing as they pertain to differentiated instruction and evaluation for both English speakers and English language learners. Special attention will be paid to reading and writing in the content areas. Emphasis will be placed on the diagnostic/prescriptive model of reading, and students will be required to work with individual learners in the assessment and remediation of reading difficulties. *Field experience required.*

**ED 542 Inclusive Literacy Strategies for the Adolescent Learner (3)**

This course strengthens the processes involved with listening, speaking, reading and writing, focusing on content areas within adolescent programs in the middle and high schools, for both English speakers and English Language Learners. Emphasis will be on utilizing content and technical knowledge to make learning accessible for varying student needs and abilities, developing an understanding of assessment at the secondary level and incorporating instructional strategies and approaches, including differentiation, as they pertain to literacy in the heterogeneous adolescent environment. *Field experience required.*

**ED 563 Methods for Mathematics Instruction (2)**

Study and implementation of instructional materials, planning, methods, and assessment procedures appropriate for teaching mathematics to diverse learners. Focus on strategies for NYS Standards based instruction. *Field experience required.*

**ED 564 Methods for Science Instruction (2)**

Study and implementation of instructional materials, planning, methods, and assessment procedures appropriate for teaching science to diverse learners. Focus on strategies for NYS Standards based instruction. *Field experience required.*

**ED 565 Methods for Social Studies Instruction (2)**

Study and implementation of instructional materials, planning, methods, and assessment procedures appropriate for teaching social studies to diverse learners. Focus on strategies for NYS Standards based instruction. *Field experience required.*

**ED 566 Methods and Materials in Adolescent Education: Mathematics (3)**

This secondary methods/materials course provides an arena in which the prospective Mathematics teacher will review the curricula of his/her content area; in addition, the student will have an opportunity to study methods, materials, techniques and evaluation means utilized in the current classroom. An essential component of this course is field experience which will assist the student in becoming comfortable and competent with observing and teaching in the secondary school under the direction of a certified adolescence Mathematics educator.

**ED 567 Methods and Materials in Adolescent Education: Social Studies (3)**

This secondary methods/materials course in Social Studies will provide an arena in which the prospective teacher will review the curricula of his/her content area; in addition, the student will have an opportunity to study methods, materials, techniques and evaluation means utilized in the current classroom. An essential component of this course is field experience which will assist the student in becoming comfortable and competent with observing and teaching in the secondary school under the direction of a certified adolescence Social Studies educator.

**ED 568 Methods and Materials in Adolescent Education: Science (3)**

This secondary methods/materials course will provide an arena in which the prospective Science (Biology, Chemistry, Earth Science or Physics) teacher will review the curricula of his/her content area; in addition, the student will have an opportunity to study methods, materials, techniques and evaluation means utilized in the current classroom. An essential component of this course is field experience which will assist the student in becoming comfortable and competent with observing and teaching in the secondary school under the direction of a certified adolescence Science Educator.

**ED 569 Methods and Materials in Adolescent Education: English Language Arts (3)**

This secondary methods/materials course will provide an arena in which the prospective English teacher will review the curricula of his/her content area; in addition, the student will have an opportunity to study methods, materials, techniques and evaluation means utilized in the current classroom. An essential component of this course is field experience which will assist the student in becoming comfortable and competent with observing and teaching in the secondary school under the direction of a certified adolescence English Language Arts educator.

**ED 580 Methods and Materials in Adolescent Education: World Languages (3)**

This secondary methods/materials course will provide an arena in which the prospective World Languages teacher will review the curricula of his/her content area; in addition, the student will have an opportunity to study methods, materials, techniques and evaluation means utilized in the current classroom. An essential component of this course is field experience which will assist the student in becoming comfortable and competent with observing and teaching in the secondary school under the direction of a certified adolescence World Language educator.

**ED 616 Research in Education (3)**

This course is designed to assist the graduate student with the acquisition of the knowledge, skills and professional attitudes required to approach current research in the field of education. Through student exercises, critiques of published research, class discussions and reactions to a variety of class readings, graduate students will develop the skills necessary to read, interpret and critique professional literature and to begin to design their own scholarly research. Principles, problems and procedures related to planning and conducting educational research will be discussed, and students will be expected to complete an action research proposal relevant to their interests.

**ED 672 Student Teaching (3)**

Supervised observation and student teaching in an approved elementary school under a certified teacher. Eight weeks are spent with students in grades 1-3; eight weeks with students in grades 4-6. The student teacher gradually transitions from observation to increasing participation in, and responsibility for, planning and implementing instruction. The student teacher is responsible for maintaining a written reflective log to be submitted weekly to college supervisor and is expected to be involved in all aspects of school life relevant to instruction.

**ED 673 Integrative Seminar (3)**

This course, a co-requisite with student teaching, offers the prospective childhood education teacher an opportunity to apply educational theory to pedagogical practice. Through structured and goal directed sessions, case studies and discussion, the student teacher will learn to access resources that will enable him/her to maximize children's growth and educational development within the school system. All required seminars for NYS certification will be completed in ED 673. *Field experience is the ED 672 co-requisite.*

**ED 674 Student Teaching (3)**

Supervised observation and student teaching in an approved middle/high school under a certified teacher. Eight weeks are spent with students in grades 7-9; eight weeks with students in grades 10-12. The student teacher gradually transitions from observation to increasing participation in, and responsibility for, planning and implementing instruction. The student teacher is responsible for maintaining a written reflective log to be submitted weekly to college supervisor and is expected to be involved in all aspects of school life relevant to instruction.

**ED 675 Integrative Seminar (3)**

This course, a co-requisite with student teaching, offers the prospective adolescence education teacher an opportunity to apply educational theory to pedagogical practice. Through structured and goal directed sessions, case studies and discussion, the student teacher will learn to access resources that will enable him/her to maximize children's growth and educational development within the school system. All required seminars for NYS certification will be completed in ED 675. *Field experience is the ED 672 co-requisite.*

**SE 510 Psychosocial Aspects of Exceptionality (3)**

Introduction to the area of child/adolescent/ adult exceptionality, focusing on the educational, historical, sociological, philosophical, legal, ethical, and psychological issues involved in definition and classification. The student has the opportunity to understand his/her own feelings about exceptionality and to interact indirectly and directly with exceptional individuals in schools and work sites. *Field experience required.*

**SE 511 Strategies for the Inclusive Classroom (3)**

Provides the prospective teacher with a repertoire of evidence-based, instructionally –focused differentiation strategies for students with challenging behaviors. Incorporates Response to Intervention and Universal Design for Learning principles that facilitate inclusive practices in the resource room, self-contained and mainstreamed classroom environments. Field experience in special education classrooms required. Prerequisite: SE 510 or equivalent.

**SE 530 Psychology of Learners with Academic and Behavioral Challenges (3)**

This needs-based, deliverable strategy-oriented course focuses on teaching the learner with academic and/or behavioral challenges in early childhood/childhood/middle childhood/adolescence. Various etiologies and methodologies are examined and implemented. Importance of legislation and advocacy related to academic, social, behavioral, and emotional issues, as well as importance of transition planning for appropriate IEP goal delivery. *Field experience required.*

**SE 537 Introduction to American Sign Language (A.S.L.) (3)**

Students will demonstrate receptive and expressive mastery of targeted, context specific commands, questions, statements and dialogue, using the manual alphabet and signing Exact English. Students will develop cross-cultural skills and understanding of the deaf community. Offered as a hybrid/ online course.

**SE 541 Psychoeducational Diagnosis and Assessment (3)**

Assessment techniques necessary for identifying strengths and deficits in the learner with disabilities. Course provides experiences in both formal and informal assessment techniques, task analysis, and the interpretation of psycho-educational data for students with learning problems. The field experience is the development of a case history: selection, administration, and evaluation of testing instruments appropriate to either early childhood, childhood, middle childhood, or adolescence, and completion of comprehensive school and family reports. *Field experience required.*

**SE 565 Curriculum and Instructional Strategies for Teaching Students with Disabilities (3)**

Examines educational research, appropriate teaching and learning strategies, and supportive materials and technology to maximize educational achievement for the early childhood/childhood/middle childhood/adolescent student with disabilities. Major project is development, implementation, and evaluation of an IEP based on data gathered from SE 541, with focus on NYS learning standards, and addressing the appropriate developmental level of the disability certification area. *Field experience required.*

**SE 616 Research in Special Education (3)**

Presents an overview of research design as applicable to students with disabilities, including those with multiple and severe disabilities and visual impairments/blindness. Students utilize remote library databases as a research tool. Students prepare an action research proposal with a focus on an issue pertinent to their current or future employment interests. Offered as a hybrid/online course.

**SE 617 Student Teaching and Seminar (3)**

Student teaching assignment with developmentally appropriate learners for area of certification being sought. Seminar addresses elements of accessible pedagogy, including: community building and positive behavior approaches, culturally relevant curriculum, multiple intelligences, flexible grouping and cooperative learning, multilevel curriculum, and active learning. Focus is on developing IEPs that align with general education curriculum and strategies that include all learners. *Field experience required.*

**SE 621 Adaptive Methods for Developing Motor Skills in Students with Health and/or Physical Disabilities (3)**

Addresses the needs of students with physical and/or health impairments in order to promote optimal participation in the educational setting. Skills in positioning and physical handling techniques, methods for developing daily living skills competence, modification and adaptation of curriculum and instructional materials, and teaming efforts with related service providers are addressed. *Field experience required.* Offered as an online course.

**SE 622 Collaboration and Teaming to Support all Students (3)**

Provides students with knowledge and skill to work effectively as members of an instructional team in diverse and heterogeneous classrooms. Students will study effective team design, routines and interactions, and evaluate team experiences in view of standards of interactive efficiency. Models of co-teaching, team teaching, and consultant teaching will be considered. Relationships of teacher to para-educator, related service providers, family, and community members will be addressed. *Field experience required.*

**SE 623 Positive Behavior Approaches (3)**

Application of behavioral principles and paradigms utilized in the classroom including Positive Behavior Supports, Applied Behavior Analysis and TEACCH; intervention and scheduling; changing, maintaining, and transferring new behaviors. Assessing behavior in environmental context and utilizing positive practices for prevention of behavioral excesses. Offered as a hybrid/online course. *Field experience required.*

**SE 624 Linking Curriculum, Assessment, and Instruction for Students (3)**

Provides students with alternative assessment strategies and teacher designed assessment strategies applicable to students with disabilities who do not participate in standardized assessments. Emphasis on relationship of assessment to curriculum development and implementation aligned to the general education curriculum. Use of assessment tools to inform and refine curriculum design in a standards-based classroom. Offered as a hybrid/online course. *Field experience required.*

**SE 625 Communication, Technology, and Literacy (3)**

Review of development of communication skills and an examination of communication options and alternatives for learners who are unable to meet their daily communication needs through natural modes such as speech, gesture or handwriting. Addressed are gestural and touch cues, tangible communication systems, graphic communication systems, communication boards, electronic and other augmentative communication devices as well as functional and beginning literacy skills and technology to support these. *Field experience required.*

**SE 717 Student Teaching and Advanced Seminar: Person Centered Planning (3)**

Provides students with skills and knowledge to develop person-centered plans based on a capacity view of individuals with disabilities. Students will develop skills in creating M.A.P.S., P.A.T.H. and a Person Centered Plan for an early childhood, childhood, middle childhood, or adolescent student with moderate to severe disabilities. *Field experience required.*

**VI 532 Psychosocial Aspects and Evaluation of Blindness and Visual Impairment (3)**

Changing nature of population; definitions; history of services; legislative history; attitudes towards the blind; adjustment to blindness; effects of blindness on cognitive, physical, psychological and social development during early childhood, adolescence, transition, and adulthood; formal and informal evaluation procedures. *Field experience required.*

**VI 533 Assessment and Functional Implications of Visual Impairment (3)**

Anatomy and development of the eye; nature and degrees of impairment; optical and non-optical devices for low vision; vision testing in clinical and educational settings; assessment of visual perceptual functioning; learning media assessment; functional vision assessment. *Field experience required.*

**VI 534 Orientation and Mobility for Teachers (3)**

Special skills required for successful independent travel. Skills to be stressed are concept development, orientation and spatial awareness, exploration of the environment, and pre-cane techniques. Students will participate in a variety of movement experiences using occluders which simulate both total and partial vision loss. *Field experience required as well as 2-day residency on campus.*

**VI 535 Literary Braille and Instructional Strategies (3)**

Reading and writing of standard English Grade II Braille, using both Braillewriter and slate and stylus. Preparation of assignments in both "hard" Braille and "simulated" Braille using computer programs. The teaching of Braille reading and writing, with attention to the New York State Learning Standards for the English Language Arts. *Field experience required.*

**VI 538 Nemeth and Other Specialized Braille Codes (2)**

Continuation and reinforcement of literary Braille; instruction in reading and writing of Nemeth code for scientific and mathematical notation; instruction in utilization of Cranmer abacus for math calculation. Braille formatting, foreign language codes, music Braille, and

computer Braille code are introduced. Strategies for Braille reading and writing instruction are further developed, with continuing attention to the New York State Learning Standards for English Language Arts. *Field experience required.*

**VI 539 Assistive Technology for Students Who Are Blind or Visually Impaired (1)**

Overview of assistive technology for persons who are blind or visually impaired--Braille, enlarged print, speech. Lecture and "hands-on" experience with screen readers, Braille notetakers, Braille translation programs, and screen magnifiers. Representatives from technology companies, the American Printing House for the Blind, and local distributors will explain and demonstrate use of products and assist with instruction of selected devices and programs. Offered as a week-long online course.

**VI 641 Methods for Academic Learners Who Are Blind or Visually Impaired (3)**

Principles of materials development and teaching strategies for children with visual impairments and total blindness. A sampling of all K-12 subject areas is examined, and special emphasis is placed on reading readiness, reading, the language arts, and visual stimulation. Instruction in developing tactile graphics; students will create tactile graphics to enhance lessons presented in class and/or online. Students will examine means of assuring that New York State Learning Standards in all identified areas are met by all learners. 3 day residency requirement. *Field experience required.*

**VI 642 Methods for Young and/or Multiply Impaired Learners Who Are Blind or Visually Impaired (3)**

Assessment and intervention strategies for working with young and/or older multiply disabled learners who are blind or visually impaired. Emphasis on developing compensatory skills in young children, and functional skills in older blind and visually impaired children with multiple disabilities; perspective is teaming and collaboration. The New York State Learning Standards and Alternate Performance Indicators for Students with Severe Disabilities will be identified and addressed in curriculum planning. *Field experience required.*

**VI 717 Student Teaching and Advanced Seminar (3)**

Student teaching either during the academic year, if the student is employed working with learners who are visually impaired, or during the summer. Placements will be determined in consultation with faculty. The seminar refines topics such as working with the para-educator, working with families, developing appropriate I.E.P. goals and objectives, conducting functional vision assessments, learning media assessments, transition plans, and preparing community presentations.

# Tuition and Fees

## Undergraduate Tuition & Fees 2020-2021

### Tuition

12 -17 credits/semester*	\$14,930
18 credits & over	\$425/credit
Fewer than 12 credits	\$905/credit

### General Registration Fees (non-refundable)

12 or more credits	\$430/term
Fewer than 12 credits	\$200/term

### Resident Students:

Room & Board:	
Hertel Hall	
Single Room	\$7,160/semester
Suite	\$6,915/semester
Double Room	\$6,875/semester
Triple Room	\$6,730/semester
Rosary Hall:	
Single Room	\$6,690/semester
Double Room	\$6,755/semester
Triple Room	\$6,660/semester
Guzman Hall	
Two Singles Units	\$7,430/semester
Four Singles Unit	\$7,730/semester

Dorm Damage Deposit	\$250
Tuition Deposit	\$300

## Special Fees 2020-2021

Undergraduate auditing fee (per course)	\$650
Graduate auditing fee	\$750
Portfolio (per credit)	\$50
Conferring of Degree	\$200
Transcripts	\$5
Late Registration	\$50
Nursing (pre-licensure) support and test preparation (non-refundable)	\$75/Semester
ABSN support and test prep (non-refundable)	\$150/Term
WABSN support and test prep (non-refundable)	\$75/Semester
DNP Continuance Fee	\$200/Session
Nursing UG Clinical Fee	\$150/Term
FNP Online Text Fee	\$50/Term
ID Card Replacement Fee	\$20

### Partial Withdrawal from the College:

On or before the first day of class	100%
After the first class, before the end of the first week of class	100%
Within the second week of class	80%
Within the third week of class	60%
Within the fourth week of class	50%
After the fourth week of class	No refund

### Weekend Withdrawals:

For weekend sessions, refunds will be granted as follows:	
On or before the first class meeting or the first weekend	100%
Before the second weekend	80%
Before the third weekend	50%
After the third weekend	No refund

### For DC Online courses, refunds will be granted as follows:

On or before the first class meeting	100%
On or before the second week	80%
On or before the third week	50%
After the third week	No refund

Illustrative examples of refund calculations are available in the Bursar's Office.

### Special Session (Winter/Summer) Withdrawals:

On or before the first class meeting	100%
After the first class meeting	No refund

## DC Online Tuition & Fees 2020-2021

Tuition (per credit, DC Online students only):	\$640
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## Graduate Tuition & Fees 2020-2021

Master's programs tuition (per credit):	
DPT and DNP	\$1,060
MSN-FNP and OT	\$995
MBA, MSED, MSIM	\$975
MSOLC	\$715

### Graduate Registration Fees 2020-2021 (nonrefundable):

Application fee	\$50
Full-time registration (12+ credits/term)	\$430
Part-time (fewer than 12 credits/term)	\$200

The College reserves the right to modify the Schedule of Tuition and Fees at its discretion. Billings for tuition and fees and any room and board charges are due as indicated on the Statement of Student Accounts. Existing unpaid balances will prevent further registration and the issuance of official transcripts and diplomas. Checks should be made payable to Dominican College. A certified check, money order or cash must replace checks dishonored for any reason. A 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 (Staf-ford) 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](http://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:**

Academy College Consortium

American Council on Education

Association for the Advancement of Sustainability in Higher Education

Association of American Colleges and Universities

Association of Catholic Colleges and Universities

Association of Governing Boards

College and University Professional Association for Human Resources

College Board

Commission on Independent Colleges and Universities

Council for Advancement & Support of Educators

Council for Higher Education Accreditation

Council of Independent Colleges

Dominican Colleges & Universities Consortium

Dominican Higher Education Council

Hispanic Association of Colleges and Universities

Lower Hudson Valley Catholic Colleges and Universities Consortium

National Association Of College And University Business Officers

National Association of Independent Colleges and Universities

National Collegiate Athletic Association

National Council of State Authorization of Reciprocity Agreements

New York Campus Compact

Society for College and University Planning

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of New York

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**Daphne Estwick, Ed.D.**, Assistant Academic Dean

Marcella Doonan, Executive Assistant

Sr. Bernadette Burke, O.P., M.S.Ed., Coordinator of Special Projects

## Academic Divisions

**Pamela Story, OTD**, Director, Allied Health Division

**Mark Meachem, Ed.D.**, Director, Arts and Sciences Division

Ann Beutel, Administrative Assistant

Veronica Glynn, Administrative Assistant

Siobhan O'Sullivan, Science Lab Assistant

**Ivan Rudolph-Shabinsky, M.B.A.**, Director, Business Administration Division

Denice Tomassetti, Administrative Assistant

**Nancy DiDona, Ed.D.**, Director, Nursing Division

Ann Fogarty, Administrative Assistant

Carol Spear, A.A.S., Administrative Assistant

Carmela Brown, 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, Ed.D.**, Director, Teacher Education Division

Lorraine Motta, Administrative Assistant

Maria Pizzano, A.A., Administrative Assistant

**Pamela Story, Ph. D.**, Director, Occupational Therapy Program

**Mary Roche Walsh, M.S.**, Instructor in Occupational Therapy and Academic Fieldwork Coordinator

Beth Barletta, B.S., Administrative Assistant

Debra Rogers, B.S., Administrative Assistant

Cori Roden, M.Ed., Administrative Assistant

Diana Caraballo, Graduate Weekend Resources Assistant

**Emil Euaparadorn, PT, DSc.**, Program Director, Physical Therapy

Helen Hallinan, Administrative Assistant

Annemarie Lee, Administrative Assistant

Karen Miller, 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

**R. Popowitz, M.D.**, Athletic Training Medical Director

Kerry Zona, B.S., Administrative Assistant

## Special Sessions

**AnnMarie DiSiena, Ed.D.**, Director

## DC-Online

**Mary McLean-Hely**, Director of Online Education/Instructional Technologist

**AnnMarie DiSiena, Ed.D.**, Director of Academics

## Academic Success Center

**Debra Moniz, Ed.D.**, Director

Gregory DiDona, M.F.A., Assistant Director

Sr. Diane Forrest, O.P., M.A., M.S.W., M.S., Professional Tutor

Lisa Ippolito, M.S., Professional Tutor

Maureen Amato, B.S., Administrative Assistant

## Special Services

**Margaret Giuliano, M.S., M.L.S.**, Director of Special Services

Sr. Barbara Werner, O.P., M.A., Assistant to the Director

## Library

**Gina Shelton, M.S.L.I.S.**, Head Librarian

Maureen Valdes, Administrative Assistant

**Heather Alexander, M.S.I.S.**, Assistant Librarian for Access Services

**Judy Gitlin, M.S.L.S.**, Assistant Librarian for Technical Services

**Ellie Horowitz, M.S.L.I.S.**, Assistant Librarian for Information Literacy Services

**Kathleen Sullivan, M.L.S.**, Assistant Librarian

Pam O'Donohue, Senior Library Clerk

Brendan Grella, A.A., Library Clerk

Kathy Strickland, A.A., Library Evening Supervisor

Karen Ko, B.A., Library Clerk

Maureen O'Keefe, Library Clerk

Sierra Sheridan, Library Clerk

Christine Ditzel, Library Clerk

Brendan Torres, Library Clerk

## New Student and Transition Center/Freshman Year Program

**Katie Anderson, M.S.**, Director

## Office of Retention and Student Success

**Ryan O'Gorman, M.S.**, Director

## **Enrollment Management**

**Brian G. Fernandes, M.B.A., Vice President for Enrollment Management**

Anna Desposati, Executive Assistant

### **Admissions**

**Joseph Ahlstrin, M.S.,** Director of Admissions

**Ashley Scales, B.A.,** Assistant Director of Graduate Admissions

**Robert Tyrrell, M.S. Ed.,** Assistant Director of Admissions for Transfer and On-Line Programs

**Emma Fortunato, M.S.,** Assistant Director for Freshman Admissions

Michelle Wendt, B.A., Transfer Counselor

Monique Lalanne, B.S., Freshman Admissions Counselor

Melani Salibian, B.S., Freshman Admissions Counselor

Hannah Ameen, B.A., Freshman Admissions Counselor

Timothy Heinzinger, B.A., Admissions Systems Coordinator

Lynn Massey, B.A., Office Coordinator

Lalitha Mahalingam, B.A., Administrative Assistant

Janet Barron, B.A., 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

Celia Coronel-Dizzine, 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

**Kristen Pagels, B.S.,** 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

**Roxanne Drown, M.B.A.,** Controller

Eleanor Klepper, Accounts Payable Clerk

Pauline Teahan, A.A., Accounting Clerk

**Christine Divinagracia, B.S.,** Payroll Manager

**Kenneth Flug, M.B.A.,** Staff Accountant

**Kathleen Rosenberger, B.S.,** Bursar

Elizabeth Fontes, B.B.A., Assistant Bursar

Jean Caserma, B.S., Student Accounts Representative

Elizabeth Vespucci, A.A., Student Accounts Representative

Linda Scheulen, Student Accounts Representative

Diane Witschieben, Student Accounts Representative

### **Information Technology**

**Russell Diaz, M.S.,** Chief Information Officer

Eileen Taylor, B.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

Charles Behman, B.A., IT Support Specialist

Joseph Piccini, B.S., IT Support Specialist

Lisa Surless, B.S., Learning Management System Administrator

### **Audiovisual Services**

**Thomas Wells, A.S.,** Audio Visual Media Specialist

### **Human Resources**

**Marybeth Broderick, M.B.A.,** Director of Human Resources

Eileen Doyle, B.A., Human Resources Generalist

Anne Buchan, Receptionist

John Lennon, Sr., Receptionist

Michael Musich, Receptionist

### **Purchasing**

**Ferdinand Pabon, B.S.,** Director of Purchasing

Maria Silvestri, B.S., Purchasing Office Coordinator

Gaetchine Louis, B.S., Mailroom Supervisor

### **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

Maureen Keane, Public Safety Official

Brien Olivo, Public Safety Coordinator

William Quirk, M.P.A., Public Safety Official

John Wintersteiger, Public Safety Official

## **Student Development**

**John Burke, M.S.,** Vice President for Student Development / Dean of Students

Margaret Kivlehan, B.S., Executive Assistant

**Christine Dilts, M.S.,** Assistant Dean for Student Development

**Melissa Grau, B.A.,** Director of Community Engagement and Leadership Development

**Rachel McGinty, M.B.A.,** Director of Student Activities

**Kathryn Strobel, M.Ed.,** Student Development Coordinator

**Alise Cohen, A.C.S.W.,** Director of Counseling

**Eileen Piccininni, M.A.,** Education & Prevention Counselor

**Sr. Barbara McEneaney, O.P., M.S.,** Director of Campus Ministry

**Evelyn Fiskaa, M.S.,** Director of Career Development Center

Andrea Catania, A.A., Administrative Assistant

**Rose Macom, M.S.Ed.,** Internship Coordinator/Career Counselor

**Joseph Dratch, M.S.,** Director of Residence Life

Debra Ferguson, B.S., Assistant Director of Residence Life

Nicholas Capano, B.A., Assistant Director of Residence Life

Jonathan Delgado, B.A., 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,  
Recruiting Coordinator, Women's Head Softball  
**Thomas Gavigan, B.S.**, Assistant Athletic Director,  
Compliance Officer  
Gerianne Coffey Lyons, Administrative Assistant  
**Samantha James, M.S., ATC.**, Head Athletic Trainer  
John Galvany, ATC., Assistant Athletic Trainer  
John Caputo, B.S., Assistant Athletic Trainer  
Joseph Gartner, B.S., Statistician  
**Jim Drivas, M.S.**, Women's Head Lacrosse Coach  
**Daniel Steigert, B.S.**, Men's Head Lacrosse Coach  
**Maria Hedbeck, B.A.**, Women's Head Volleyball Coach  
**Bill Diener, A.A.**, Women's Head Basketball Coach  
**Keith Prokop, B.S.**, Men's Head Golf Coach  
**Colin Hodge, B.S.**, Men's Head Soccer Coach  
**Sean McCarthy, A.A.**, Women's Head Soccer Coach  
**Kimberly Piard, .**, Head Women's and Men's Cross  
Country and Track and Field Coach  
**Joseph Gravagna, B.A.**, Head Women's and Men's  
Tennis Coach

### ***Institutional Advancement***

**Joseph Valenti, M.A.**, Vice President for Institutional  
Advancement  
Anne Reeves, Executive Assistant  
**Brett Bekritsky, M.P.A.**, Director of Marketing and  
Communications Services  
Eileen Reilly, Marketing Assistant  
**Susan Cerra, B.A.**, Director of Communications  
**Mary Lichtman, B.S.**, Director of Special Events  
**Mary McHugh, M.B.A.**, Director of Alumni Relations  
**Salvatore Pennino, M.B.A.**, Senior Advancement Officer  
Jennifer Melendez, A.S., Administrative Assistant  
**Bridget Shalvey**, Development Associate

### ***Institutional Research***

**TBA**, Director of Institutional Research, Planning  
& Assessment  
**Alice Donohue, B.S.**, Coordinator, Institutional Research,  
Planning & Assessment

# 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, Associate Professor of Psychology (2011)  
B.A., Lehman College  
M.A., Yeshiva University  
Ph.D., Yeshiva University

**Alvarez**, Regina, Assistant Professor of Biology (2017)  
B.A., Lehman College, CUNY  
M.A., Lehman College, CUNY  
M.Phil., Graduate Center of the City University of NY  
Ph.D., Graduate Center of the City University of NY

**Amir**, Mark, Assistant Professor of Physical Therapy (2017)  
B.S., Brooklyn College  
B.S., M.A., Touro College  
tDPt., Evidence in Motion  
M.P.H., City University of NY School of Public Health

**Arden**, Alice, Instructor in Nursing (2013)  
B.S., University of Scranton  
M.A., New York University

**Bencivenga**, Anthony, Assistant Professor of Teacher Education (2009)  
B.A., Rutgers University  
M.A., New York University

**Blitzer**, Yvette M., Assistant Professor of Special Education and Coordinator of the TVI Program (2012)  
B.A., Dominican College  
M.S., Hunter College of New York City

**Bonk**, Paul S., Assistant Professor of Political Science (1996)  
B.A., University of Toronto  
M.A., University of Toronto  
Ph.D., Rutgers University

**Burns**, Andrew, Assistant Professor of Communications (2007)  
B.A., The State University of New York at New Paltz  
M.A., The State University of New York at New Paltz  
Ed.D., Union University

**Cavaliere**, Catherine, Assistant Professor in Occupational Therapy and Coordinator of Research (2018)  
B.A., Catholic University  
Post Baccalaureate Certificate in OT, Quinnipiac University  
Ph.D., Seton Hall University

**Chun**, David, Assistant Professor of Psychology (2017)  
B.S., Rutgers University  
M.A., University of California  
Ph.D., University of California

**Connors**, Bernadette, Associate Professor of Biology (2009)  
B.S., State University of New York, College of Environmental Science and Forestry  
Ph.D., State University of New York, College of Environmental Science and Forestry

**Crawley**, James T., Assistant Professor and Program Director of the Athletic Training Program and Faculty Athletics Representative (1998)  
B.S., Towson State University  
M.Ed., University of Virginia  
M.S., Dominican College  
ATC, PT

**Czander**, Giovanna, Associate Professor of Religious Studies (2009)  
B.A., and M.A., Universita Cattolica del Sacro Cuore  
Milan, Italy  
M.A., Fordham University  
M.Phil., Fordham University  
Ph.D., Fordham University

**Davies**, Christine, Instructor in Nursing (2015)  
A.A.S., Rockland Community College  
B.S.N., Dominican College  
M.A., Pace University Nursing Education  
M.S.N., Family Nurse Practitioner, Pace University  
D.N.P., Dominican College

**DelliPizzi-Citardi**, AnnMarie, Associate Professor of Biology and Director of the Honors Program (2004)  
B.S., Manhattan College  
M.S., New York Medical College  
Ph.D., New York Medical College

**DeLorenzo**, Margaret C., Assistant Professor and Coordinator of The Traditional Option Nursing Program (2007)  
A.A.S., Rockland Community College  
B.S.N., Dominican College  
M.S.N., University of Medicine and Dentistry of New Jersey  
Ed.D., Northeastern University

**DeSimone**, Barbara B., Professor and Coordinator of the ABSN Program of Nursing (1987)  
B.S.N., Georgetown University  
M.A., New York University  
M.Ed., Teachers College, Columbia University  
Ed.D., Teachers College, Columbia University  
RN-BC. Board Certified in Medical-Surgical Nursing, American Nurses Association

**DiDonna**, Nancy, Professor and Director of the Division of Nursing (1995)  
B.S.N., Pace University  
M.S., C.N.S., College of New Rochelle  
M.Ed., Teachers College, Columbia University  
Ed.D., Teachers College, Columbia University  
RNC-MNN, National Certification Corporation

- DiSiena**, AnnMarie, Associate Professor of Communication Studies, Academic Advisor for DC Online and Director of Special Sessions (1994)  
B.A., Iona College  
M.A., Fordham University  
Ed.D., Argosy University, Sarasota
- DiSpagna**, Diane, Assistant Professor and Director of the Division of Teacher Education (2009)  
B.A., Dominican College  
M.S., Long Island University  
P.D., Long Island University  
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
- Endeer**, Ayse Ozcan, Associate Professor of Physical Therapy (2012)  
B.S., Hacettepe University School of P.T. and Rehab. (Turkey)  
M.S., Institute of Health Sciences Dokuz Eylul University (Turkey)  
Ph.D., Institute of Health Sciences Dokuz Eylul University (Turkey)
- Estwick**, Daphne, Assistant Academic Dean (2015)  
B.A., St. Lawrence University  
M.A., Columbia University  
M.S., Columbia University  
Ed.D., Columbia University Teachers College
- Enaparadorn**, 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
- Filippelli**, James A., Assistant Professor of Fine and Performing Arts (1980)  
B.A., Saint Leo College  
M.F.A., Brooklyn College of the City University of New York  
Professional Diploma, Fordham University  
Ed.D., Manhattanville College
- Furlong**, Mary Patricia, Assistant Professor of Nursing (2006)  
B.S.N., College of Mount Saint Vincent  
M.A., New York University  
Post Master's Certificate, Health Care Administration, New York University  
Post Master's Certificate, Acute Care Nurse Practitioner, New York University  
D.N.P., Fairleigh Dickinson
- Hach**, Jennifer Michelle Tacinelli, Assistant Professor and Clinical Education Coordinator of the Athletic Training Program (2007)  
B.S., Canisius College  
M.S., Canisius College  
ATC, Certified Athletic Trainer  
CCT, Certified Cardiographic Technician  
CKTP, Certified Kinesio Taping Practitioner  
ITAT, ImPACT Trained Athletic Trainer
- Henderson**, Lori, Assistant Professor of Nursing (2005)  
B.S.N., University of Texas, El Paso  
M.S.N., N.N.P., Columbia University  
RNC-LRN Certification  
C., Certified as an Advanced Board Certified Holistic Nurse (AHN-BC)
- Hermberg**, Kevin, Professor of Philosophy and Coordinator of General Education Curriculum (2007)  
B.A., Fort Lewis College  
M.A., Marquette University  
Ph.D., Marquette University
- Hickey**, Kathleen, Professor of English (2004)  
B.A., Queens College  
M.S., Queens College  
Ed.D., Teachers College, Columbia University
- Hinge**, Kathleen, Assistant Professor of Physics and Mathematics and Coordinator of Science (2006)  
B.S., Rensselaer Polytechnic Institute  
M.S., Rensselaer Polytechnic Institute  
Ph.D., Rensselaer Polytechnic Institute
- Hoffman**, Michael, Assistant Professor of Accounting (2016)  
B.S., Fairfield University  
CPA, State of New York  
M.B.A., Fordham University
- Hoplight II**, Blair, Assistant Professor of Psychology (2018)  
B.A., State University of New York  
M.S., University of Connecticut  
Ph.D., University of Connecticut
- Hsu**, Donald K., Associate Professor of Computer Information Systems (1988)  
B.S., Taiwan Cheng Kung University  
M.S., Fordham University  
Ph.D., Fordham University
- Hyppolite**, Melody, Assistant Professor of Social Work (2018)  
B.S., Kentucky Wesleyan College  
M.S.W., Spalding University  
Ph.D., University of Louisville
- Johnson**, Kelly, Associate Professor and Coordinator of Psychology (2005)  
B.S., University of Southern California  
M.A., California State University, Northridge  
Ph.D., University of Delaware
- Kelly**, Michael W., Associate Professor and Director for Graduate Teacher Education Programs (1987)  
B.A., Iona College  
M.S., College of New Rochelle  
Ph.D., Fordham University
- Kivlehan**, Patricia, Instructor in Nursing and FNP Clinical Coordinator (2017)  
B.S.N., Hunter College  
M.S.N., Dominican College
- Libertini**, Christopher, Assistant Professor of History and Director of the Division of Social Sciences (2006)  
B.S., Boston College  
M.A., Boston College  
M.Ed., Boston College  
Ph.D., Boston College  
M.S.S.I., National Intelligence University  
M.S.S., U.S. Army War College

- McDermott**, Annemarie, Assistant Professor of Nursing (2011)  
A.S.N., Nassau Community College  
B.S.N., Pace University  
M.S.N., Pace University  
D.N.P., 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
- 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  
ANP  
RN-BC – Medical Surgical Nursing
- Parrello**, Tara, Assistant Professor of Sociology and Criminal Justice and Coordinator of the Criminal Justice Program (2007)  
B.A., Manhattanville College  
M.A., Fordham University  
Ph.D., Fordham University
- Pennino**, Clare, Associate Professor of Business Administration (2003)  
B.A., Fordham University  
M.B.A., Iona College  
Ph.D., New York University
- Pizzi**, Michael, Associate Professor of Occupational Therapy (2015)  
B.S., Elizabethtown College  
M.S., Towson University  
Ph.D., The Union Institute and University  
FAOTA, Fellow American Occupational Therapy Association
- Polowczyk**, Barbara, Instructor in Nursing and Coordinator of the Accelerated RN to BSN Nursing Program (2016)  
A.A.S., Pace University  
B.S.N., Pace University  
M.S.N., Pace University  
F.N.P., Pace University  
D.N.P., Dominican College
- Raab**, Bonni, Assistant Professor of Social Work (1978)  
B.S.W., Fairleigh Dickinson University  
M.S.W., Fordham University  
Added Graduate Study, Columbia University, School of Social Work  
DCSW, Diplomat in Clinical Social Work
- Radford**, Tanya A., Assistant Professor of English (2007)  
B.A., University of Utah  
M.A., University of Utah  
Ph.D., City University of New York
- Reitter**, James, Associate Professor of English (2011)  
B.A., State University of New York at Oswego  
M.F.A., Brooklyn College of the City of New York  
Ph.D., The University of Louisiana at Lafayette
- Reyes**, Juanita, Instructor in Spanish (2020)  
B.A., University of Kansas  
M.A., University of Kansas  
Doctor of Philosophy candidacy, University of Albany
- Roche**, Mary Walsh, Instructor in Occupational Therapy and Coordinator of Academic Studies and Field Work (2016)  
A.O.S., Swedish Institute  
B.A., Iona College  
M.S., Columbia University
- Rodriguez**, Stephen, Assistant Professor of Physical Therapy (2017)  
M.P.S., Upstate Medical University, Syracuse  
DPT, Upstate Medical University, Syracuse  
DScPT, Andrew University
- Rudolph-Shabinsky**, John, Assistant Professor and Director of the Business Administration (2019)  
B.A., Cornell University  
M.B.A., Columbia University  
C.F.A., International
- Rusch**, Karl, Assistant Professor of Physical Therapy (2015)  
B.S., Quinnipiac University  
D.P.T., Sacred Heart University
- Rust**, Nadia, Assistant Professor of Occupational Therapy (2017)  
B.OT., University of Kwazulu-Natal  
O.T.D., Chatham University
- Sarro**, Emma C., Assistant Professor of Biology (2014)  
B.S., Brown University  
Ph.D., New York University
- Sassano**, Jennifer, Assistant Professor and Coordinator of Mathematics (1992)  
B.A., SUNY, Potsdam College  
M.A., SUNY, Potsdam College  
Ed.D. Mathematics, Teachers College, Columbia University
- Sciame**, Philip J., Assistant Professor of Computer Science (1982)  
B.S., Manhattan College  
M.S., Fairleigh Dickinson University  
M.B.A., Iona College
- Shelton**, Gina M., Head Librarian (2014)  
B.A., William Smith College  
M.S.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

**Stauffer**, Robert, Associate Professor of English (2012)  
B.A., New York University  
M.A., Brooklyn College  
Ph.D., Arizona State University

**Story**, Pamela, Assistant Professor of Occupational Therapy and Director of the Division of Allied Health and Director of the Graduate Occupational Therapy Program (2015)  
B.S., Utica College of Syracuse University  
OTD, Rocky Mountain University of Health Professionals

**Strax**, Carol, Associate Professor of Teacher Education (2000)  
B.A., Dominican College  
M.S., College of New Rochelle  
P.D.L., College of New Rochelle  
Ed.D., Fordham University

**Sullivan**, Sr. Kathleen, O.P., Assistant Professor of French and Chancellor (1968)  
B.A., Good Counsel College  
M.A., St. John's University  
Foreign Study, Universite Laval, Canada

**Szerko**, Victoria, Assistant Professor of Business Administration (1994)  
B.A., Barnard College  
M.B.A., Columbia University Graduate School of Business

**Valentine**, Colby, Assistant Professor of Criminal Justice (2012)  
B.A., University of the Pacific  
M.S., San Diego State University  
Ph.D., Florida State University

**Vavolizza**, Ann, Assistance Professor of English and Associate Academic Dean (1983)  
B.A., College of Mt. St. Vincent  
M.A., SUNY at New Paltz  
Ed.D., Teachers College, Columbia University

**Vega-Woo**, Nelly, Assistant Professor and Nursing Skills Laboratory and Simulation Coordinator (2013)  
B.S.N., College of Mount Saint Vincent  
M.S., SUNY Downstate Medical Center  
Family Nurse Practitioner (FNP-BC)  
D.N.P., University of Massachusetts

**Vitale**, Lorraine, Instructor in Nursing (2011)  
A.S., Westchester Community College  
B.S., (Gerontology) Mercy College  
B.S., (Health Management) Mercy College  
A.A.S., Cochran School of Nursing, RN  
M.S., Mercy College

**Weissman**, Lynne, Assistant Professor of Nursing and Coordinator of the M.S.F.N.P./DNP Nursing Program (1999)  
R.N., Englewood Hospital School of Nursing  
B.S.N., Dominican College  
M.S., P.N.P., Columbia University  
C., Certified in Pediatrics, National Certification Board of Pediatric Nurse Practitioners and Nurses  
D.N.P., Columbia University  
F.N.P.-BC, Certified American Nurses Credentialing Center  
National Affiliate American Academy of Pediatrics  
C.L.C. Certified Lactation Certificate

**White**, Scott, Assistant Professor of History (2019)  
B.A., West Virginia University  
M.A., University of South Dakota  
Ph.D., Arizona State University

**Wolinsky**, Vita, Assistant Professor of Nursing (2004)  
B.S., Cornell University  
B.S.N., New York University  
M.A., New York University  
Doctoral Study, Fordham University  
CNS: BC Psychiatric Mental Health Nursing Clinical

# Part-time Faculty

**Abplanalp**, Mary Rose, Clinical Lecturer in Nursing (2010)  
A.A.S., Rockland Community College  
B.S.N., SUNY New Paltz  
M.S.N., The College of New Rochelle

**Albrecht**, Julie, Lecturer in Nursing (MSFNP) (2008)  
B.S.N., University at Buffalo  
M.S.N., Pace University

**Alioto**, Lisa, Clinical Lecturer in Nursing (2013)  
A.S.N., Bronx Community College  
B.S.N., University of Phoenix  
M.S.N., University of Phoenix

**Anderson**, Katie, Lecturer in English, History and Teacher Education (2011)  
B.A., Dominican College  
M.S., Long Island University

**Anderson**, Laura, Lecturer in Special Education (2005)  
B.S., Barton College  
M.S. Ed., Dominican College

**Barbera**, William, Lecturer in Criminal Justice (2010)  
A.A.S., Rockland Community College  
B.S., St. Thomas Aquinas College  
M.S.Admin., University of Phoenix

**Basso**, Dianne, Lecturer in Graduate Teacher Education and Coordinator of Field Placements in Teacher Education (2003)  
A.A., Rockland Community College  
B.A., Iona College  
M.A., Montclair State College  
M.S., Iona College

**Block**, Sandra, Lecturer in Occupational Therapy (2015)  
B.S., Dominican College  
M.S., Dominican College  
OTD, Chatham University

**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

**Botsford**, Kathryn, Lecturer in Graduate Special Education (2017)  
B.A., Willamette University  
M.A., Washington State University  
M.A., University of Arizona  
Ph.D., University of Northern Colorado

**Brenner**, Kendell, Lecturer in Management (2013)  
A.O.S., (Association of Occupational Studies-Culinary Arts)  
Culinary Institute of America  
B.S., Nyack College  
M.B.A., Dominican College

**Breslin**, Vivian, Lecturer in Physical Therapy (2007)  
B.S., College of Mt. St. Vincent  
M.S., Long Island University  
M.S.N., Pace University

**Brier**, Thomas, Lecturer in Business Administration (MBA) (2009)  
B.S.M.E., University of Detroit  
M.B.A., Iona College

**Cabouli**, Diana, Lecturer in Art (2009)  
B.A., City University of NY Queens College  
M.F.A., City University of NY Queens College

**Calivas**, Demitra, Lecturer in Communications (2016)  
B.F.A., St. John's University  
M.A., Montclair State University

**Caputo**, John, Lecturer in Athletic Training (2017)  
B.S., Dominican College

**Carlo**, Joseph, Lecturer in History (2018)  
B.A., Dominican College  
M.A., Iona College

**Carbasi**, Joyce, Lecturer in Graduate Teacher Education (2005)  
B.A., Dominican College  
M.Ed., Iona College

**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/UMDNNJ D.P.T., Massachusetts General Hospital

**Clinton**, Edward, Lecturer in Science (1984)  
B.S., Villanova University  
M.S., Fordham University

**Conover**, Deidre, Lecturer in Chemistry (2016)  
B.S., Fordham University  
M.A., New York University

**Costanzo**, Jason, Lecturer in English (2007)  
B.A., Dominican College  
J.D., Pace University School of Law

**Couch**, Kristin L., Lecturer in Communications (2013)  
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

**DeBellis**, Lisa, Lecturer in Psychology (2012)  
B.S., Fordham University  
M.A., Fordham University  
Ph.D., Fordham University

- 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
- Diaz**, Russell, Lecturer in Computer Information Systems (2009)  
A.A.S., Academy of Aeronautics  
B.S., Mercy College  
M.S., Marist College
- DiDonna**, Gregory, Lecturer in English (2005)  
B.A., Dominican College  
M.F.A., Brooklyn College
- Dilts**, Christine, Lecturer in Social Sciences (2014)  
B.A., Villanova University  
M.S., Loyola University
- Dinan**, Joan Ann, Lecturer in Nursing (2009)  
B.S.N., Dominican College  
M.S., Mercy College
- DiSiena**, DaynaMarie, Lecturer in Mathematics (2012)  
B.A., Dominican College  
M.S., Iona College
- Dopwell**, Andrea, Lecturer in Nursing (2009)  
B.S.N., Hunter College  
M.P.H., C.W. Post Long Island University  
M.S.N., Mercy College
- Dubil-Craig**, Jacqueline, Lecturer in Graduate Special Education (2012)  
B.S., University of Scranton  
M.A., New York University
- Dunlavey**, Gerard, Lecturer in MBA (2013)  
B.B.A., Iona College  
D.C., Palmer College  
M.B.A., Iona College
- Dyczko**, Mary Jean, Lecturer in Graduate Special Education (2012)  
B.A., Queens College  
M.A., Queens College
- Edelman**, Scott, Lecturer in Business Administration (2008)  
B.B.A., Iona College  
M.B.A., Iona College
- Eder**, Christine, Lecturer in Mathematics (2018)  
B.S., Montclair State University  
M.S., University of Oregon
- Falco**, Elizabeth, Clinical Lecturer in Nursing (2010)  
A.A.S., Rockland Community College  
B.A., Dominican College  
M.S.N., Mercy College
- Ferrara**, Jennifer, Clinical Lecturer in Nursing (2014)  
B.S.N., Dominican College  
M.S.N., Dominican College
- Fettes**, Tara, Lecturer in Occupational Therapy (2014)  
A.A.S., Union County College  
B.S./M.S., Dominican College
- Fisher**, Randy, Lecturer in Nursing (MSFNP) (2014)  
A.A.S., Excelsior College  
B.S.N., University of Phoenix  
B.S., Excelsior College  
M.S.FNP, Dominican College
- Fitzpatrick**, Maureen, Lecturer in Social Work (2018)  
B.S.W., Dominican College  
M.S.W., New York University
- Fleisher**, Jerrold M., Lecturer in Business Administration (MBA) (2003)  
B.A., Union College  
LL.B., Albany Law School  
J.D., Albany Law School
- Freeman**, Allyn, Lecturer in Business Administration (MBA) (2008)  
B.A., Brown University  
M.B.A., Columbia University Business School
- Galarneau**, Judith, Lecturer in Criminal Justice and Leadership (1996)  
B.A., Economics and Women Studies, Binghamton University  
J.D., St. John's University School of Law
- Gillen**, Kim, Clinical Lecturer in Nursing (2011)  
A.S.N., Brookdale Community College  
B.S.N., Dominican College  
M.S.N., Ramapo College
- Gimpelev**, Marina, Lecturer in Chemistry (2016)  
B.S., Pace University  
M.Phil., Columbia University  
Ph.D., Columbia University
- Gold**, Marni, Lecturer in Communication Studies (2014)  
B.A., SUNY Plattsburgh  
M.S.Ed., Pace University
- 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
- 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

- 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
- Heller**, Samuel, Lecturer in Health Care Management (MBA) (2015)  
B.A., Brooklyn College (CUNY)  
M.B.A., Bernard Baruch College, Mount Sinai School of Medicine
- Henkin**, Raphael, Lecturer in Biology (2014)  
B.A., Rutgers University  
M.S., Polytechnic University-NYU  
Ph.D., Polytechnic University-NYU
- Hennessy**, Catherine, Clinical Lecturer in Nursing (2015)  
A.A.S., Kingsborough Community College  
B.S.N., St. Joseph's College  
M.S.N., Fairleigh Dickinson University  
Doctoral Study, Fairleigh Dickinson University
- 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
- Higgins**, Anne Marie, Lecturer in Sociology (2019)  
B.S., University of Scranton  
M.S.W., Boston College Graduate School of Social Work
- Higgins**, Christine, Lecturer in Teacher Education (2019)  
B.S., Dominican College  
M.A., Long Island University
- Hodges**, Felicia, Lecturer in Communications (2019)  
B.A., Temple University  
M.S., Iona College
- 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
- Kaywork, Jennifer**, Adjunct Associate Professor of Teacher Education (2005)  
B.S. Ed., University of Georgia  
M.S., Virginia Tech  
Ed.D., Rutgers University
- 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
- 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
- Knorr**, Christine, Lecturer in Social Work (2017)  
B.A., SUNY Oneonta  
M.S.W., Michigan State University
- 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
- Kornreich**, Beth, Lecturer in Psychology (1989)  
B.A., State University of New York, Stony Brook  
M.A., (A.B.D.), Fordham University  
Ph.D., Fordham University
- Krauchuk**, Julie, Lecturer in Nursing (2010)  
A.A.S., Rockland Community College  
B.S.N., Dominican College  
M.S.N., Dominican College

- 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
- Lewis**, Theresa, Lecturer in Teacher Education (2018)  
B.S., St. Thomas Aquinas College  
M.S.Ed., Fordham University  
Ed.D., Teachers College, Columbia University
- Lipson**, Ira, Lecturer in Social Work (2018)  
B.A., Purchase College  
M.S.W., Fordham University
- Lithco**, Eileen, Clinical Lecturer in Nursing (2013)  
B.S., Hunter-Bellvue School of Nursing  
M.S., Mercy College
- Lucas**, Taletia, Clinical Lecturer in Nursing (2015)  
B.S.N., Utica College of Syracuse University  
M.S.N., 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
- Mahan**, Patricia, Lecturer in Occupational Therapy (2015)  
A.A., Rockland Community College  
B.S./M.S., Dominican College  
OTD, Chatham University
- 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
- 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
- Marti**, Randy, Lecturer in Occupational Therapy (2014)  
B.A., Rutgers University  
B.S., Cebu Doctor's College (Philippines)  
M.A., Cebu Doctor's College  
M.S., Seton Hall University  
Ph.D., Ed, Northcentral University
- Martin**, Jennifer, Lecturer in Graduate Teacher Education (2017)  
B.A., Dominican College  
M.A., Teachers College of Columbia University
- Martin**, Linda, Lecturer in Health Care (MBA) (2016)  
B.S., University at Albany (SUNY)  
J.D., Pace University School of Law
- Martin**, Thomas, Lecturer in Psychology (2003)  
A.A., Rockland Community College  
B.A., Dominican College  
M.A., Teacher's College, Columbia University
- Mason**, Bruce, Lecturer in Business Administration (MBA) (2005)  
B.A., Colgate University  
M.B.A., Fairleigh Dickinson University
- Maynard**, Lydia, Lecturer in Mathematics (2012)  
B.S., Virginia Tech  
M.A., Virginia Tech  
M.Phil., Teacher's College, Columbia University  
Ph.D., Teacher's College, Columbia University
- McCue**, Carole, Lecturer in Nursing (2004)  
R.N., Cochran School of Nursing  
B.S., Pace University  
M.S., Pace University
- McGrath**, Mildred, Lecturer in Nursing (MSFNP) (1996)  
B.S.N., Seton Hall University  
M.S.N., Seton Hall University
- McMahon**, Jacqueline, Lecturer in Nursing (2009)  
A.A.S., Pace University  
B.S.N., Pace University  
M.S.N., Pace University
- Melville**, Thomas, Lecturer in English (2008)  
B.A., St. Peter's College  
M.A., Seton Hall University  
M.S., William Paterson University  
Ed.D., Rutgers University
- Metzger**, Nathan, Lecturer in Philosophy (2008)  
B.A., University of Wisconsin  
Ph.D., The City University of New York
- Mickler**, James, Lecturer in Business Administration (1997)  
B.S., St. John's University  
CPA, New York  
M.B.A., Long Island University
- Mitchell**, Diane, Lecturer in Graduate Special Education (2015)  
B.S., SUNY Oneonta  
M.S., Fordham University  
Ed.D., St. John's University
- Moniz**, Debra, Lecturer in Math (2006)  
B.S., Pace University  
M.S., Pace University  
Ed.D., Argosy University
- Mooney**, Gregory, Lecturer in Business Administration (MBA) (2016)  
B.A., Rider University  
M.B.A., Iona College
- 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
- Nanry-Mathieu**, Kathy, Lecturer in Nursing (2016)  
B.S.N., Herbert Lehman College  
M.S.N., Mercy College
- Newcombe**, Christine, Lecturer in Psychology (1993)  
B.A., Loyola College  
M.S., Fordham University

- Nuti-Paternoster**, Stephanie, Lecturer in Pharmacology (2011)  
B.S., St. John's University  
M.S., St. John's University
- O'Brien**, Amy, Lecturer in Graduate Teacher Education (2013)  
B.A., Nazareth College of Rochester  
M.S., Hunter College of the City of N.Y.  
M.S., The College of Saint Rose
- O'Keeffe-Bloomer**, Noreen, Lecturer in Occupational Therapy (2011)  
A.A.S., SUNY Rockland Community College  
B.S./M.S., Dominican College  
O.T.D. Chatham University
- Olson**, Valerie, Lecturer in Physical Therapy (tDPT) (2016)  
B.S., Southern Connecticut State University  
M.S., University of Massachusetts  
B.H.S., University of Florida  
Ph.D., Seton Hall University
- Orth**, John D., Adjunct Professor of Political Science (2008)  
B.S., William Paterson University  
J.D., Pace University School of Law
- Otlowski**, Joan, Lecturer in Art (2012)  
A.B.A., Rockland Community College  
B.A., St. Thomas Aquinas College  
M.A., College of New Rochelle
- Paikin**, Nicole, Lecturer in Psychology (2014)  
B.A., Lehigh University  
M.A., New York University  
Ph.D., New York University
- Piren**, Corinne, Lecturer in Occupational Therapy (2015)  
B.S./M.S., Dominican College
- Quinn**, Paul, Lecturer in Nursing (2015)  
B.S.N., Pace University  
M.S.N., College of Mount Saint Vincent  
Ph.D., City University of New York
- Quinn-O'Neil**, Beth, Lecturer in Nursing (2006)  
B.S., Hunter College  
M.Ed., Teachers College, Columbia University
- Rempel**, Michael, Clinical Lecturer in Nursing (2014)  
B.S., Iona College  
B.S.N., Pace University
- Rivera**, Pietra, Lecturer in Occupational Therapy (2010)  
B.S., Dominican College  
M.S., Dominican College
- Rivera**, Scott, Lab Assistant in Physical Therapy (2016)  
B.S., Quinnipiac University  
D.P.T., Quinnipiac University
- Roberts**, Katrina, Lecturer in Social Work (2016)  
B.S.W., Dominican College  
M.S.W., Fordham University
- Robertson**, Matthew, Lecturer in History (2014)  
B.A., Dominican College  
M.S.Ed., Iona College
- Rosenblum**, L. Penny, Lecturer in Graduate Special Education (2019)  
B.S., Kutztown University  
M.Ed., Vanderbilt University  
Ph.D., University of Arizona
- Ruddy**, Rose Ann, Clinical Lecturer in Nursing (2009)  
A.S.N., St. Vincent's Catholic Medical Center School of Nursing  
B.S.N., Dominican College  
M.S., New York University
- Rusch**, Lisa, Lecturer in Physical Therapy (2016)  
B.S., Sacred Heart University  
D.P.T., Sacred Heart University
- 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
- Schneider**, Rachelle, Lecturer in English (2018)  
A.A., Rockland Community College  
B.A., Dominican College  
M.A., Mercy College
- Sheehy**, Elizabeth, Lecturer in Graduate Special Education (2013)  
B.A., Dominican College  
M.A., Columbia University, New York
- Sheth**, Manisha, Lecturer in Occupational Therapy (2017)  
B.Sc., University of Bombay, India  
M.Sc., University of Bombay, India  
OTD, Boston University
- Shine**, Mary, Lecturer in Nursing (2006)  
B.S.N., Mount St. Mary College  
M.S., Iona College
- Silverman**, Debra, Lecturer in Biology (2015)  
B.A., Brandeis University  
M.D., Columbia College of Physicians and Surgeons  
M.S.Ed., Dominican College
- Simard**, Claude, Lecturer in Chemistry (2016)  
A.S., Dutchess Community College  
B.S., Binghamton University M.S., Lehigh University
- Simpkins**, Susan, Adjunct Associate Professor of Physical Therapy (2012)  
B.S., Boston University  
M.A., Teachers College, Columbia University  
M.Ed., Teachers College, Columbia University  
Ed.D., Teachers College, Columbia University
- Siu**, Yue-Ting, Lecturer in Graduate Teacher Education (2016)  
B.S., Boston University  
M.A., University of Arizona  
Ph.D., University of California at Berkeley

**Smelter**, Kathryn, Lecturer in Graduate Teacher Education (2010)  
B.S., Eastern Michigan University  
M.Ed., Wayne State University  
Ed.D., Wayne State University

**Smith**, Gerri, Lecturer in Psychology (2015)  
B.A., State University of New York at Albany  
M.A., Nova University  
Ph.D., Walden University

**Stanghellini**, David, Clinical Lecturer in Nursing (2012)  
B.A., Iona College  
A.S.N., Cochran School of Nursing  
B.S.N., Dominican College  
M.S.N., Benedictine University

**Stolove**, Renee, Adjunct Assistant Professor of Physical Therapy (t-DPT) (2014)  
B.S., Brooklyn College  
B.S., Hunter College  
M.A., Teachers College  
M.P.H., New York Medical College School of Public Health

**Swanwick**, Michael, Lecturer in Sociology/Social Work (2019)  
B.A., Marshall University  
M.S.W., Fordham University  
Ph.D., Capella University

**Tyler**, Scott, Lecturer in Mathematics (2018)  
B.A., Dominican College  
M.A., Lehman College

**Vallo**, Mary, Lecturer in English (2009)  
B.A., SUNY Oswego  
M.A., Manhattanville College

**Waitman**, Heather, Adjunct Professor in Business Administration (MBA) (2015)  
B.S., Fordham University  
M.H.R., Manhattanville College  
Ph.D., Capella University

**Weiss**, Diane, Lecturer in Occupational Therapy (1987)  
B.Sc. (OT), University of Western Ontario, Canada  
M.A., Fairleigh Dickinson University  
FAOTA, Fellow American Occupational Therapy Association

**Welfeld**, Joseph, Lecturer in Health Care Management Graduate Nursing (MBA) (2014)  
B.E., Cooper Union School of Engineering and Science  
M.B.A., Baruch College/CUNY

**Whyte**, Kaye, Nursing Skills Laboratory Assistant (2011)  
B.S.N., Dominican College  
M.A., Pace University

**Wilfred**, Manuel, Lecturer in Physical Therapy (2017)  
B.P.T., KMCH College of Physiotherapy  
D.P.T., University of Montana

**Wilkins**, Diana, Lecturer in English (2009)  
B.A., College of New Rochelle  
M.A., Queens College  
M.F.A., Lesley University

**Yan**, Zhonghui 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 Bueti, 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

## Family Nurse Practitioner Preceptors

<b>CONNECTICUT</b>		
Samuel Taylor, MD HSS, Stamford, CT		
<b>NEW JERSEY</b>		
Michele DeAntonio, MD DeAntonio Pediatrics	Laurie Dicorcia, NP Valley Physician Services	Marciano Figueroa, MD Valley Hospital Medical Group
Alexander Fruchter, MD All Bergin Pediatrics	Raji Gangaram, MD Advanced Laser and Skin Care Center	Odessa Hoinkis, MD Bergen Geriatric Care Associates
Kristyn Papageorgiou, MD Teaneck Primary Care Doctors	Patty Ann Romanik, NP The Englewood Medical Group	Jatinder Sawhney, MD Private Practice Gerontology
Rita Suri, MD Geriatric Medicine and Hospice	Amanda Tinucci, NP Valley Health Medical Group	Rebecca Varghese, MD Lifeline Urgent Care
Daniel Wilkin, MD Bergen Primary Care Associates		
<b>NEW YORK</b>		
Gomathi Adiyaman, MD Gomathi Pediatrics	Carmen Atomante, MD Rockland Medical Group	Lubin Augustin, MD Augustin Pediatrics
Thomas Avella, MD Crystal Run Healthcare Center	Karen Baldwin, CNM Hudson River Health Care	Kathy Begley-Pritzker, NP Rockland Pulmonary
Peter Bezdicek, MD Goshen Medical Associates	Maureen Cooney, MD Nyack Pediatrics	Leslie Cooper, FNP Cornerstone Family Healthcare at Jawonio
Sandra Costley, MD S & K Medical Associates	George Cox, MD Bon Secour Medical Group	Ann Davenport, PNP Gregory Martocci Pediatrics
Brooke Davidson, MD Vladimir Zelekno Medical & Specialty Care	Ellen Dempsey, NP Clarkstown Medical Associates	Kenneth Desa, MD Hudson River Health Care
Kerry Donovan, FNP Clarkstown Pediatrics	Michelle Doyle, FNP Port Jervis Family Health Center	Robin Epstein, NP Crystal Run Healthcare Center
Makar Eskarous, MD IMHOTEP Medical	Karen Feliciano, NP Newburgh Neurology	Jennifer Ferrara, FNP Padre Pediatrics
Debby Gilhooly, NP OB/GYN of Rockland, P.C.	Rachel Halevy, MD Rockland Medical Group	Elizabeth Jacob, MD Helping Kids Pediatrics
Noble Jacob, MD Crystal Run Healthcare Center	Stanley Jacob, MD Helping Kids Pediatrics	Louise Jovino, MD Bardonia Pediatrics

Christine Kerr, MD Hudson River Health Care	Richard Klein, MD Northern Westchester Internal Medicine	Lily Kung, MD Mamaroneck Medical Center
Linda Kurtz, MD Airmont Pediatrics	Seth Kurtz, MD Park Avenue Health Center	Lori Lambert-DeRario, MD Partners in Pediatrics
Liliana Lopez, DNP, FNP En Su Casa	Francesca Luna-Rudin, MD Middletown Medical Associates	Sari Maenza, FNP White Plains Family Health Center
Meir Malmazada, MD Private Practice - Internal Medicine and Pulmonology	Leah Marinille, CNM Home Birth Midwife	Beatrice Marseille, FNP Maple Adult Health Care Center
Libby Mathew, MD Crystal Run Healthcare Center	Patricia Meade-D'Alisera, DNP, NP STAT Health	Karen Murray, MD Open Door Family Medical Center
Shirley Nelson, MD Bon Secour Medical Group	Iwuzo Obilo, MD Obilo Pediatrics	Lorraine Olivero, DNP, FNP Palisades Pulmonary Medical
Amy Piperato, MD Stony Point Medical Group	Sheila Pongnon, MD Westchester Women's Medical Healthcare	Christine Quinlan, FNP Middletown Medical Associates
Rita Rackwitz, FNP NY Presbyterian Pediatrics	Tricia Reilly, FNP Orangetown Pediatrics	Ann Rhodes, FNP Mobile FNP
Donald Rosenblum, MD Community Medical and Dental	Sandra Sadler, MD Private Practice Pediatrics	Dennis Scharfenberger, MD Warwick Family Practice
Perel Schneid, DO Crystal Run Healthcare Center	Muhammad Shahid, MD North Rockland Medical Group	Yvette Sims, FNP Zatz Private Practice Pediatrics
Daniel Sinyor, MD Crystal Run Healthcare Center	Graig Straus, NP Rockland Urgent Care	Douglas Wignarajah, MD Crystal Run Healthcare Center
Laura Woods, NP Horizon Family Medical Group	Kenneth Zatz, MD Private Practice Pediatrics	Valdimir Zelenko, MD Vladimir Zelenko Medical & Specialty Care

## Occupational Therapy Fieldwork Supervisors

<b>CONNECTICUT</b>		
Abbott Terrace-Athena Healthcare Systems Gillian VanderVliet	Capital Regional Education Council Joyce Rioux, EdD, OTR/L	Center for Pediatric Therapy Courtney Richards, MA, OTR/L
Children's Therapy Services Cindy Jackson, OTR/L	Creative Development, LLC Deanne Anderson, OTR/L	Danbury Hospital-For Adults Betsy Overton, OTR/L
Danbury Hospital-For Pediatric Jennifer Keegan, OTR/L	Day Kimball Healthcare Jeffrey Sheridan, OTR/L	Hospital for Special Care Robyn Cop, OTR/L
Institute for Living Jaelyn Cmero, MS, OTR/L	Jumpstart Therapy and Fitness Network Catherine Risigo-Wickline, OTR/L	Natchaug Hospital Winifred Gordon, OTR/L
Senior Philanthropy of Cheshire, LLC Steve Souza, OTR/L	University of Connecticut Health Center Mark Warren, OT/L	Wheeler Clinic (Northwest Village School) Adrienne Smith, OTR/L
<b>DELAWARE</b>		
Jungle Gym Rehabilitation Center Debbie Simmons, OTR/L	Kentmere Rehabilitation and Healthcare Center Lisa Culp, OTR/L	
<b>FLORIDA</b>		
ADL Achievement Therapy Denise Comiskey, OTR/L	Advanced Rehab and Nursing Center Catherine Escarrilla, OTR/L	Children's Therapy Solutions, Inc. Lena Thoresen, OTR/L
Health South Sunrise Rehabilitation Hospital Toni Miret, OTR/L	Miami Children's Hospital Dan Marino Center John McDonough, OTR/L	United Cerebral Palsy of Central Florida Solina Brainin, OTR/L
<b>ILLINOIS</b>		
Select Rehabilitation Rachel Stackhouse, Coordinator		

<b>MARYLAND</b>		
Hands on Therapy Candy Diamond, OTR/L	Skills on the Hill, LLC Kristen Masci, MS, OTR/L	The Johns Hopkins Hospital Jan Jaskulski, OTR/L
<b>MASSACHUSETTS</b>		
Baystate Medical Center Michelle Parker, OTR/L	Beaumont Nursing Home and Rehabilitation Center	Genesis Rehabilitation Center Waterview Center Jason Banez, OTR/L
New England Center for Children Kristen Sidman, MS, OTR/L	Reinbow Therapy Monica Wu, MS, OTR/L	Shriners Hospitals for Children Deborah Latour, OTR/L
South Coast Educational Collaborative Patti Steele, OTR/L		
<b>NEW JERSEY</b>		
Accelerated Hand Therapy Mariann Moran, OTD, OTR, CHT	Advantage Rehabilitation Ronlida Pulido, PT Regional Director	Allegro School Amanda O'Connor, OTR/L
Arc of Essex Sue Brand, OTR/L	Atlantic Hospital Corp. Atlantic Rehabilitation Institute Michelle Darling, OTR/L	Bergen County Special Services Michelle Zilberfarb, OTR/L
Bergen Pediatric Therapy Center Lisa Koo, OTR/L	Blossoms Pediatric Occupational Therapy, LLC Kathleen Brandt, MA, OTR/L	Caldwell Pediatric Therapy Jason Campbell, OTR/L
Capital Health System Maureen Castello, OTR/L	Care One at Cresskill Anita Joy, OTR/L	Care One at Hanover Al Serra, OTR/L
Care One at Holmdel Beth Smith, OTR/L	Care One at Livingston Glorietta Tison, OTR/L	Care One at Morris Sugness Patel, MS, OTR/L
Care One at Pine Rest Lisa McConville, OTR/L	Care One at Teaneck Meredith Diaz, OTR	Care One at Valley Flora Sirico Levinson, MS, OTR/L
Care One at Wayne Alka Pai, OTR/L	Cedar Crest Village Mountain View Gardens Katelyn Malotz, MS, OTR/L	Children's Specialized Hospital Joanne Hunt, OTR/L
Chilton Memorial Hospital Melissa Langewich, OT/L	Clark Nursing and Rehabilitation Clara Delacerna, OTR/L	Community Medical Center Raj Chawda, OTR/L
Concordia Learning Center at St. Joseph's School for the Blind Miriam Hartstein, OTR/L	Englewood Hospital & Medical Center Brian Frese, OTR/L	First Cerebral Palsy of New Jersey Kayla Den Bleyker, OTR/L
FOX Rehabilitation Lynnette Palestro, OTR/L	FunSense, LLC, dba FunSense Gym Christopher Walsh, OTR/L	Greystone Park Psychiatric Hospital Rhonda Gordon, MA, OTR/L
Hackensack University Medical Center Department of Physical Medicine and Rehabilitation Irma Arndt, OTR/L	Hamilton Park Health Care Center Lorna Mercado, OTR/L	Hand Therapy Solutions Michelle Blumenstyk, OTR/L
Holy Name Hospital Christine Smith, OTR/L	Horizon School Linda Peroff, OTR	J & B Therapy Becky Kriege, MA, OTR/L
JDT Medical Rehabilitation Center Carla Moldes, OTR/L	JDT Villa Khyati Shah, OT/L	Jersey City Medical Center Allison Baird, OTR/L
Jewish Home at Rockleigh Jennifer Thompson, OTR/L	JFK-Johnson Rehabilitation Institute Shelly Levin, OTR/L	Kessler Institute for Rehabilitation Courtney Silviotti, OTR/L
Kids Care Institute Jennifer Ciraulo, MS, OTR	Limitless Performance in Therapy Raina Koterba, OTR/L	Manchester School District Brian McHale, OT/L
Methany Medical and Educational Ctr. Lynne Quada, MS, OTR/L	Milford Manor Nursing & Rehabilitation Dana Nazarechuk, PT, FW Coordinator	Montville Board of Education Suzanne Schneiderman, OTR/L
New Jersey Developmental Disabilities Agency Donna Coffey, OTR/L	Northern Valley Physical Therapy, P.A. Denise Keehn, OTR/L	Occupational Therapy Consultants Inc. Evelyn Eisenstein, OTR/L
Palisades Rehabilitation Center of Cresskill Deborah Longest, MS, OTR/L	Paramus Board of Education Cathryn Coppola, OTR/L	Parsippany-Troy Hills School District Melissa Arnot, MS, OTR/L
Paterson School District Nicole Heid, OTR/L	Peace Care St. Ann's Minerva Banayos, Rehab Director	PG Chambers School Rebecca Tate, OTR/L
Prospect Heights Care Center Betty Thomas, MPA, OTR/L	Rehabilitation Specialist Stephanie Blodgett, OTR/L	Rickard Rehabilitation Services, Inc. (Hawthorne School District) Betsey Hemmerle, OTR, L

Ridgewood Pediatric Therapy Association Rose Santos-Martinez, OTR/L	Ridgewood Public Schools Laura Murphy, MA, OTR/L	Robert Wood Johnson University Hospital at Rahway Pamela Ferreira, OTR/L
Sensory Smart Therapy Services, Inc. Catherine Cavaliere, PhD, OTR/L	Shore Kids Pediatric Therapies Tracy Garguilo, MS, OTR/L	St. Clare's Health System Kimberly O'Brien, Manager of PMR Department
St. Josephs Regional Medical Center Margaret Bresko, OTR/L	St. Josephs Wayne Hospital Monika Eller, OTR/L	St. Luke's Hospital Warren Campus Karen Llanos, OTR/L, CHT
Teaneck Community Charter School Ilene Miller, OTR/L	Tender Touch Rehabilitation Services, LLC Kaya Reich, Internship Coordinator	The Buckingham at Norwood Irene Caballero, DOR, OTR/L
The Phoenix Center Shira Marks, OTR/L	The Rehabilitation Institute Barbara McGroarty, OTR/L	The Therapeutic School and Preschool Donna Hicks, OTR/L
The Valley Hospital Natalie Simons, MOT, OTR/L	The Valley Hospital Center for Child De- velopment Greta Gray, MS, OTR/L	Tiny Tots Therapy Rebecca Dean, OTR/L
Trinitas Children's Therapy Services Jennifer Agresto, OTR/L	Universal Rehabilitation Michael Fried, MS, OTR/L	VA New Jersey Healthcare System Lynn Ryan, MS, OTR/L
Waldwick Public Schools Maria Scalia, MAEd, OTR/L	Warren Township Public Schools Alison Hales, DOR, OT/L	
<b>NEW YORK</b>		
ABC for Kids Occupational Therapy Victoria Meehan, OTR/L	Access Physical Therapy and Wellness Cynthia Boccia, OTR/L	AFYA Foundation Danielle Butin, MS, OT/L
Ahava Medical and Rehab Center Moryam Ladotun, MS, OTR/L	A Starting Place Laurie Lupien, MS, OTR/L	Anderson School Caitlyn Miller, MS, OTR/L
Bainbridge Adult Day Care Center Dr. Vincent Povloski, DPT	Beth Abraham Family of Health Services John Matos, OTR/L	B.D. Manual Rehabilitation Mun Shieh, OTD, OTR/L
Bon Secours Charity Health System, Inc. Dan Wood, MS, OTR/L	Complete Rehab. Barbara Heim, OTR/L	Concourse Rehabilitation and Nursing Home Dennis Wagner, OTR/L
Coney Island Hospital	Cornwall Hospital Jeanne Campbell, OTR/L	Cove Lakes Nursing Home Denise Galante, OTR/L
Creative Wonders David Green, MA, OTR/L	Department of Education Jamie Pearson MS, OTR/L	Dynamic Kids Hartsdale, NY Robbie Levy, MA, OTR/L
East End Occupational Therapy, PLLC Anthony Marullo, OTR/L	Elant at Fishkill Donna Frazier, OTR/L	Elant at Goshen Yudelis Quilain, OTR/L
Eger Health Care and Rehabilitation Center Kevin Cullen, OT/L	Elizabeth Seton Pediatric Center Carmelia Senese, MA, OTR/L	First Step, LLC Lina Zhitnik, OTR/L
Forest View Center for Rehabilitation And Nursing Russ Tavroff, OT/L	George Robinson Center Pre School Learning Experience Margaret Amatura, OTR/L	Giant Leaps Occupational Therapy, PC Amy Hagopian, OTR/L
Goshen School District Marian Hammaren, OTR/L	Greenwood Lake School District Stacey Gove, OTR/L	Gurwin Jewish Nursing Home and Rehab Center Wendy Gurtman, OTR/L
Hand Therapy of Rockland Shari Federbusch, MA, OTR, CHT	Helen Hayes Hospital Terry Berg, OTR/L	Inclusive Sports and Fitness, Inc. Alexander Lopez, JD, OT/L
Inspire Jeanette Morse, OTR/L	Jawonio Eileen Goldberg, OTR/L	Kassimir Hand Therapy Joanne Kassimir, OTR/L, CHT
Kidabilities Sue Seiler, OT/L	Lakeland Central School District Jennifer Maria Dzialga- Kalbfell, OTR/L	Manhattan Veterans Administration Hospital Roxanne Disla, OTR/L
Mid-Hudson Psychiatric Hospital Kimberley Baird, OTR/L	Motion PT Group MetroSports Med Park Slope Ann Marie Feretti, OTR/L	Monroe Woodbury School District Crystal Cardone, MS, OTR/L
New York City Health and Hospitals Corpo- ration (Metropolitan Hospital) Sharon Martinez, OTR/L	Northeast Center for Special Care Annmarie Belfiglio, MS, OTR/L	Northern Riverview Jay Qu, OTR/L
Norwegian Christian Home Oscar Rubin, OTR/L	Nyack Public School System Lori Zewel, OT/L	Nyack Manor Nursing Home Kim Barrio, OTR/L
NYU Hospitals Center-North Campus (Rusk Institute for Rehabilitation) Nandita Singh, MPH, OTR/L	NYU Langone Health-South Campus NYU Langone Orthopedic Hospital Angela Cirami, OTR/L	Orange Regional Medical Center Ann McEnroe-Director Outpatient Therapy

Orthopedic and Sports Medicine, PC Dan Stanley, OTR, CHT	Pediatric Occupational Therapy Solutions Preschool Solutions, LLC Laura Stubecki, OTR/L	Prime Rehabilitation Services, Inc. Fran Kocher
Prime Time for Kids Elizabeth Berliner, OTR/L	PRN Rehabilitation Network John DiLorenzo, OTR/L	Protherapy Rehabilitation OT, PT, SLP, PLLC Russalette Magbanua, OTR/L
Putnam Hand Therapy Deborah Maldonado-Baker, OT/L, CHT	Queens Boulevard Extensive Care Facility Hadassah Zern, OTR/L	Schervier Pavilion-Owned by (APTW) Frank Zottola, OT/L
Suffern Central School District (Ramapo Central School District) Sandra Block, OTD, OTR/L	Rockland Boces Rich Schicolone, OTR/L	Rockland Psychiatric Center Inge Curran, OTR/L
Rockville Centre School District Maria Minondo, MS, OTR/L	Schnurmacher Center for Rehabilitation & Nursing	Sensory Street Pediatric Occupational Therapy, PC Beatrice Hector, OTR/L
Special Programs in Occupational Therapy Services (SPOTS) Amy Hagopian, OTR/L	St. Dominic's Convent and Community Michael Pizzi, PhD, OT/L	St. Dominic's School Carol Popowytch, OTR/L
St. Joseph's Mental Health Clinic Connections: Intermediate Care Unit Nadine Revheim, PhD, OTR/L	St. Luke's Hospital Cornwall Hospital Ms. Borsenberger, Director	St. Patrick's Home MaryLou DeMaio, OTR/L
Sunshine Adult Daycare Tammy Ryan, Director	Sunshine Children's Home and Rehabilitation Center Myra Baltazar, OTR/L	Ten Broeck Commons Christine MacMorran, OT/L
The Center for Discovery Coleen Visconti, OTR/L, C/NDT	The Harry Gordon School Robin Butler, OTR/L	The New York Hospital Medical Center of Queens Anita Liu Chen, OTR/L
The New York Institute for Special Education Constance Ascerno, OTR/L	The New York and Presbyterian Hospital New York Hospital-Westchester Division Jacy McFall, MS, OTR/L	The New York Presbyterian Weil Cornell Medical C Robin Silver, OTR
The Summit School Gail Grubman, OTR/L	The Wartburg Home Antoinette Celetti, OTR/L	Transitions of Long Island Patricia Kearney, OTR/L
UCP Association of Nassau County Inc. Diana Forcina, OTR/L	United Cerebral Palsy Association Gary Grimaldi, PhD, OTR/L	VA Hudson Valley Health Care System Castle Point Campus Maura Timm, OTR/L
Valley View Center for Nursing Care and Rehabilitation Lynn Maxwell, OTR/L	Variety Child Learning Center Terrie Ludwig, MS, OTR/L	Wappinger Falls School District Nellie Ferraro, OTR/L
Washington School District Jamie Serra, OTR/L	Westchester Medical Center Taylor Pavilion Beverly Kontis, OTR/L, CCE	Westchester Institute for Human Development Izel Obermeyer, OTR/L
Westchester School for Special Children Ruma Choudhury, MS, OTR/L	William Floyd School District Ed Diaz, OT/L	Willow Point Nursing Home Judy Duncan, OTR/L
Winthrop-University Hospital Terrence O'Grady, DPT, CI, Center Coordinator of Clinical Education	Workmen's Circle Multicare Center (Theradynamics Rehab Management) Edmar Goloyugo, OTR/L	Dynamic Kids Hartsdale, NY Robbie Levy, MA, OTR/L
<b>NORTH CAROLINA</b>		
Cape Fear Valley Health System Rhonda Sweitzer, OTR/L	Cumberland County Schools Exceptional Children's Office Cindy Weymer, MS, OTR/L	
<b>OHIO</b>		
Mercy St. Vincent's Medical Center Alaina Hartman, OTR/L	Rehab Dynamics, Inc. Maureen Kane-Wineland, OT/L	
<b>PENNSYLVANIA</b>		
Colonial Intermediate Unit 20 (Stroudsburg School District) Betty Oertner, M.Ed., OTR/L	Fellowship Community John J. McKeon, Jr., OTR/L	Good Shepherd Rehabilitation Network Devon Saltzer, MS, OTR/L, CKTP
Milford Senior Care and Rehabilitation Ctr. Bridget Dellert, OTR/L		

<b>RHODE ISLAND</b>		
Rhode Island Hospital Carol Sepe, PT		
<b>TENNESSEE</b>		
HealthPro Heritage Jeanne Andreani		
<b>VERMONT</b>		
Central Vermont Medical Center Lauren Briere, MS, OTR/L	Pediatric Play Michelle Bonang, OT/L	Rutland Area Visiting Nurse Association, Inc. and Hospice Harry Snyder, OTR/L
Rutland Regional Medical Center	VA Medical Center White River Junction Joe Barry, OT/L	
<b>VIRGINIA</b>		
Fauquier Health (Lifepoint Hospitals) Bruce Edwards, MSPT, DPT, MDT	Phillips School-Annandale Sara Veley, MS, OTR/L	Southeastern Physical Therapy, Inc. Beth King, MS, CCC-SLP
Virginia Commonwealth University Robin McNeny, OTR/L	Virginia Health Rehab Jon Sterner, PT	

### Physical Therapy Clinical Coordinators

<b>ALABAMA</b>		
HealthSouth Lakeshore Hospital Nancy McCracken, PT, CCCE		
<b>CALIFORNIA</b>		
Corona Del Mar Rehabilitation Michelle Edwards, CCCE	Laguna Beach PT Michelle Edwards, CCCE	Magnolia Physical Therapy Michelle Edwards, CCCE
<b>CONNECTICUT</b>		
Elim Park Baptist Home Josh Greene, OT, CCCE		
<b>DISTRICT OF COLUMBIA</b>		
Georgetown University Child Development Center Rachel Brady, CCCE	Veteran Affairs Medical Center Physical Medicine & Rehabilitation Heather Malecki	
<b>FLORIDA</b>		
Beachside Physical Therapy Chris Wicker, PT, DPT		

<b>MASSACHUSETTS</b>		
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		
<b>NEW JERSEY</b>		
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
<b>NEW YORK</b>		
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
Jawanio 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 Loebel, PT, CCCE Of Brooklyn	NYC Board of Education Judith Loebel, 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 Hud- son 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 Koepf, 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	Walkkill, 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
<b>PENNSYLVANIA</b>		
HealthSouth Tiffany Shue, CCCE		
<b>RHODE ISLAND</b>		
Elite Physical Therapy Sarah Pacheco, CCCE		
<b>TENNESSEE</b>		
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
<b>VIRGINIA</b>		
Virginia Hospital Center Elaine Stewart, PT, CCCE		

## Social Work Field Instructors

### SENIOR YEAR

Dr. Lucinda Acquaye-Doyle, MSW Field Supervisor  
*Dominican College*

Lindsay Davis, LMSW  
*Center for Safety and Change*

Ariel De La Cruz, MSW  
*The West Street Child Care Center*

Maureen Fitzpatrick, LCSW  
*St. Dominic's School*

Michelle Goscinsky, LMSW  
*Rockland Psychiatric Center, Admissions Team*

Rose Gabriel Leandre  
*Assemblywoman Ellen Jaffee's District Office*

Tara LaPenna  
*Meals on Wheels*

Marie Noel, MSW  
*Friedwald Center Adult Day Healthcare*

Helen Rhee, LCSW  
*Rockland Psychiatric Center*

Sharon Watson, LMSW  
*St. Dominic's Home, Home Quality Assurance and Compliance*

### JUNIOR YEAR

Marlee Fickes  
*Rockland Psychiatric Center, Recovery Center*

Jean Freer, LMSW  
*Rockland County Probation*

Tara LaPenna  
*Meals on Wheels*

Elliot Markowitz  
*L'Dor*

Bonni Raab, DCSW, Field Supervisor  
*Dominican College*

Mariann Terry, LSW  
*Ester Gitlow Towers and Yvette & Louis Tekel Senior Residence*

Sharon Watson, LMSW  
*St. Dominic's Home, Home Quality Assurance and Compliance*

## Teacher Education Cooperating Teachers

### NEW JERSEY

Suzanne Taylor  
*Dumont School District*

Danielle Kirsch  
*Midland Park School District*

Roberta Kenyon  
*Oradell School District*

Nanci Catalano  
Tracie Kimbell  
Michele Kiely  
Andrea Petrone  
*Ridgewood School District*

Gina Cinotti  
*Saddle River School District*

Jillian Smith  
*St. Joseph's School for the Blind*

Lisa Nef  
*Woodcliff Lake School District*

### NEW YORK

Paul Clemente  
Sean Enright  
Susan Koppel  
Donald Mulane  
Ann Marie Paquette  
Karen Paquette  
Mike Pisano  
Diane Rudman  
Jen Teichmann  
*Clarkstown Central School District*

Alison Harter  
*Cornwall School District*

Suzanne Barry  
*Dutchess BOCES*

Patricia Antisin  
Patricia Kuttler  
*Goshen School District*

Cathy Holzman  
Frances Kiernan  
*Hendrick Hudson School*

Sara Piccirilli  
*Lakeland School District*

Diane Tucker  
*Lavelle School for the Blind*

Nicole Roberts  
*Marboro School District*

Christina Buonamano  
Katie Menzo  
*Monroe-Woodbury School District*

Caroline Miller  
Chris Mac Robbie  
Kim Stead  
*Nanuet School District*

Allison Roberts  
*Newburgh School District*

MaryAnn Oyer  
*New York BOCES*

Naima Hall  
*NYC Board of Education*

Stefania Vukdedaj  
*NY Institute of Special Education*

Gladys Cuesta  
Carla Curran  
Maria Eliakosta  
Sarah Flanders  
Kristen Goess  
Chandra Kapusinsky  
Paige Marsala  
Peter Mc Govern  
Nori Negron  
Debra Orlando  
Carisa Restrepo  
Jim Sentowitz  
Rebecca Shefsky  
Damaris Veras  
Marie Vitulli  
Danielle Wallace  
Dawn Whelan  
*North Rockland School District*

Christina Clark  
Penny Parnther  
*Nyack School District*

Melissa Fidanza  
*Peekskill School District*

Shani Lucchetti  
*Pinebush School District*

Allison Di Moura  
Adam Glass  
*Rockland BOCES Jesse Kaplan*

KayLynn Jacobellis  
Elizabeth Maliniak  
*Somers School District*

Samantha Benaquista  
Mathew Borawski  
Caralyn Cosgrove  
Kathryn Cuccia  
Alissa Garbrous  
Suzanne Luke  
Michelle Murray  
Sara Nybro  
Anne O'Brien  
Dana Stranges  
Mary Ann Wood  
***South Orangetown School District***

Rose Gavigan  
***St. Dominic's School***

Annalisa Doyle  
***St. Gregory Barbarigo School***

Kathleen Meagher  
***St. Margaret of Antioch School***

Dave Grammerstorf  
Jeff Meher  
Debbie Miller  
Jason Miller  
Russell Rice  
Jay Whalen  
***Suffern School District***

Charles Doyle  
***Sullivan County BOCES***

Kevin Kugler  
***Summit School***

Elizabeth Como  
Susan Dami  
Kelly Harrison  
Heather Jurgens  
Tracy Trischitta  
Diane Wierl  
***Valley Central School District***

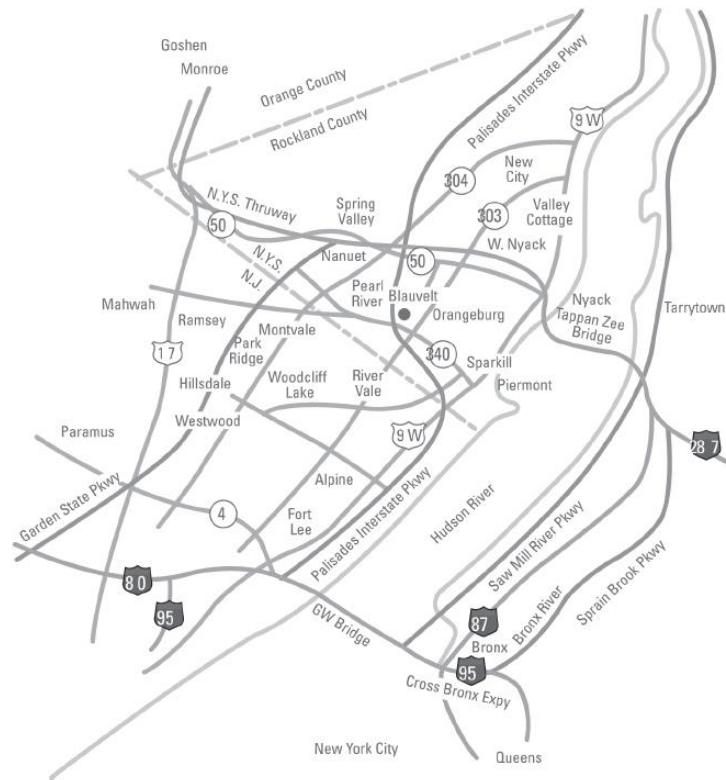
Jaclyn Bebe  
***Washingtonville BOCES***

Tracy Stadler  
***Washingtonville School District***

Laura Campora  
Joan Rueckert  
Kristen Van De Water  
***Warwick Valley School District***

John Krajovan  
Chris Restaino  
***Yonkers School District***

# Directions



Visitors are welcome at any time. Prospective students can contact the Office of Admissions to schedule a campus tour and admissions conference. The Office of Admissions is open on weekdays throughout the year and in the evenings and on Saturdays by appointment. Dominican College is located in Rockland County, New York, at Exit 6E of the Palisades Parkway. The College is just west of Route 303 at Orangeburg Road and Western Highway, Orangeburg, NY, minutes from the Bergen County line.

The College is readily accessible from:  
New York City

Take the George Washington Bridge to the Palisades Parkway to Exit 6E to second traffic light, and left (Western Highway) to College

Westchester

Take the Tappan Zee Bridge to the NYS Thruway to Exit 12, Route 303 South, right on Orangeburg Road to first traffic light (Western Highway) and right to College.

New Jersey

Take the Garden State Parkway to the New York State Thruway South to Exit 12 to Route 303 South right on Orangeburg Road to first traffic light (Western Highway) and right to College.

Orange County

Take Harriman Interchange (Route 32) to Route 6 to Palisades Parkway. South to Exit 6E to second traffic light, and left (Western Highway) to the College.

The College may be reached using public transportation via Transport of Rockland (TOR) Route 92 or Red and Tan lines Bus #20, to Orangeburg Road and Western Highway.

Dominican College is also located near major airports serving New York and New Jersey.

