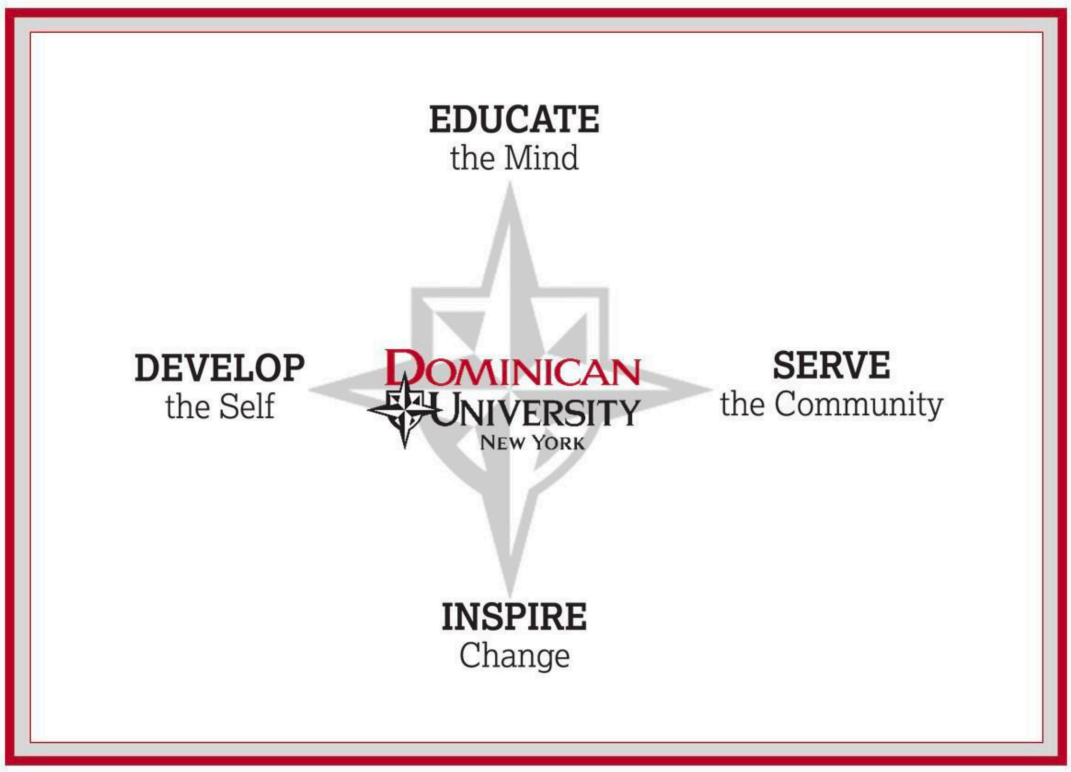
Dominican University New York

Catalog 2024 - 2025



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Dominican University New York is an independent, 4-year university 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 University New York 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.

Academic Calendars

Academic Calendar 2024-2025

Fall Term 2024

Date	Event
Aug. 19-20 (Mon-Tues)	Fall Semester Advisement/Testing/Registration
Aug. 21 (Wed)	UNIVERSITY CONFERENCE/Division Meetings
Aug. 22 (Thurs)	FACULTY CONFERENCE
Aug. 22 (Thurs)	New Student Orientation (Day/Evening Students)
Aug. 24 (Sat.)	New Student Convocation (Day/Evening Students) Graduate Education Quarter I/V begins
Aug. 26 (Mon)	Fall Semester begins Evening Traditional and Graduate Nursing Fall Semester begins Accelerated BSN (ABSN) Fall Trimester begins
Aug. 26-29 (Mon-Thurs)	Late Registration & Drop/Add for Fall Semester
Aug. 27 (Tues)	Dominican University Online/MBA/MSOLC Session I begins
Sept. 2 (Mon)	Labor Day— ***UNIVERSITY CLOSED***
Sept. 4 (Wed)	OT Weekday (Wednesdays) Fall Trimester Begins
Sept. 6 (Fri.)	OT and PT Fall Trimesters begin
Sept. 7 (Sat)	Weekend ABSN Fall Trimester begins
Oct. 22 (Tues)	Dominican University Online/ MBA/MSOLC Session II begins
Nov. 4 (Mon)	Last day for withdrawal from Fall Semester classes
Nov. 5 (Tues)	Election Day—***UNDERGRADUATE CLASSES SUSPENDED***
Nov. 15 (Fri)	Last day for January graduates to file a "Candidate for Degree" form
Nov. 18 (Mon.)	HONORS CONVOCATION
Nov. 27-Dec. 1 (Wed-Sun)	Thanksgiving Recess—***UNIVERSITY CLOSED***
Dec. 9-13 (Mon-Fri)	Final examination week, Fall semester
Dec. 21-Jan. 1 (Sat-Wed)	***UNIVERSITY CLOSED***

Winter Session 2025

Date	Event
Nov. 2 (Sat)	Graduate Education Quarter II/VI begins
Jan. 2-Jan. 14 (Thurs-Tues)	Undergraduate Wintersession Classes

Spring Term 2025

Date	Event
Jan. 2 (Thurs)	Accelerated BSN (ABSN) Spring Trimester begins
Jan. 3 (Fri)	OT and PT Spring Trimesters begin
Jan. 4 (Sat)	Weekend ABSN Spring Trimester Begins
Jan. 7 (Tues)	Dominican University Online/MBA/MSOLC Session III begins
January 8 (Wed)	Spring Semester Registration OT Weekday (Wednesdays) Spring Trimester Begins
Jan. 9 (Thurs)	UNIVERSITY CONFERENCE
Jan. 14 (Tues)	Residence Halls Open for Returning Students
Jan. 15 (Wed)	Spring Semester begins Evening Traditional and Graduate Nursing Spring Semester begins
Jan. 15, 16, 21, 22, 23 (Wed-Thurs, Tues-Thurs)	Late Registration & Drop/Add for Spring Semester
Jan. 18 (Sat)	Graduate Education Quarter III/VII begins
Jan. 20 (Mon)	Martin Luther King Day—***UNIVERSITY CLOSED***
Jan. 24 (Fri)	Last day for May /August graduates to file a "Candidate for Degree" form
Mar. 3-7 (Mon-Fri)	SPRING BREAK—***UNDERGRADUATE CLASSES SUSPENDED***
Mar. 11 (Tues)	Dominican University Online/MBA/MSOLC Session IV begins
Apr. 2 (Wed)	Last day for withdrawal from Spring Semester classes
Apr. 17-Apr. 20 (Thurs-Sun)	RELIGIOUS HOLIDAYS—***UNIVERSITY CLOSED***
May 5-9 (Mon-Fri)	Final examination week, Spring Semester
May 12-16 (Mon-Fri)	Pre-Commencement Activities
May 14 (Wed)	SERVICE RECOGNITION CEREMONY
May 15 (Thurs)	GRADUATE PROGRAM HOODING CEREMONIES
May 17 (Sat)	GRADUATION MASS and BACCALAUREATE AWARDS CEREMONY
May 18 (Sun)	COMMENCEMENT

Summer Term 2025

Date	Event
Mar. 29 (Sat)	Graduate Education Quarter IV begins
May 6 (Tues)	MBA/MSOLC Session V begins
May 7 (Wed)	OT Weekday (Wednesdays) Summer Trimester Begins
May 9 (Fri)	OT and PT Weekend Summer Trimesters begin
May 10 (Sat)	Weekend ABSN Summer Trimester begins
May 26 (Mon)	Memorial Day—***UNIVERSITY CLOSED***
May 27 (Tues)	ABSN Academic Year Begins Graduate Nursing Summer Semester begins
May 28-June 12 (Wed-Fri)	Day/Evening Summer Session I
June 16-July 21 (Mon-Mon)	Day/Evening Summer Session II (20 classes, no class June 19)
June 19 (Thurs)	Juneteenth—***UNIVERSITY CLOSED***
July 1-July 28 (Tues-Mon)	Day/Evening Summer Session III (16 classes)

Date	Event
July 1 (Tues)	MBA/MSOLC Session VI begins
July 4-6 (Fri-Sun)	Independence Day—***UNIVERSITY CLOSED***

Alternative Undergraduate Delivery Systems and Graduate Programs, 2024-2025

ACCELERATED B.S.N., 2024-2025:

Term	Date
Summer Trimester I:	May 28 – August 16, 2024
Fall Trimester II:	August 26 – December 20, 2024
Spring Trimester III:	January 2-April 25, 2025

WEEKEND ACCELERATED B.S.N., 2024-2025:

Fall 2024 Trimester	Spring 2025 Trimester	Summer 2025 Trimester
Sept. 7, 8	Jan. 4, 5	May 10, 11
Sept. 14, 15	Jan. 11, 12	May 17, 18
Sept. 21, 22	Jan. 25, 26	May 31, June 1
Sept. 28, 29	Feb. 1, 2	June 7, 8
Oct. 5, 6	Feb. 8, 9	June 14, 15
Oct. 19, 20	Feb. 22, 23	June 21, 22
Oct. 26, 27	Mar. 1, 2	June 28, 29
Nov. 2, 3	Mar. 8, 9	July 12, 13
Nov. 9, 10	Mar. 15, 16	July 19, 20
Nov. 16, 17	Mar. 22, 23	July 26, 27
Nov. 23, 24	Mar. 29, 30	Aug. 2, 3
Dec. 7, 8	Apr. 5, 6	Aug. 9, 10
Dec. 14, 15	Apr. 12, 13	Aug. 16, 17
(Emergency Alternate)	*(Emergency Alternate)*	*(Emergency Alternate)*

8-WEEK UNDERGRADUATE DUNY ONLINE/ MBA / MSOLC, 2024-2025:

Session	Date
Session I:	Aug. 27-Oct. 17, 2024
Session II:	Oct. 22-Dec. 12, 2024
Session III:	Jan. 7-Feb. 27, 2025
Session IV:	Mar. 11-May 1, 2025
Session V:	May 6-June 26, 2025
Session VI:	July 1-Aug. 21, 2025

EVENING TRADITIONAL & GRADUATE NURSING, 2024-2025:

Fall 2024	Spring 2025	Summer 2025 (Graduate Nursing Only)
August 26 (Monday) Semester Begins	January 15 (Wednesday) Semester Begins	May 27 (Tuesday) Semester Begins
December 9 - 13 Finals Week	May 5 - 9 Finals Week	July 31 (Thursday) Semester Ends

OCCUPATIONAL THERAPY, WEEKEND PROGRAM, 2024-2025:

On-Campus/ Instructional Weekend	Fall 2024 Trimester	Spring 2025 Trimester	Summer 2025 Trimester
1	September 6 - 8	January 3 - 5	May 9 - 11
2	September 20 - 22	January 24 - 26	May 30 - June 1
3	October 4 - 6	February 7 - 9	June 13 - 15
4	October 25 - 27	February 28 - March 2	June 27 - 29
5	November 15 - 17	March 14 - 16	July 18 - 20
6	December 6 - 8	April 4 - 6	August 1 - 3
Alternate Makeup	December 13 - 15	April 10 - 12	August 8 - 10

OCCUPATIONAL THERAPY, WEEKDAY (WEDNESDAYS) PROGRAM, 2024-2025:

On-Campus/ Instructional Session	Fall 2024 Trimester	Spring 2025 Trimester	Summer 2025 Trimester
1	September 4	January 8	May 7
2	September 11	January 15	May 14
3	September 18	January 22	May 21
4	September 25	January 29	May 28
5	October 9	February 5	June 11
6	October 30	February 12	June 18
7	November 6	February 19	June 25
8	November 13	February 26	July 9
9	November 20	March 5	July 16
10	December 4	March 19	July 23
11	December 11	March 26	July 30
12	December 18	April 2	August 6
Alternate Makeup	December 23 (remote if needed)	April 9	August 13

PHYSICAL THERAPY, 2024-2025:

On-Campus/ Instructional Weekend	Fall 2024 Trimester	Spring 2025 Trimester	Summer 2025 Trimester
1	September 6 - 8	January 3 - 5	May 9 - 10
2	September 20 - 22	January 10 - 12	May 16 - 18

On-Campus/ Instructional Weekend	Fall 2024 Trimester	Spring 2025 Trimester	Summer 2025 Trimester
3	Sept. 27 - 29	January 24 - 26	June 6 - 8
4	October 11- 13	February 7 - 9	June 20 - 22
5	October 25 - 27	February 21 - 23	June 27 - 29
6	November 8 - 10	March 7 - 9	July 11 - 13
7	November 22 - 24	March 21 - 23	July 18 - 20
8	December 6 - 8	April 4 - 6	August 1 - 3
Alternate Makeup	December 13 – 15	April 10 - 12	August 8 - 10

GRADUATE TEACHER EDUCATION, 2024-2025:

Quarter I, V	Quarter II, VI	Quarter III, VII	Quarter IV
Aug. 24, 25	Nov. 2, 3	Jan. 18, 19	Mar. 29, 30
Sept. 7, 8	Nov. 16, 17	Feb. 1, 2	Apr. 12, 13
Sept. 21, 22	Nov. 30, Dec. 1	Feb. 15, 16	Apr. 26, 27
Oct. 5, 6	Dec. 14, 15	Mar. 1, 2	May 10, 11
Oct. 19, 20	Jan. 4, 5	Mar. 15, 16	May 31, June 1
Oct. 26, 27	Jan. 11, 12	Mar. 22, 23	June 14, 15
(Alternate Days)	(Alternate Days)	(Alternate Days)	(Alternate Days)

Dominican University New York: An Overview

Overview

Dominican University New York is an independent, four-year and master's-level liberal arts institution 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, 1007 North Orange Street, 4th Floor, MB #166, Wilmington, DE 19801 (267-284-5011), www.msche.org. The MSCHE is an institutional accrediting agency recognized by the U.S. Secretary of Educa-tion and the Council for Higher Education Accreditation (CHEA).

Dominican University New York 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
- **2021** Degrees awarded to 586 graduating students:
    - Doctor of Physical Therapy - 70
    - Doctor of Nursing Practice - 8
    - Master of Business Administration - 7
    - Master of Science in Education - 22
    - Master of Science in Nursing – 79
    - Master of Science in Organization, Leadership, and Communications - 4
    - Bachelor of Science/Master of Science in Occupational Therapy - 34
    - Bachelor of Arts - 136
    - Bachelor of Science - 181
    - Bachelor of Social Work - 8
    - Associate in Arts - 3
- **2022** Chartered as Dominican University New York

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

Business: I.A.C.B.E. accredited programs in Business Management, Finance, Marketing, MBA Program

Nursing: C.C.N.E. accredited upper-division and four-year tradi-tional program; C.C.N.E. accredited advanced practice Master's pro-gram (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: A.A.Q.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: A.A.Q.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

Certificate Programs in: Personal Computers; Public Health Informatics and Technology (post-baccalaureate level); Health Care Management (graduate level)

Faculty: *Fall 2023*: 68 Full Time / 135 Part Time

Enrollment: *Fall 2021*: 1,266 Full Time / 261 Part Time; 1,527 Total Enrollment

Student/Faculty Ratio: 14:1 Undergraduate, 12:1 Graduate

Library: 74,826 print books; 2,326,748 e-books; 613 print periodical titles; 41,926 e-journals; 83 databases

Mission

The aim of Dominican University New York 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 University 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 University maintains a student-centered climate and serves a diverse community of students in undergraduate and graduate programs. The University empowers this community of learners to excel, lead and serve with integrity and to engage respon-sibly in the pursuit of a more just, ethical and sustainable world.

Dominican University is dedicated to the principle that its educa-tional programs and services must be both challenging and support-ive, 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

Dominican College of Blauvelt, now Dominican University New York, 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 sum-mer 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 fresh-men.

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 Busi-ness Administration were introduced, as was an undergraduate pro-gram in Criminal Justice. In 2009, a Master’s program in Educational Media/Technology and an 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 was added in 2012. In 2014, the College received approval to offer the Doctor of Nursing Practice degree. In 2018, the undergraduate pro-gram in Health Sciences was approved. In 2019, two online pro-grams, RN to BSN and M.S. in Organizational Leadership & Communication were approved.

A Marketing major was added in Fall 2020 and a Finance major in Fall 2021. In May 2022 Dominican applied to the New York State Board of Regents and was granted University status, with an associated name change to Dominican University New York. In Fall 2022, programs in Public Health Informatics and Technology were added as concentrations to majors in Health Sciences and Information Technology; as a minor; and as a post-baccalaureate certificate. A B.A. program in Environmental Studies was also added in Fall 2022.

The University 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 the institution 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 University New York students.

Educational Goals and Academic Learning Objectives

Educational Goals:

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

- **Educate the Mind** – acquire knowledge, skills, and under-standing 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, proce-dures, and practices of every aspect of the University, Academic Learning Objectives serve as a bridge between the University's Mis-sion and Educational Goals on the one side and its courses and curricula on the other.

University-Wide Academic Learning Objectives

Graduates of Dominican University New York 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 University New York 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.

Fourteen buildings make up the present facilities of the University:

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 University 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.

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 University's main dining facility, also includes the student bookstore, campus health services, and conference/ communication areas.

Guzman Hall is the University's newest residence hall, completed in August 2007, with four-bedroom, two-bath suites and two-bed-room, 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 was 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 multipurpose 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 stu-dents. The first floor is home to Student Development offices including Office of the Vice President, Office of the Assistant Dean, Resi-dence Life, Career Development, and Special Services. The Academic Success Center is located in the lower level of 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, and the Math & Sciences Division. 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 of-fices 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 University functions year-round and offers its courses and services to those who wish to pursue undergraduate or graduate study on a full- or part-time basis. The University 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 University'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.

Sessions

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 eve-nings primarily for the convenience of students pursuing an undergraduate degree or looking to fulfill prerequisite requirements for one of the University'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.

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 University issues a listing of the forthcoming Summer session courses and provides descriptions of the courses on the University's website: www.duny.edu. Students from other institutions 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 University New York.

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.

Dominican Online

Designed with the needs of the working adult in mind, Dominican 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. Dominican Online provides students with highly individualized and personal counseling throughout their university 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.

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

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

Online Programs Currently Available:

- Communication Studies
- Criminal Justice
- Information Technology
- Nursing (RN-to-BSN)
- Psychology
- Social Sciences (Psychology Concentration)
- Public Health Informatics & Technology (Post-Baccalaureate-level)
- Organizational Leadership & Communications (Master's-level)

Continuing Education

In addition to its degree programs, the University 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 University courses may be made available for this purpose, with or without academic credit.

Delivery of Instruction

The University 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 University New York 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 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 University provides the opportunity for counseling services for individuals. Students may contact the Counseling Office 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 University on an on-going basis and are open to all members of the Dominican University New York 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.

There is also a University Chaplain on our campus. Chaplains of different faiths may be contacted to offer religious services for students.

Career Development

The Career Development Center 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 university 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 Dominican 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, 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:

To act as the official representative of Dominican University New York students in all matters that relate to them as DUNY students in particular and university students in general;

1. To strive for mutual cooperation and understanding among students, faculty, and administration;
2. To approve charters and budgets submitted by clubs and organizations provided these charters comply with the guide-lines as stated in the Student Government Constitution;
3. To help plan a cultural and social calendar that will meet the varied needs and desires of the University community; and
4. To aid in directing and coordinating social activities.

The Student Government Office is located in the Granito Center and is open to all students.

The Executive Branch, the Legislative Branch, and the Representative Branch 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 Engagement

All students are encouraged to join at least one of the several University 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 Dominican experience. A list of organizations is available in the Student Engagement 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, men's and women's volleyball, men's baseball, women's soft-ball, men and women's golf, men and women's rowing, men and women's tennis, 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.

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 University 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 University community. A “Grab and Go” service is available Sunday thru Thursday until 11:00 pm. A vending machine café featuring hot meals and drinks as well as snacks is available in Casey Hall during that building’s operating hours days. Both cafeterias are wirelessly equipped. During announced snow days, Granito Center Hours of Operations are from 10:30 a.m. - 6:30 p.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 University 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 University 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 University 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 DUNY 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 University New York Policy to use the Inter-net 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 University New York computing resources is restricted to purposes related to the University's mission of education and public service. Access to University computing resources is a privilege granted to students in support of their studies and other University sanctioned activities. Access to University 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 University parking regulations will result in a fine. Further penalties will be imposed for consistent abuse.

Child Care

Dominican University New York currently offers no nursery and daycare facilities on campus. Dominican students who are in need of child care for their children during class sessions often use centers located near the University.

Students with Disabilities

Dominican University New York complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. Individuals with current professional documentation of disability 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 University New York Catalog, Student Handbook or the Director of Special Services, 845-848-4035. Appeal procedures also are available in the Director's office.

Admissions

Admission to Dominican University New York 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 University New York, 470 Western Highway, Orangeburg, New York 10962. Telephone: 1-(866) 4DC-INFO; e-mail: admissions@duny.edu; or visit our website: www.duny.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 University New York application www.duny.edu/admissions/apply, or the Common Application at www.commonapp.org. Complete the application by submitting the non-refundable fee. You may enclose any additional information you wish to be considered with your application.
2. Ask your high school guidance counselor to forward transcripts directly to Dominican University New York, Office of Admissions.

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

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

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

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

Students that have been homeschooled, completed a General Education Diploma (G.E.D.), do not meet the above 16-unit requirement, and international students are required to submit their SAT or ACT scores. Homeschooled students should also submit a portfolio if a transcript is unavailable. This portfolio must include the curriculum that was followed, reading lists, and a writing sample. An interview

may be required as well. All homeschoolers are eligible for financial aid, scholarships and grants, and participation in the University'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 University New York 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 University and later indicates on the application that he/she do not want the scores considered, the scores will be deleted from the University 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 admissons@duny.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 University New York. 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 University New York is 2190. The American College Testing (A.C.T.) Assess-ment Test. Address: 2201 N. Dodge Street, P.O. Box 414, Iowa City, IA52240. The A.C.T. code for Dominican University New York 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 University 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 University. 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.

Students should note that some graduate programs at Dominican and at other institutions may not accept A.P. and/or dual enrollment college credits earned while in high school in fulfillment of prerequisite entrance requirements. Students who may be interested in pursuing a graduate degree after graduating from Dominican should consider retaking such courses at Dominican during their undergraduate studies.

Please see "English" section for information regarding using A.P. or other college-level high school courses in fulfillment of Dominican University New York'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 University 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 University New York. 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 a two-year institution accredited by a body recognized by the United States Department of Education (USDE)
- A maximum of 90 credits from a four-year institution accredited by a body recognized by the United States Department of Education (USDE)

A minimum of 30 credits must be completed at Dominican University New York for a degree.

1. Apply online using the Dominican University New York application www.duny.edu/admissions/apply, or the Common Application at www.commonapp.org. Complete the application by submitting the non-refundable fee. You may enclose any additional information you wish to be considered with your application.
2. 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 University 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 University except when they constitute part of a completed degree, such as the Associate in Arts, in which case the University 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 University New York
- Grades of C- or lower are not considered for acceptance in transfer to the University except when they constitute part of a completed degree, such as the Associate in Arts, in which case the University 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 University.
- 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.

Placement Tests for Transfer Students

Prior to or early in their first term at the University, 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 University so as to assure timely and successful progress toward the degree. Support services in both areas are provided by the University'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 University to facilitate registration procedures.

The Abbreviated General Education Curriculum

For students who transfer **45** or more liberal arts credits from other institutions, the total Dominican Curriculum requirements are the completion of one of the Dominican Curriculum minors.

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 Dominican University New York.

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 University New York or the deferment will be nullified.

If the student would like to attend Dominican University New York after completing college credits during the deferment, he or she will have to reapply for admission to the University. 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. International students follow the same application procedures as those indicated above. All applicants must submit certified translations and evaluations of all prior secondary and collegiate academic records on a course-by-course basis from an organization like the World Education Services. In addition, scores from the Test of English as a Foreign Language (T.O.E.F.L.) must be submitted from all applicants from non-English speaking countries. Information and registration forms can be obtained from the T.O.E.F.L. Program, Educational Testing Service, Princeton, N.J. 08540 or visit the T.O.E.F.L. website for up-to-date information at: www.toefl.org. A minimum score of 550 on the traditional paper test, 213 on the computer-based T.O.E.F.L. (C.B.T.) or 80 on

the In-ternet Based Test (I.B.T.) is required for admission. Other accepted English language proficiency exams include IELTS (minimum Band Score of 6.5), Duolingo (105 minimum), PTE (53 minimum), SAT (500 minimum score on the Evidence Based Reading and Writing test) and the ACT (19 minimum score on the English section).

U.S. law requires international students to register for full-time study during each fall and spring semester. Full-time study is defined as 12 credits of coursework for undergraduate students and 9 credits for graduate students. For undergraduate students, no more than one course can be taken online. For graduate students, at least 6 of 9 credits must be taken on campus. Any additional graduate credits may be in-person or online, but a minimum of 6 on-campus credits must be maintained. Falling below full-time status and/or failing to maintain the on-campus course requirement may put an international student's status at legal risk. Hybrid courses that are more than 50% online will not count as on-campus courses.

Dominican University New York 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.

Admission of Graduate Students

See section on Graduate Programs.

Non-Degree Seeking Students

Dominican University New York, 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 University New York. Students who wish to register for courses for which credit is to be transferred to another college are welcome to do so. Dominican University New York rec-ommends that these students obtain written assurance from their home institutions that any credits earned would be accepted in trans-fer. 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 to-ward 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 University New York 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 University's sessions. Permission of the instructor must be obtained prior to registration. The University reserves the right to cancel an audit registration if class size exceeds space available.

Readmission of Students

Students who have withdrawn from Dominican University New York 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 University's Minimum GPA Standards Policy for additional information regarding the impact of 'Fresh Start' program credits on the GPA.

Financial Aid

Dominican University New York 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 University New York 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 University New York 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 University New York 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 (https://studentaid.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 University New York 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 University New York 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 University.

Athletic Grants

Athletic Grants are available to students who have demonstrated athletic ability and maintain the required grades. A Dominican University New York 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 University New York 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 University;
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 University New York (freshmen only);
3. Submit high school or college transcripts;
4. File a Free Application for Federal Student Aid, available on the web (https://studentaid.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 University 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
Financial Aid
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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 University New York 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 University 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 University New York 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 re-quired 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 University; 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 University. 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 University New York 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 University is pending from the VA.

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

See SAP policies below:

UNDERGRADUATE SAP POLICY

Undergraduate students seeking a degree or certificate are expected to complete coursework and attain a Cumulative Grade Point Average (CGPA) based on the chart below to remain eligible for any form of financial aid:

Student's Total Attempted Credits	Percent of Credits Attempted vs. Credits Completed (Pace)	Cumulative Grade Point Average (CGPA)
29 or less Attempted Credits	30%	1.7
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 67%be making satisfactory academic progress regardless of completion percentage or cumulative grade point average.

SECOND UNDERGRADUATE DEGREE SAP POLICY

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

Percent of Credits Attempted vs. Credits Completed (Pace)	Cumulative Grade Point Average (CGPA)
67%	2.00

GRADUATE SAP POLICY

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

Percent of Credits Attempted vs. Credits Completed (Pace)	Cumulative Grade Point Average (CGPA)
67%	3.0

WITHDRAWALS, FAILURES, REPEATS, INCOMPLETES, PASS/FAIL, MISSING GRADES, AUDITED and NON-CREDIT COURSES

- A student who withdraws from a course or receives a failing grade will not receive credit for that course in establishing standards of progress. This may have a serious adverse effect on a student's ability to meet the SAP standards.
- Any course that is listed on a transcript or grade report as a Withdrawal will be counted in the SAP formula as credits attempted.
- Course failures will be counted in the SAP formula as credits attempted. All failing grades will be factored into the CGPA calculation per institutional policy.
- Repeated courses are included in credits attempted for each occurrence. The impact on CGPA will reflect institutional policy.
- All occurrences of previously failed repeat courses will be counted in the SAP calculation. Only one occurrence of a previously passed course will be counted.
- An Incomplete grade will not be counted towards the number of courses completed until the student has successfully met the requirements of the course and/or received a final grade.
- Courses graded on a pass/fail basis will be counted in credits attempted but will not count in the CGPA calculation.
- Courses with a missing grade will be counted in credits attempted with no credits earned. When the student informs the Financial Aid Office that a grade has been submitted, the student's academic performance will be reviewed.
- Courses taken as an Audit do not count toward graduation requirements and will not be included in the calculation of a student's SAP.
- Remedial courses will be counted in credits attempted.

STUDENTS WHO CHANGE THEIR MAJOR

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

STUDENTS WHO LEAVE AND RETURN

A student who withdraws from Dominican University New York and then returns to the University 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 University New York, enrolls at another college and then returns to Dominican University New York must meet the same standards as a transfer student. Courses taken at another college as a visiting student and accepted by Dominican University New York 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 University New York 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 University 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 University's degree programs are registered by the New York State Education Department. Dominican University New York is accredited by the Middle States Commission on Higher Education, Middle States Commission on Higher Education, 1007 North Orange Street, 4th Floor, MB #166, Wilmington, DE 19801 (267-284-5011), 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 University'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)*. 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).*

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):

*American Studies
Biology (B.A. + B.S.)
Business Management
Business Administration (M.B.A.)
Childhood Education
Communication Studies
Criminal Justice
English
Environmental Studies
Finance
Health Sciences
History
Humanities
Information Technology
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.*

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

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

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

Pre-Law Preparation

Students interested in pursuing law as a profession can obtain the requisite pre-professional preparation at Dominican University New York. 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: Personal Computers, Public Health Informatics & Technology (post-baccalaureate level) 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 Dominican 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 Dominican Curriculum must include the fulfillment of 30–33 semester hours: 15–16 hours in Component-1, 12 hours in Component-2 (no specific period distribution, at least one course must be writing focused), and 6 hours in Component-3 (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 University New York 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 Dominican curriculum and a major in a liberal arts or professional area.

The Dominican Curriculum (DC) 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 Dominican 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 University New York;
3. Completion of a minimum of 120 semester hours*, at least 30 of which must be earned at Dominican University New York. 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 University New York 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.*

Admission to a Major Field of Study or a Professional Sequence

Application for admission to a major field or to a professional sequence, such as Teacher Education and Nursing, is initiated by the student as early as the end of the freshman year and before completing 60 credits. Undergraduates must declare their academic major prior to the completion of 60 credits. Students participating in early college high school initiatives who graduate from high school with both a high school diploma and have 60 or more college credits successfully transferred to Dominican University most declare their major within 30 days of the add/drop deadline during their second semester at the institution. Transfer students with 60 or more accepted credits must make their applications during their first semester at the College.

The “Application to An Academic Program” Form is available in the New Student & Transition Center and Divisional Offices. A follow-up interview with the appropriate program coordinator may be required. Students who ae accepted into their chosen major are assigned an advisor in the area to assist the student in academic planning. Students have the responsibility of having their selection of courses reviewed each semester by their academic advisors. However, each student should understand that the responsibility for arranging a suitable program and for meeting all degree requirements rests with the student. Students who wish to change their major must complete the form, have it approved by both the current and new program advisor, and submit the form to the Registrar.

Double Majors

A student at Dominican University New York 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 University. 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.

Academic Minors

Dominican University New York offers a large variety of minors—both program specific and interdisciplinary ones—in order to give students the opportunity to pursue a second, or even third, area of academic interest in greater depth. A minor is constituted by a group of courses (determined by each program) amounting to at least 18 credits. Minors are noted on students' transcripts as a way of recognizing that they have, over and above their required major program, also concentrated in one or more other areas.

See individual minor descriptions in the "Undergraduate Major and Minor Programs" section for specific requirements, but the below guidelines apply to all minor offerings:

- A minor must consist of at least 18 credits, at least 12 of which must be taken at Dominican;
- Students may pursue up to two separate minors; however, a course taken for one minor cannot be used to fulfill the requirements of a second minor;
- Up to two courses from the student's major requirements (including related field and area of concentration requirements), may be applied toward the minor;
- All cognate courses (as in the Biology program) or specified liberal arts requirements (as in the Nursing and Teacher Education programs) may be applied toward the minor;
- Students must achieve a minimum grade of "C" for each course used to fulfill a minor's requirements;
- The student's major advisor will serve as the advisor for the minor as well;
- A Declaration of minor form must be signed by the student and advisor and submitted to both the Registrar and Vice President for Academic Affairs/Academic Dean;
- For full-time students, minors must be declared before the end of the Junior year. For part-time students, minors must be declared by no later than the completion of 90 credits;
- Any waiver to the above requirements must be approved in writing by the Vice President for Academic Affairs/Academic Dean.

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 University (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 University New York 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 University'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 University New York. 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 University New York student, orients new students, and acts as a point of referral to other University 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 Declaration Day.

The Freshman Directorate

The Director of the New Student & Transition Center 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 University New York. 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 Declaration 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 University's mission. Examples of topics explored are: the scientific method, liberal studies, and career choices and academic majors.

Peer Mentors

First-year students often have many questions and special concerns regarding university 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 New Student & Transition Center, 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, includ-ing their attendance in the Freshman Seminar. Peer Mentors make sure all students are aware of the academic and student support services open to them at Dominican.

The Academic Success Center

Dominican University New York is committed to supporting students in ways additional to regular advising and counseling as they proceed through the learning process. The Academic Success Center maintains a student-centered learning community focused on tutoring and testing support services. Professional and peer student tutors provide individual and group sessions and workshops to support student needs and faculty requests. Students are encouraged, and in certain courses required, to take full advantage of the tutoring services that the Center provides. In addition, test proctoring is available for students receiving special accommodations and students needing course-related make-up and special circumstance testing, e.g., CLEP, challenge exams, and placement assessments. The Center is open at convenient times and is located on the lower-level of Rosary Hall. All students in undergraduate, graduate, and online programs are welcome to utilize the Center's services.

Students with Disabilities

Dominican University New York complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. Individuals with current professional documentation of disability 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 ADA. For more information, consult the Dominican University New York Catalog, Student Handbook or the Director of Special Services. 845-848-4035.

Appeal procedures also are available in the Director's office.

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:

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

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

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 University New York students. In the computation of commencement honors, all college-level work taken by students at institutions other than Dominican University New York is taken into account even if some work is not transferable. A student must be eligible for honors on the Dominican University New York work alone, and on the combined average of Dominican University New York and all work completed at other institutions. A student may not obtain a higher honor than the Dominican University New York G.P.A. indicates. Thus if a student achieves a 3.5 G.P.A. at Dominican University New York 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 University New York 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 University New York. Demonstrated leadership and service (either to the University 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

Organization Name	Organization Type
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
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 University New York is designed to provide an additional level of challenge to our more academically talented students.

Students can enter the Honors Program in several ways. First, incoming students with a high school GPA of 3.3 or higher are invited to apply to the program. Transfer students with a 3.3 GPA and 70 or less transfer credits are also invited to apply. Second, applications may be offered to current freshmen, sophomores and transfer students who meet eligibility criteria and have completed at least 15 credits at Dominican University New York. Finally, students may petition to apply to the program if they have a GPA of at least 3.30 and are still able to complete Honors Program requirements prior to graduation.

Honors students will be able to satisfy some of their Dominican Curriculum, elective, and major program requirements within the Honors Program, as they complete the Honors minor: Longtermism.

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 the Honors minor: Longtermism, 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 six HXP.

Honors Minor: Longtermism (19 credits total)

The minor **Longtermism: Impacting the Future and Living with Honor** is an interdisciplinary program that explores the role of academic research in plotting a sustainable, equitable, and livable future. Students will use research to understand a problem, and then design and implement a solution. The minor will culminate in a project that creates tangible change in the student's community.

Longtermism minor requirements:

1. DC 190 Through Cultural Lenses – The City (3 credits)
2. Reasoning & Critical Thinking (3 credits)
3. Science (3 credits)
4. Issues in Contemporary Life and Culture (3 credits)
5. HO 399 Honors Tutorial (3 credits)
6. HO 490 Become a Changemaker (1 credit)
7. DC 499 Honors Project (3 credits)

Note: A minimum grade of C+ is required for all courses contributing to the Honors minor. Courses for the Honors minor will be chosen in consultation with the student's honors advisor.

Honors Experience (HXP)

In addition to completing the coursework for the Honors minor Longtermism, Honors students will accrue HXP as they explore academic and extracurricular opportunities. Honors students admitted as freshmen will complete 8 HXP; transfer students and students admitted in the sophomore year will complete 6 HXP.

For additional information on the Honors Program, please see the Honors Program webpage of the Dominican University New York website: https://www.duny.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 competi-tions – 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 pro-gram, 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 University or taking a temporary leave must notify both their academic advisor and the Registrar’s Office via email that they are not returning to the University. If they are currently enrolled, they will be dropped or withdrawn from classes.

The University is required by federal law to provide Federal Loan Borrowers with Exit Counseling to prepare them for repayment of their federal student loan(s). Students will also need to complete the "Withdrawing Student Survey" at https://www.survey-monkey.com/r/LNRPRJS. Students can request an official Domini-can University New York transcript at www.getmytranscript.org.

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 University 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 University, 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 and the appropriate academic advisor.

Students who have been away from the University for more than one year must reapply. If accepted, they will be held to the current University 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 university-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 instruc-tor 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. This date may be no later than 2/3 of the way through the next regular session of the particular program. The "INC" becomes an "F" if the requirements are not satisfied within the assigned 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	-*

** No quality points are assigned and these notations have no effect on a student's quality point average or index. Grades of “W” are considered an attempt at a course. 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. 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 for more information.

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 University. 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 University 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 University requirements for a degree. Standing as a master’s 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 University New York Institutional Review Board (I.R.B.) has established a policy that states, "For any research activities involving human research subjects conducted at Dominican University New York, or conducted elsewhere and involving any Dominican University New York populations, or conducted by any Dominican University New York agent in institutions or circumstances where an Institutional Review Board is absent, research proposals must be submitted to and approved by the Dominican University New York 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 University New York 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 University 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 University, a dismissal or suspension action may be delayed. Students who are dismissed or suspended from the University 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, DC 119, DC 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 dismis-sal from the University 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 University reserves the right to request the withdrawal of, or to dismiss, any student whose academic standing, conduct, or attitude renders continued attendance at Dominican University New York 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 University New York 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 University.

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 University New York. Students may request approval to take a course for credit at another college only if (a) the course is not offered at Dominican University New York; (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 University New York. This last reason would be void if an appropriate online course offering is available at Dominican University New York 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 University New York 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 University New York 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 University, 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 out-line 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 University. By providing opportunities for internships off campus, Dominican University New York 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 University New York) 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 Business Management, Finance, Marketing or Criminal Justice are required to complete three credits' worth of internships or business practicums in order to graduate. Please see these programs' respective sections below for more details.

Credit by Examination (CLEP and Challenge Exams)

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 University will award credit for successful achievement on certain external examinations when accompanied by successful performance on a University-administered essay in the examination subject area. The University recognizes the College Level Examination Program (CLEP) of the College Entrance Examination Board.

Examinations completed before admission to the University are evaluated as part of the admissions process. After admission to the University, the student consults with his/her advisor in order to deter-mine 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 University, preferably during the first semester. (Note: CLEP exams cannot be used in fulfillment of the EN 123 requirement.) CLEP exams may not be taken during the last 30 credits of a student's program at Dominican University New York.

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. No partial credit will be given for scores lower than the minimum accepted grade. Additional credit for a score higher than the minimum grade will not be given either.

By College Board policy, test candidates may not retake an exam of the same title within three months of the initial test date.

Challenge Exams given by the Science Department are available for students applying to the University's Nursing and Allied Health programs. Exams are available for "Anatomy and Physiology" (6 cr. maximum), "Introductory Chemistry" (3 cr.), "Introductory Biochemistry" (3 cr.) and "Introductory Microbiology (3 cr.).

Students entering one of the University's undergraduate Nursing programs may take a Challenge Exam for a prerequisite course if they previously took this course more than ten years ago and achieved a grade of B- or higher in it. A minimum grade of 80% is required to pass a Challenge Exam. Students who do not achieve this minimum grade may only retake the exam once.

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 University 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 University, 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 University 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 University New York.

Undergraduate Program and Curriculum Information

Inventory of Registered Programs

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

Certificates and Undergraduate Degree Programs	HEGIS Code
Certificate Programs	
Personal Computers	5101
Public Health Informatics & Technology (Post-Baccalaureate)	1299
Health Care Management (Graduate)	0506
Associate in Arts Program	
Liberal Arts	5649
Bachelor of Arts Programs	
Biology	0401
Communication Studies	0601
Criminal Justice	2105
English	1501
Environmental Studies	0420
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)	0701.01
Bachelor of Science Programs	
Biology	0401
Business Management	0506

Certificates and Undergraduate Degree Programs	HEGIS Code
Finance	0504
Health Sciences	1299
Information Technology	0701
Marketing	0509
Bachelor of Science in Nursing Programs	
Nursing (B.S.N.)	1203
Nursing (R.N.) (B.S.N.)	1203.10
Bachelor of Science/Master of Science Program	
Occupational Therapy (B.S./M.S.; also see M.S. below)	1208
Bachelor of Science in Education Program	
Teacher Education*	
• Childhood Education (B.S.Ed.) and Childhood/Students with Disabilities (B.S.Ed.)	0802
• Early Childhood Education (B.S.Ed.)	0802
**Liberal Arts Curricula with B.S. Ed. Programs: American Studies, Humanities, Mathematics, Natural Sciences.*	
Bachelor of Social Work Program	
Social Work	2104

Graduate Degree Programs	HEGIS Code
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
Physical Therapy (D.P.T.)	1212
Childhood Education (M.S.Ed.) and Childhood/Students with Disabilities (M.S.Ed.)	0802
Adolescence Education (M.S.Ed.) and Adolescence/Students with Disabilities (M.S.Ed.)	0803
Teacher of Students with Disabilities (M.S.Ed.)	0808
Teacher of Students Who Are Blind or Visually Impaired M.S.Ed.)	0814

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 University publishes schedules of courses for each academic term. The University 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 University 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 University 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 University or the student are implied. The University reserves the right to make the changes it deems advisable in the offerings and regulations stated in this catalog.

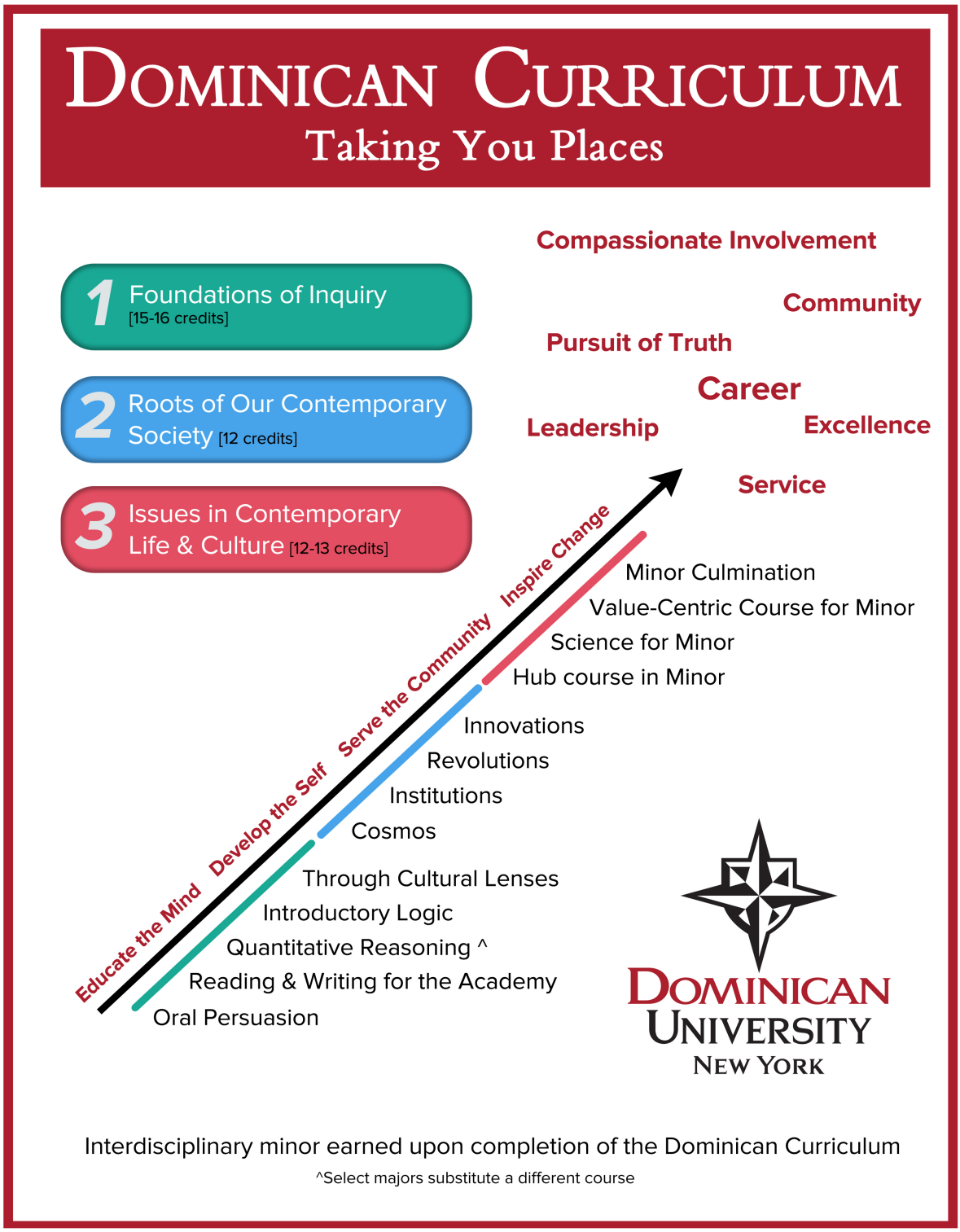
General Education Curriculum

At the core of your undergraduate education is a general education curriculum, called the "Dominican Curriculum."

The Dominican Curriculum is designed to serve students in the 21st century while building on heritage. The curriculum is 13 courses (39 – 40 credits) composed of three components:

- **Component-1, Foundations of Inquiry,** focuses on the development of skills and practice in understanding through reasoned study and discourse while encouraging students to develop the habit ethical reasoning. (15-16 credits, depending on English placement)
- **Component-2, Roots of Our Contemporary Society**, builds on and further develops the skills at the heart of component-1, while engaging our heritage and intellectual history such that students are brought to reflectively understand their own identities, origins, heritage, and values in relation to our collective past. (12 credits)
- **Component-3, Issues in Contemporary Life and Culture,** brings together much of what is required to accomplish the third and fourth educational goals by guiding and preparing students to engage as civically minded, compassionate leaders, making a positive impact in the community; promote a just, ethical, and sustainable world informed by respect for the diversity and interdependence of its inhabitants. (12 credits)

In the course of completing the Dominican Curriculum requirements, students will earn a minor in an interdisciplinary field.



DC Requirements and Courses

DC-1: Foundations of Inquiry

Component-1, Foundations of Inquiry, focuses on the development of skills and practice in understanding through reasoned study and discourse.

Students fulfill this requirement by succeeding in the five courses de-scribed below.

- DC 111 Persuasive Speaking
- DC 119 Reading & Writing in the Academy with Lab Support* or DC 120 Reading & Writing in the Academy*
- DC 125 Quantitative Reasoning**
- DC 130 Introductory Logic
- DC 140 – DC 190 Through Cultural Lenses (students are required to complete one):
  - DC 140: Through Cultural Lenses (transfer credit only)
  - DC 150: Through Cultural Lenses: Baseball
  - DC 155: Through Cultural Lenses: Chess
  - DC 160: Through Cultural Lenses: Dragons
  - DC 170: Through Cultural Lenses: Broadway
  - DC 180: Through Cultural Lenses: Hair
  - DC 190: Through Cultural Lenses: The City***

* The minimum grade for satisfying this requirement and moving on to a *Through Cultural Lenses* course is C-.
** Students whose majors *require* MA 221, MA 225, or SS 221 may use that course in place of DC 125.
*** DC 190 is for Honors Students only; it is required of all Honors Program students.

DC-2: Roots of Our Contemporary Society

DC-2, Roots of Our Contemporary Society, builds on and further develops the skills at the heart of component-I, while directly ad-dressing the second educational goal by engaging our heritage and intellectual history such that students are brought to reflectively understand their own identities, origins, heritage, and values in relation to our collective past.

Students fulfill this requirement by passing one course from each of the following thematic groups with no duplication of disciplines. At least two of those four courses must be writing focused (writing focused courses are designated with an * below and the phrase “(Writ-ing focused)”at the end of their course descriptions. No duplication of disciplines.

Prerequisite for all DC-2 courses: *Through Cultural Lenses*.

Cosmos

‘Cosmos’ courses are based in the ancient time-period and look at the development of a coherent intellectual frame-work that allowed people to make sense of human existence and the context in which humans lived. While the temporal focus must be in the ‘ancient’ period, a course in this section must also draw explicit and extended connections between the time-period under study and the modern world, and preferably to other time-periods too.

Cosmos courses: DC 200-219

- DC 200: Cosmos (transfer credit only)
- DC 203: Patterns in nature
- DC 210: Myth and Reason*
- DC 212: Discovering Ancient Voices*
- DC 214: Speaking of Jesus*

Institutions

Institutions courses focus on the creation and development of an institution at the core of the Western tradition. While the temporal focus must be in the ‘medieval’ period, a course in this section must also draw explicit and ex-tended connections between the time-period under study and the modern world, and preferably to other time-periods too.

Institutions courses: DC 220-239

- DC 220: Institutions (transfer credit only)
- DC 221: Culture and Tradition Through Art
- DC 224: Faith, Reason, and Knowledge in the Medieval World

- DC 231: Married or Single? Medieval Women Speak Up*
- DC 233: Walking on Two Feet*

Revolutions

Revolutions courses focus on a major aspect of the changes that occurred from the American and French revolutions to the end of the nineteenth century that fundamentally al-tered important dimensions of European life and subsequently led to significant changes for essentially all human societies. While the temporal focus must be on the 'revolutionary' time-period itself, a course in this section must also draw explicit and extended connections between the time-period under study and the modern world, and preferably to other time-periods too.

Revolutions courses: DC 240-259

- DC 240: Revolutions (transfer credit only)
- DC 241: Industrial Revolutions
- DC 242: Ferment of Revolutions
- DC 251: Enlightenment and the Age of Revolutions*
- DC 252: We the People*

Innovations

To satisfy the 'innovations' designation, a course will focus on some aspect of the rise of new technologies, and the ef-fects they have had on wars, the creation of the modern world of human affairs, how humans interrelate, or on the environment. The time-period that is the focus for this section is the first half of the twentieth century. While the temporal focus must be on the first half of the twentieth century, a course in this section must also draw explicit and extended connections between the time-period under study and the modern world, and preferably to other time-periods too.

Innovations courses: DC 260-279

- DC 260: Innovations (transfer credit only)
- DC 261: Global Interactions
- DC 262: International Relations
- DC 263: Biotechnology
- DC 271: Cinema, Story, and Society*
- DC 274: Intercultural American Modernism*

DC-3: Issues in Contemporary Life and Culture

DC-3 brings together much of what is required to prepare students to engage as civically minded, compassionate leaders, making a positive impact in the community informed by respect for the diversity and interdependence of its inhabitants.

Fulfillment of this requirement entails completing a group of four courses designed to serve as the core of a minor in an interdisciplinary, value-laden area. Each minor explores a problem or issue in our contemporary world that is, by its very nature, multi-disciplinary and acknowledges the complex interdependence of diverse factors and stakeholders, rather than simplistic, linear cause and effect abstractions.

Students fulfill this requirement by passing completing one of the following Minors that Matter:

Biorisks

Some of the most serious social concerns and risks of our time, including emerging (and re-emerging) infectious diseases, food and water security, the development of new biotechnologies, and environmental quality, are intrinsically biological. The Biorisks minor explores how we might ad-dress these potential biological risks through an intervention or response, thereby taking responsibility for our collective future.

Requirements for the Biorisks minor:

1. DC 125: Quantitative Reasoning or DC 210: Myth and Reason
2. DC 263: Biotechnology
3. EV 221: Introduction to Environmental Science
4. DC 261: Global Interactions
5. PH 337: Bioethics
6. DC 472: Experimental Design

Ethnic and Racial Relations:

This minor focuses on ethnic and racial relations with an eye to how these large-scale group designations are fos-tered and manipulated and how the divisions they entail can be overcome. These distinctions have resulted in slav-ery, genocide, and the systematic impoverishment and de-humanization of a great many human beings, and are clearly at the heart of numerous conflicts in the world to-day. For America specifically understanding prejudice and its effects is of enormous ethical and practical significance.

Requirements for the Ethnic and Racial Relations minor:

- SO 226: Social Problems
- Two of the following three:
    - Through Cultural Lenses (any one of: DC 150, DC 155, DC 160, DC 170, DC 180, or DC 190)
    - SO 330: Ethnic Group Interaction
    - EN 444: The Search for Identity
- PS 236: Social Psychology
- PH 335: Identities and Inequalities
- DC 475: Ethnic and Racial Relations

Gender, Justice, and Equity:

The Gender, Justice, and Equity minor is designed to in-crease the students' interdisciplinary knowledge about the gendered nature of experience and the ways that gender, sexuality and other identities shape and are shaped by history, culture, and society in today's challenging, diverse, and complex world. Understanding the issues around gender, opportunities for advocacy, and ways to continue to strive for equity is essential in an educated society. The Gender, Justice, and Equity minor captures a variety of social justice issues facing women and gender diverse individuals across the world.

Requirements for the Gender, Justice, and Equity minor:

1. DC 180: Through Cultural Lenses: Hair
2. DC 231: Married or Single? Medieval Women Speak Up
3. HU 225: Introduction to Gender Justice
4. PS 229: Psychology of Gender
5. SO 325: Global Perspectives on Gender
6. DC 476: Gender, Justice, and Equity

Longtermism

(this minor is restricted to students in the Honors Program and a requirement of the Honors Program):

The most urgent issues facing human communities today are issues that will only be resolved through the collaboration of people with different kinds of knowledge and experience. From the climate emergency to resource scarcity to the myriad problems created by the inter-connectedness of modern global culture, the world faces new challenges both large and small that will require new, diverse, and flexible modes of thinking and research. The Honors Mi-nor seeks to produce thinkers that will take on the challenge that is the future – thinkers able to create just and sustainable solutions to dynamic global and local challenges…thinkers able to envision and help create a more equitable and livable future for everyone.

This is a self-constructed minor that serves as the core of the Honors Program.

Requirements for the Longtermism, Honors minor:

1. DC 190: Through Cultural Lenses: The City
2. HO 490: Honors Tutorial
3. DC 499: Honors Project
4. Three additional courses related to the project's topic. See Honors Committee Adviser for specific require-ments and consultation.

Graduate Programs

Graduate Degree Programs	HEGIS Code
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
Adolescence Education (M.S.Ed.) and Adolescence/Students with Disabilities (M.S.Ed.)	0803
Teacher of Students with Disabilities (M.S.Ed.)	0808
Teacher of Students Who Are Blind or Visually Impaired M.S.Ed.)	0814

Through its graduate programs, Dominican University New York 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 Vice President for Academic Affairs/Academic Dean coordinates with the Graduate Studies Council the programs, their policies, procedures, curricula, and course offerings. Students with questions have access to the Office of the Academic 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 non-refundable application fee.
3. Meet program admission requirements, as specified. Official transcripts must be submitted, including proof of an earned bachelor's degree from an accredited institution.
4. If coursework or degree is from another country, applicants must submit certified translations and evaluations of all prior collegiate academic records on a course-by-course basis from an organization like the World Education Services. In addition, scores from the Test of English as a Foreign Language (T.O.E.F.L.) must be submitted from all applicants from non-English speaking countries. Information and registration forms can be obtained from the T.O.E.F.L. Program, Educational Testing Service, Princeton, N.J. 08540 or visit the T.O.E.F.L. website for up-to-date information at: www.toefl.org. A minimum score of 90 on the internet based test (I.B.T.) is required for admission.

To be admitted as a non-matriculated (non-degree-seeking) graduate student in order to take courses for teacher certification or personal enrichment, an applicant must:

1. Submit a completed application form with a $50 non-refundable 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 University 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 University New York, 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 and Institutional Work-Study Programs

Information is available in the Financial Aid Office.

Satisfactory Academic Progress

Federal regulations and Dominican University New York 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, Organizational Leadership & Communication, Nursing, Occupational Therapy, Physical Therapy, and Teacher Education.

The University publishes schedules of courses for each academic term. The University 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 University 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 University 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 University or the student are implied. The University 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 73)	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.

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. This date may be no later than 2/3 of the way through the next regular session of the particular program. The "INC" becomes an "F" if the requirements are not satisfied within the assigned time limit. In the case of an unforeseen emergency, students should contact the Office of the Academic Dean.

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.

Tuition and Fees

Undergraduate Tuition & Fees 2024-25

Tuition

Credits	Cost
12 -17 credits/semester*	$16,560
*18 credits & over	$450/credit
Fewer than 12 credits	$1,010/credit

General Registration Fees (non-refundable)

Credits	Cost
12 or more credits	$475/term
Fewer than 12 credits	$220/term

Resident Students

Item	Cost
Room & Board:	
Hertel Hall	
• Single Room	$5,505/semester
• Suite	$5,050/semester
• Double Room	$5,010/semester
• Triple Room	$4,855/semester
Rosary Hall:	
• Single Room	$4,815/semester
• Double Room	$5,020/semester
• Triple Room	$4,985/semester
Guzman Hall	
• Two Singles Units	$5,890/semester
• Four Singles Unit	$5,590/semester

Meal Plans

Plan	Cost
DU Value:	$2,245 (includes $50 Dominican Dollars)
DU Standard:	$2,510 (includes $100 Dominican Dollars)
DU Plus+:	$2,750 (includes $400 Dominican Dollars)
DU Premium:	$3,230 (includes $500 Dominican Dollars)
DU Commuter:	$300 (includes $50 Dominican Dollars)

Deposit	Cost
Dorm Damage Deposit	$250
Tuition Deposit	$300

Special Fees 2024-2025

Fee	Amount
Undergraduate auditing fee (per course)	$650
Graduate Auditing Fee	$750
Portfolio (per credit)	$50
Freshman Orientation Fee	$150
Transfer Orientation Fee	$50
Conferring of Degree	$300
Transcripts	$5
Late Registration	$50
Nursing (pre-licensure) support and test preparation (non-refundable)	$250/Semester
ABSN support and test prep (non-refundable)	$500/Term
WABSN support and test prep (non-refundable)	$75/Term
FNP Continuance Fee	$1,120/Term
DNP Continuance Fee	$1,190/Term
Nursing UG Clinical Fee	$150/Term
FNP Online Text Fee	$50/Term
OT Program Fee	$200/Term
ID Card Replacement Fee	$20

Withdrawal from the University

Timeline	Refund Amount
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:

Timeline	Refund Amount
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:

Timeline	Refund Amount
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:

Timeline	Refund Amount
On or before the first class meeting	100%
After the first class meeting	No refund

Graduate Tuition & Fees 2024-2025

Graduate programs tuition (per credit):

Program	Tuition
DPT and DNP	$1,190
MSN-FNP and OT	$1,120
MBA/HCM, MSED	$1,095
MSOLC	$760

Graduate Registration Fees 2024-2025 (nonrefundable):

Fee	Amount
Application fee	$50
Full-time registration (12+ credits/term	$475
Part-time (fewer than 12 credits/term)	$220

The University 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 receiving diplomas. Checks should be made payable to Dominican University New York. 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%.

Accreditation and Memberships

Accreditation

Dominican University New York is accredited by:

- Middle States Commission on Higher Education
- Board of Regents of the University of the State of New York

Membership Associations

Dominican University New York holds membership in the following associations:

- Acadeum College Consortium
- American Association of Collegiate Registrars and Admissions Officers
- 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 of Universities and Colleges
- College and University Professional Association for Human Resources
- College Board
- Commission on Independent Colleges and Universities
- Council for Advancement & Support of Education
- Council for Higher Education Accreditation
- Council of Independent Colleges
- Dominican Colleges & Universities Consortium
- Dominican Higher Education Council
- Hispanic Association of Colleges and Universities
- Lower Cost Models Consortium
- 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 (Division II)
- National Council of State Authorization of Reciprocity Agreements
- Society for College and University Planning

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 University New York is located in Rockland County, New York, at Exit 6E of the Palisades Parkway. The University 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 the University.

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 the University.

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 the University.

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 University.

The University 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 University New York is also located near major airports serving New York and New Jersey.

Undergraduate Programs of Study

Art

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

Art

Degree Type
Minor

Summary of Requirements: Art Minor

Requirements: 18 credit hours – 12 of which must be Dominican Uni-versity New York 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:

Course Code	Title	Credits
AR 222	History and Appreciation of Art I	3
AR 223	History and Appreciation of Art II	3
AR 226	The Foundations of Modernism	3
AR 227	20th-Century Art: A Kaleidoscope of Styles	3
AR 228	Art Around the World	3
AR 229	Anonymous Was a Woman	3
	AR/SP 232	3
	Sub-Total Credits	**6**

12 credits hours in Studio Art:

Course Code	Title	Credits
AR 112	Essentials of Art	3
AR 220	Pastels	3
AR 235	Mosaics	3
AR 250	Digital Imaging Techniques	
AR 330	Life Drawing	3
AR 331	The Language of Drawing	3
AR 332	Sculpture I	3
AR 334	Oil Painting	3

AR 335	Advanced Oil Painting	3
AR 336	Watercolors	3
AR 337	Advanced Watercolors	3
AR 338	Landscape Painting	3
AR 339	Introduction to Printmaking	3
	Sub-Total Credits	**12**
	Total Credits	**18**

Biology

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

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

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 offered to those interested in the 3-3 B.A. Biology-Doctor of Physical Therapy program or Adolescent Education.

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 University New York who have an overall 3.25 GPA, a minimal GPA of 3.25 in all prerequisite courses required by AUA, and faculty recommendation will be offered admission to the AUA Medical School.

New York Medical College (NYMC): Dominican University New York seniors who are admitted into the Graduate School of Basic Medical Sciences (GSBMS) Master's pro-grams 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 University 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 University students who have a minimum of 3.0 GPA with no grades below may apply for early acceptance to the follow-ing programs at NYMC: Health Policy & Management, Health Behavior & Community Health, Epidemiology, Biostatistics, and Envi-ronmental 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.

3-3 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 University New York's 3-3 BA-DPT program. Students who maintain at least a 3.3 GPA overall and in the DPT prerequisite courses (with no prerequi-site 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 University.

Biology Honor Society
Beta Beta Beta is an honor society for undergraduate students who are dedicated to improving the understanding and appreciation of biological study and scientific research. Since its founding in 1922, more than 200,000 persons have been accepted into lifetime membership, and more than 626 chapters have been established throughout the United States and Puerto Rico.

The Nu Psi chapter of Beta Beta Beta, was founded at Dominican University New York in 2008.

Eligibility:

- undergraduate major in biology
- completed at least one term of the second year of a four-year curriculum or its equivalent
- completed at least three semester courses in biology, of which at least one is not an introductory course
- be in good academic standing with a GPA of 3.2 or better in all courses
- have the recommendations of the Science Department faculty
- have demonstrated service to the community (college and otherwise)

Benefits:

- gain access to scholarships and grants to carry out independent research
- participate in regional and national conventions
- network with other undergraduate biology majors
- publish undergraduate research in the BIOS journal
- become a chapter officer and gain leadership skills
- participate in service, social, and research events sponsored by the Nu Psi chapter

Academic Requirements
Students may be admitted to the Biology program only after com-pleting BI 221-222 General Biology 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 three times.

The Biology program offers several 3- or 4-credit electives, typically taken in the junior or senior year. Students may choose among any of the following courses for their Biology or Science electives:

BI 223 Anatomy and Physiology I
BI 224 Anatomy and Physiology II
BI 230 Introduction to Immunology
BI 327 Introduction to Forensic Science
BI 328 Studies in Biochemistry I
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
PY 221 General Physics II

Summary of Degree Requirements:

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

- General, for students intending to enter the STEM work-force or pursue graduate studies in science;
- Pre-Med, for students intending to pursue graduate studies in medical fields;
- Pre-PT, for students intending to enter a Doctor of Physical Therapy program;
- 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.

A total of 120 credits are required to complete the B.S. degree in Bi-ology. These credits consist of Dominican Curriculum (DC) courses, Biology core and cognate courses, courses specific to the student's chosen concentration, and free electives.

The biology curriculum includes a first-year general biology se-quence, botanical sciences, genetics, microbiology, human physiology or histology, and bioinformatics. Required courses in the physical sciences include one year each in general chemistry and organic chemistry, and one semester of general physics (with labs). Calculus I and Biostatistics courses are also required. Students must choose 15-16 credits of biology and science electives. All students are required to complete 8 credits that focus on scientific research.

Biology - Pre-PT Track

Degree Type
B.A.

Sample Curriculum Pattern

Freshman Year

Fall Semester

Course Code	Title	Credits
FS 111	Freshman Seminar	2
DC 120	Reading & Writing in the Academy	3
BI 221	General Biology I	4
BI 201	Pathways to Biology I	2
	Component I course or Math (based on placement)	3
	Sub-Total Credits	**14**

Spring Semester

Course Code	Title	Credits
	DC Component I: Through Cultural Lenses	3
DC 111	Persuasive Speaking	3
BI 225	Introductory Microbiology	4
BI 201	Pathways to Biology I	2
	Component I course or Math (based on placement)	3
	Sub-Total Credits	**15**

Sophomore Year

Fall Semester

Course Code	Title	Credits
BI 226	Genetics	4
CH 221	General Chemistry I	4
MA 235	Biostatistics and Epidemiology	3
	Component II C, M, or P course	3
	Component II C, M, or P course	3
	Sub-Total Credits	**17**

Spring Semester

Course Code	Title	Credits
CH 222	General Chemistry II	4
BI 327	Introduction to Forensic Science	4
	Component II C, M, or P course	3
	Component II C, M, or P course (G course)	3
	Sub-Total Credits	**14**

Junior Year

Fall Semester

Course Code	Title	Credits
CH 331	Organic Chemistry I	4
PY 221	General Physics I	4
BI 223	Anatomy and Physiology I	4
	Component III course (V)	3
	Sub-Total Credits	**15**

Spring Semester

Course Code	Title	Credits
CH 332	Organic Chemistry II	4
BI 442	Special Topics in Biology	2
PY 222	General Physics II	4
BI 224	Anatomy and Physiology II	4
	Component III course (S or V)	3
	Sub-Total Credits	**17**

Senior Year

Fall Semester

Course Code	Title	Credits
BI 229	Molecular Microbiology	4
BI 443	Research Seminar I	3
	Elective (Psychology)*	3
	Elective (Psychology)*	3
	Sub-Total Credits	**13**

Spring Semester

Course Code	Title	Credits
BI 325	Bioinformatics	4
BI 444	Research Seminar II	3
BI 334	Histology	4
	Science or Biology elective	3-4
	Sub-Total Credits	**14-15**

Enrollment in and completion of the B.S. degree in Biology is not an automatic guarantee of acceptance to the Doctor of Physical Therapy Program at Dominican University New York. The application process is competitive; however, Dominican University graduates are given preferential consideration over other equally qualified external candidates.

* Mandatory pre-requisite courses for the Doctor of Physical Therapy Program at Dominican University. Two Psychology courses are also required. The applicant must achieve no less than a grade of C in any prerequisite course with a minimum overall GPA of 3.0.

**Biology majors must, at minimum, successfully complete Calculus I with a C or better.

	Total Credits	**120**

Biology - General Track

Degree Type
B.S.

Sample Curriculum Pattern

Freshman Year

Fall Semester

Course Code	Title	Credits
FS 111	Freshman Seminar	2

DC 120	Reading & Writing in the Academy	3
BI 221	General Biology I	4
BI 201	Pathways to Biology I	2
	Sub-Total Credits	**11**

Spring Semester

Course Code	Title	Credits
	DC Component I: Through Cultural Lenses	3
DC 111	Persuasive Speaking	3
BI 222	General Biology II	4
BI 202	Pathways to Biology II	2
	Component I course or Math (based on placement)	3
	Sub-Total Credits	**15**

Sophomore Year

Fall Semester

Course Code	Title	Credits
CH 221	General Chemistry I	4
BI 226	Genetics	4
MA 235	Biostatistics and Epidemiology	3
	Component II C, M, or P course	3
	Component II C, M, or P course	3
	Sub-Total Credits	**17**

Spring Semester

Course Code	Title	Credits
CH 222	General Chemistry II	4
BI 327	Introduction to Forensic Science	4
	Component II C, M, or P course	3
	Component II C, M, or P course (G course)	3
	Sub-Total Credits	**14**

Junior Year

Fall Semester

Course Code	Title	Credits
PY 221-222	General Physics I, II	8
	Component III course (V)	3

	Science or Biology elective with lab	4
	Sub-Total Credits	**15**

Spring Semester

Course Code	Title	Credits
BI 442	Special Topics in Biology	2
	Component III course (S or V)	3
	Science or Biology elective with lab	4
	Elective	3
	Sub-Total Credits	**16**

Senior Year

Fall Semester

Course Code	Title	Credits
BI 229	Molecular Microbiology	4
BI 443	Research Seminar I	3
	Science or Biology elective with lab	4
	Elective	3
	Sub-Total Credits	**14**

Spring Semester

Course Code	Title	Credits
BI 325	Bioinformatics	4
BI 444	Research Seminar II	3
	BI 334 or 342	4
	Science or Biology elective	3-4
	Sub-Total Credits	**14-15**

* The biology and science electives that are selected will be based on the student's plans post-graduation and chosen with the guidance of their academic advisor.

** Biology majors must, at minimum, successfully complete Calculus I with a C or better.

*** Histology has the prerequisites of Anatomy and Physiology I and II. If these prerequisites have not been completed, Human Physiology must instead be taken.

Biology - Neuroscience Track

Degree Type

B.S.

Some of the courses in this concentration are offered through Dominican University's partnership with LCMC, a national consortium of private colleges. These courses are designed by top academics, re-viewed by industry leaders, and taught online--synchronously or asynchronously--by qualified faculty from other colleges within the LCMC consortium.

Required concentration courses include the following LCMC courses:

- Neuroscience Foundations
- Clinical Neuropathology
- Biological Basis of Perception and Movement

Students are also required to successfully complete PS 101: General Psychology I.

Students are required to take one course from Group A and one from Group B below for a total of 7 credits.

Group A: (3 credits)
Biopsychology (PS 334)
Cognitive Psychology (PS 346)
Animal Behavior* (BI 336)

Group B: (4 credits)
Anatomy and Physiology I and lab* (BI 223)
Cell Biology and lab* (BI 339)
Studies in Biochemistry I and lab* (BI 328)

Biology majors are required to take four biology/science electives, three of which must have a lab. The courses marked with an "*" may be taken to satisfy these discipline-specific electives.

Sample Curriculum Pattern

Freshman Year

Fall Semester

Course Code	Title	Credits
FS 111	Freshman Seminar	2
DC 120	Reading & Writing in the Academy	3
BI 221	General Biology I	4
BI 201	Pathways to Biology I	2
	Component I course or Math (based on placement)	3
	Sub-Total Credits	**14**

Spring Semester

Course Code	Title	Credits
	DC Component I: Through Cultural Lenses	3
DC 111	Persuasive Speaking	3

BI 222	General Biology II	4
BI 201	Pathways to Biology I	2
	Component I course or Math (based on placement)	3
	Sub-Total Credits	**15**

Sophomore Year

Fall Semester

Course Code	Title	Credits
CH 221	General Chemistry I	4
BI 226	Genetics	4
MA 235	Biostatistics and Epidemiology	3
	Component II C, M, or P course	3
	Component II C, M, or P course	3
	Sub-Total Credits	**17**

Spring Semester

Course Code	Title	Credits
CH 222	General Chemistry II	4
BI 327	Introduction to Forensic Science	4
	Component II C, M, or P course	3
	Component II C, M, or P course (G course)	3
	Component III S course: General Psychology I	3
	Sub-Total Credits	**17**

Junior Year

Fall Semester

Course Code	Title	Credits
CH 331	Organic Chemistry I	4
PY 221	General Physics I	4
BI 323	Neuroscience Foundations	3
	Component III course (V)	3
	Sub-Total Credits	**14**

Spring Semester

Course Code	Title	Credits
CH 332	Organic Chemistry II	4
BI 442	Special Topics in Biology	2

	Group “A” Elective	3
	Group “B” Elective	4
BI 343	Biological Basis of Perception and Movement	3
	Sub-Total Credits	**16**

Senior Year

Fall Semester

Course Code	Title	Credits
BI 229	Molecular Microbiology	4
BI 443	Research Seminar I	3
	Science or Biology elective with lab	4
LCMC	Clinical Neuropathology	3
	Sub-Total Credits	**14**

Spring Semester

Course Code	Title	Credits
BI 325	Bioinformatics	4
BI 444	Research Seminar II	3
	BI 334 or 342	4
	Science or Biology elective	3-4
	Sub-Total Credits	**14-15**

	Total Credits	**121**

Biology - Pre-Med Track

Degree Type
B.S.

Sample Curriculum Pattern

Freshman Year

Fall Semester

Course Code	Title	Credits
FS 111	Freshman Seminar	2
DC 120	Reading & Writing in the Academy	3
BI 221	General Biology I	4

BI 201	Pathways to Biology I	2
CH 221	General Chemistry I	4
	Sub-Total Credits	**15**

Spring Semester

Course Code	Title	Credits
	DC Component I: Through Cultural Lenses	3
	Component I course or Math (based on placement)	3
BI 202	Pathways to Biology II	2
BI 222	General Biology II	4
CH 222	General Chemistry II	4
	Sub-Total Credits	**16**

Sophomore Year

Fall Semester

Course Code	Title	Credits
BI 226	Genetics	4
CH 331	Organic Chemistry I	4
PY 221	General Physics I	4
	Component I course or Math (based on placement)	3
	Sub-Total Credits	**15**

Spring Semester

Course Code	Title	Credits
CH 332	Organic Chemistry II	4
BI 328	Studies in Biochemistry I	4
PY 222	General Physics II	4
DC 111	Persuasive Speaking	3
	Sub-Total Credits	**15**

Junior Year

Fall Semester

Course Code	Title	Credits
BI 223	Anatomy and Physiology I	4
MA 235	Biostatistics and Epidemiology	3
	Component II C, M, or P course	3
	Component II C, M, or P course	3

	Component III course (V)	3
	Sub-Total Credits	**15**

Spring Semester

Course Code	Title	Credits
BI 224	Anatomy and Physiology II	4
BI 327	Introduction to Forensic Science	4
BI 442	Special Topics in Biology	2
	Component II C, M, or P course	3
	Component III course (S or V)	3
	Sub-Total Credits	**16**

Senior Year

Fall Semester

Course Code	Title	Credits
BI 229	Molecular Microbiology	4
BI 443	Research Seminar I	3
	Component II C, M, or P course (G course)	3
	Component III course (S or V)	3
	Sub-Total Credits	**13**

Spring Semester

Course Code	Title	Credits
BI 325	Bioinformatics	4
BI 444	Research Seminar II	3
BI 334	Histology	4
	Elective	3
	Sub-Total Credits	**14**

The pre-med track at Dominican University prepares students for careers in medicine, dentistry, veterinary medicine, and other healthcare careers. The Health Professions advisor ensures that required courses for post-graduate education in medicine are chosen, provides advice on seeking internship and shadowing opportunities, and guides students through the testing and application processes.

For those entering medical or dental school, coursework must be completed that both satisfies graduate school requirements and prepares them to perform well on the Medical College Admission Test (MCAT) or Dental Admission Test (DAT). Since these schools often have varying admissions requirements, it is important to work closely with both the academic advisor and Health Professions advisor to ensure these requirements are met.

* For students pursuing post-graduate work in a Physician Assistant program, General Physics II is generally not required. Instead, an

alernative science or biology elective with a lab should be chosen.
** Biology majors must, at minimum, successfully complete Calculus I with a C or better.
*** Psychology and Social Science are suggested as electives.

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 program's motto is "Doing Business Right" – which means learning to be successful through modern business techniques while also seek-ing to make the world a better place. Students may also pursue a concentration within the program in Sports Management.

The Business Management program is accredited by the International Accreditation Council for Business Education (I.A.C.B.E.): IACBE 11960 Quivira Road, Suite 300, Overland Park, KS 66213 www.iacbe.org

Experiential Business Learning Requirement
In order to graduate, students in Business Management must complete an experiential learning requirement related to their field of interest. The experiential learning requirement can be met through 3-credits of internship, 3-credits of practicum or an equivalent non-credit experience in a real world or "out of the traditional classroom" context. The requirement offers students the opportunity to initiate lifelong learning through the development and application of academic knowledge and skills in new or different settings.
Experiential learning may fall into one or more of the following categories:

- **Undergraduate Research**, where students engage in systematic inquiry that contributes to the discovery or interpretation of knowledge significant to their field of study.
- **Community/Civic Engagement**, where students interact with people from diverse backgrounds, to challenge their understanding of community needs, and to explore ways of partnering with community members to address problems or improve community life. Examples could include a semester-long community engagement, or civic project where a student's business studies assist them in serving the community.
- **Career and Practical Experiences**, where students use skills and concepts learned in the classroom while engaging in work-like settings that relate to their field of study or possible career path. Examples include internship, co-ops, student teaching, or tutoring experience.

Both credit-bearing and non-credit bearing experiences, paid or un-paid, may be proposed for meeting this requirement. All student experiential learning experiences must be approved by the student's academic advisor. Furthermore, all internships **must** be approved by the Career Development Center. All such experiences must include the following:

- significant opportunities for the student to apply academic ideas, concepts, theories and/or skills to practice;
- significant experience-based learning beyond that which typically occurs in the undergraduate classroom;
- sustained and significant interaction throughout the experience between the student and their faculty/staff advisor(s);
  sustained student involvement or immersion (with the total amount of time committed by the student being roughly equal at least to that required for a three-credit-hour
  course);
- a meaningful opportunity for student reflection (e.g., with a portfolio, final essay, faculty/student meeting or other opportunity) at the conclusion of the experience;
- and a level of academic rigor and education effectiveness com-parable to what is found in a typical Dominican University New York undergraduate course.
- Up to 6 internship credits may be applied to the degree.

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 up-per 20 percent of the senior or master's class and be invited to member-ship by the faculty officers.

Business Management

Degree Type
B.S.

Summary of Requirements:

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 Mathematics placement examination.
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, FN 111, AC 111,AC 112, MG 310, MG 355, MG 474)	31
Liberal Arts(including EC 211,EC 212, MA 113, MA 114 or 116, MA 225, CS 112)	60
Free Electives	12-18
Internships, Practicums, or Experiential Learning	0-6
Freshman Seminar	2
Total Credits Required	**120**

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

Sample Curriculum Pattern

Freshman Year

Fall Semester

Course Code	Title	Credits
MG 211	Introduction to Management	3
	DC 119/120	3-4
MA 113	College Algebra	3
DC 111	Persuasive Speaking	3
FS 111	Freshman Seminar	2
	Sub-Total Credits	**14-15**

Spring Semester

Course Code	Title	Credits
MK 114	Basic Marketing	3
FN 111	Basic Finance and Investing	3
DC 150	Through Cultural Lenses: Baseball	3
MA 116	Finite Mathematics	3
DC 130	Introductory Logic	3
	Sub-Total Credits	**15**

Sophomore Year

Fall Semester

Course Code	Title	Credits
AC 110	Principles of Financial Accounting	3
EC 211	Macroeconomics	3
MA 225	Introduction to Statistics	3
DC 200	Cosmos	3
CS 112	Effective Business Communications: Writing and Speaking	3
	Sub-Total Credits	**15**

Spring Semester

Course Code	Title	Credits
AC 112	Principles of Managerial Accounting	3
EC 212	Microeconomics	3
IX 250	Principles of Systems and Technology	3
DC 220	Institutions	3
DC 240	Revolutions	3
	Sub-Total Credits	**15**

Junior Year

Fall Semester

Course Code	Title	Credits
MG 310	Business, Society, and Corporate Values	3
MG 341	Human Relations of Management/Organizational Behavior	3
	Liberal Arts Elective	3
DC 260	Innovations	3
	Hub Course for Gen Ed Minor	3
	Sub-Total Credits	**15**

Spring Semester

Course Code	Title	Credits
MG 355	International Management	3
	Science Course for Gen Ed Minor	3
	Values Course for Gen Ed Minor	3
	Elective	3
	Elective	3
	Sub-Total Credits	**15**

Senior Year

Fall Semester

Course Code	Title	Credits
	DC 470 - 490 Gen Ed Minor Culmination	3
BU 393	Internship I	6
BU 213	Business Law I	3
	MG Elective	3
MG 474	Senior Business Capstone	3
	Sub-Total Credits	**18**

Spring Semester

Course Code	Title	Credits
	MG Elective	3
	Liberal Arts Elective	3
	Elective	3
	Elective	3
	Elective	3
	Sub-Total Credits	**15**

* Experiential Learning *can be completed over the summer or other period*. If completed for no credit, a free elective requirement is added here.

	Total Credits	**120**

Business Management: Sports Management Concentration

Degree Type
B.S.

Summary of Requirements:

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

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.

Summary of Requirements: Sports Management

Course	Credits
SM 210	3
3 SM Elective courses	9
Free Electives	12-15
Business Core(MG 211, MK 114, IX 250, BU 213, AC 111, AC 112, FN 111, MG 310, SM 350, MG 474)	31
Liberal Arts(including EC 211,EC 212, MA 113, MA 114 or 116, MA 225, CS 112)	60
Freshman Seminar	2
Internship, Practicum, or Experiential Learning	0-6
Total Credits Required	**120**

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

Sample Curriculum Pattern

Freshman Year

Fall Semester

Course Code	Title	Credits
SM 210	Introduction to Sports Management	3
DC 111	Persuasive Speaking	3
MA 113	College Algebra	3
	DC 119/120	3-4
FS 111	Freshman Seminar	2
	Sub-Total Credits	**14-15**

Spring Semester

Course Code	Title	Credits
MG 211	Introduction to Management	3
CS 112	Effective Business Communications: Writing and Speaking	3
DC 150	Through Cultural Lenses: Baseball	3
	MA 114 or MA 116	3

DC 130	Introductory Logic	3
	Sub-Total Credits	**15**

Sophomore Year

Fall Semester

Course Code	Title	Credits
FN 111	Basic Finance and Investing	3
	SM Elective Group	3
DC 200	Cosmos	3
MK 114	Basic Marketing	3
DC 220	Institutions	3
	Sub-Total Credits	**15**

Spring Semester

Course Code	Title	Credits
AC 110	Principles of Financial Accounting	3
EC 211	Macroeconomics	3
DC 240	Revolutions	3
MA 225	Introduction to Statistics	3
SM 350	Sports in the Global Arena	3
	Sub-Total Credits	**15**

Junior Year

Fall Semester

Course Code	Title	Credits
EC 212	Microeconomics	3
DC 260	Innovations	3
	Hub Course for Gen Ed Minor	3
AC 112	Principles of Managerial Accounting	3
	SM Elective Group	3
	Sub-Total Credits	**15**

Spring Semester

Course Code	Title	Credits
MG 310	Business, Society, and Corporate Values	3
	Elective	3
	Science Course for Gen Ed Minor	3

	Values Course for Gen Ed Minor	3
IX 250	Principles of Systems and Technology	3
	Sub-Total Credits	**15**

Senior Year

Fall Semester

Course Code	Title	Credits
	DC 470 - 490 Gen Ed Minor Culmination	3
	Liberal Arts Elective	3
BU 393	Internship I	6
MG 474	Senior Business Capstone	3
BU 213	Business Law I	3
	Sub-Total Credits	**18**

Spring Semester

Course Code	Title	Credits
	Liberal Arts Elective	3
	Liberal Arts Elective	3
	Elective	3
	Elective	3
	Elective	3
	Sub-Total Credits	**15**

* Experiential Learning *can be completed over the summer or other period.* If completed for no credit, a free elective requirement is added here.

Business

Degree Type
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 University New York.

The Business Minor consists of 18 credits:

Course Code	Title	Credits

MG 211	Introduction to Management	3
MK 114	Basic Marketing	3
FN 111	Basic Finance and Investing	3
	3 other Business courses	9
	Sub-Total Credits	**18**

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).

	Total Credits	**18**

Human Resource

Degree Type
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:

Course Code	Title	Credits
MG 211	Introduction to Management	3
MG 310	Business, Society, and Corporate Values	3
MG 331	Human Resource Management	3
MG 341	Human Relations of Management/Organizational Behavior	3
MG/CS 373	Leadership, Power, and Influence	3
PS 102	General Psychology II: Social Bases of Human Behavior	3
PS 227	Industrial Psychology	3

	Total Credits	**21**

Real Estate

Degree Type
Minor

Real estate markets are changing. Today's commercial real estate manager has to understand far more about marketing and customer satisfaction to compete for the attention of businesses. Our minor is designed to give students the key skills they will need to start a career in real estate.

The Real Estate minor consists of 18 credits from the following courses:

Course Code	Title	Credits
FN 111	Basic Finance and Investing	3
MK 114	Basic Marketing	3
FN 491		
MK 491		
MG 491		
MK 271	Hospitality: Restaurants	1
	Sub-Total Credits	**7**

(internship must be related to real estate to qualify) or any future courses deemed to be real-estate focused by the division director.

	Total Credits	**7**

Sales

Degree Type
Minor

The Sales 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 objec- tions, 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 Sales minor consists of 18 credits:

Course Code	Title	Credits
MG 211	Introduction to Management	3
MK 114	Basic Marketing	3
CS 112	Effective Business Communications: Writing and Speaking	3
MK 333	Sales	3
MG 343	Sales / CRM Management	3
	Business Elective	3
	Sub-Total Credits	**18**

Business Elective: (can be collection of 1-credit courses) approved by the Division Director.

	Total Credits	**18**

Sports Management

Degree Type

Minor

The Sports Management minor is intended for non-business students who wish to learn about the areas that are pertinent to Sports Management.

Course Code	Title	Credits
SM 210	Introduction to Sports Management	3
SM 350	Sports in the Global Arena	3
	SM Elective Group	3
	SM Elective Group	3
	SM Elective Group	3
	SM Elective Group	3
	Total Credits	**18**

Chemistry

Chemistry

Degree Type
Minor

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

Required Courses

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

Course Code	Title	Credits
CH 221	General Chemistry I	4
CH 222	General Chemistry II	4
CH 331	Organic Chemistry I	4
CH 332	Organic Chemistry II	4
	CH/BI 328	4
	Chemistry Minor Elective Courses	7
	Total Credits	**27**

Communication Studies

Communication Studies Major

The B.A. in Communication Studies at Dominican University New York 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. Successful completion of CS 111 is a prerequisite to enter this major.

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, Freedom of the Press, Creation, and Sex, Pop Culture and the Media.

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.

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 University New York'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 University New York'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

Communication Studies Minor

The minor in Communication Studies provides a broad-based academic experience that supports other programs at the University. 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 Busi-ness and Management as well as interdepartmental courses students may take to fulfill the requirements. Specific courses in English, Criminal Justice, Fine Arts, and Marketing may be options used to fulfill elective requirements.

Communication Studies: Media Track

Degree Type

B.A.

Summary of Communication Studies requirements

The Core Required Courses:

Course Code	Title	Credits
CS 221	Persuasion and Argumentation	3
CS 222	Interpersonal Communication	3
CS 275	Communication, Language, and Power	3
CS 325	Introduction to Communication Theory	3
	CS 446 and CS 471	4
	CS 473 or CS 472	2-3

Sample Curriculum Pattern

Freshman Year

Fall Semester

Course Code	Title	Credits
FS 111	Freshman Seminar	2
DC 111	Persuasive Speaking	3
DC 130	Introductory Logic	3
DC 125	Quantitative Reasoning	3
	Sub-Total Credits	**14**

Spring Semester

Course Code	Title	Credits
	Elective	3
DC 150	Through Cultural Lenses: Baseball	3
DC 200	Cosmos	3
CS 221	Persuasion and Argumentation	3
CS 222	Interpersonal Communication	3
	Sub-Total Credits	**15**

Sophomore Year

Fall Semester

Course Code	Title	Credits
	Elective	3
	Elective	3

	Elective	3
DC 260	Innovations	3
CS 275	Communication, Language, and Power	3
	Sub-Total Credits	**15**

Spring Semester

Course Code	Title	Credits
	Elective	3
DC 220	Institutions	3
DC 240	Revolutions	3
CS 325	Introduction to Communication Theory	3
CS 446	Gender Communication	3
	Sub-Total Credits	**15**

Junior Year

Fall Semester

Course Code	Title	Credits
	Elective	3
	Hub Course for Gen Ed Minor	3
	Science Course for Gen Ed Minor	3
	CS Course Media 1	3
	CS Course Media 2	3
	Sub-Total Credits	**15**

Spring Semester

Course Code	Title	Credits
	Elective	3
	CS Course Media 3	3
	CS Course Media 4	3
	Values Course for Gen Ed Minor	3
	Gen Ed Minor Culmination	3
	Sub-Total Credits	**15**

Senior Year

Fall Semester

Course Code	Title	Credits
	Elective	3

	Elective	3
	Elective	3
	CS Course Media 5	3
CS 471	Communication Research Techniques	1
	GEC Minor Capstone	3
	Sub-Total Credits	**16**

Spring Semester

Course Code	Title	Credits
	Elective	3
	Elective	3
	Elective	3
	CS Course Media 6	3
CS 473	Senior Research in Communication Studies	2
	Sub-Total Credits	**14**

	Total Credits	**18-19**

Communication Studies: Organizational Leadership Track

Degree Type
B.A.

Summary of Communication Studies requirements

The Core Required Courses:

Course Code	Title	Credits
CS 221	Persuasion and Argumentation	3
CS 222	Interpersonal Communication	3
CS 275	Communication, Language, and Power	3
CS 325	Introduction to Communication Theory	3
	CS 446 and CS 471	4
	CS 473 or CS 472	2-3
	Sub-Total Credits	**18-19**

One Additional Course (3 credits) from the other "track" or from the following:

Course Code	Title	Credits
CS 445	Crime, Justice, and the Media	3
CS 447	Communication within the Criminal Justice System	3

CS 491	Internship in Communication Studies	1-3
	Sub-Total Credits	**3**

Sample Curriculum Pattern

Freshman Year

Fall Semester

Course Code	Title	Credits
FS 111	Freshman Seminar	2
DC 111	Persuasive Speaking	3
DC 130	Introductory Logic	3
DC 125	Quantitative Reasoning	3
	Sub-Total Credits	**14**

Spring Semester

Course Code	Title	Credits
	Elective	3
DC 150	Through Cultural Lenses: Baseball	3
DC 200	Cosmos	3
CS 221	Persuasion and Argumentation	3
CS 222	Interpersonal Communication	3
	Sub-Total Credits	**15**

Sophomore Year

Fall Semester

Course Code	Title	Credits
	Elective	3
	Elective	3
	Elective	3
DC 260	Innovations	3
CS 275	Communication, Language, and Power	3
	Sub-Total Credits	**15**

Spring Semester

Course Code	Title	Credits
	Elective	3
DC 220	Institutions	3

DC 240	Revolutions	3
CS 325	Introduction to Communication Theory	3
CS 446	Gender Communication	3
	Sub-Total Credits	**15**

Junior Year

Fall Semester

Course Code	Title	Credits
	Elective	3
	Hub Course for Gen Ed Minor	3
	Science Course for Gen Ed Minor	3
	CS Course Org. Leadership 1	3
	CS Course Org. Leadership 2	3
	Sub-Total Credits	**15**

Spring Semester

Course Code	Title	Credits
	Elective	3
	CS Course Org. Leadership 3	3
	CS Course Org. Leadership 4	3
	Values Course for Gen Ed Minor	3
	Gen Ed Minor Culmination	3
	Sub-Total Credits	**15**

Senior Year

Fall Semester

Course Code	Title	Credits
	Elective	3
	Elective	3
	Elective	3
	CS Course Org. Leadership 5	3
CS 471	Communication Research Techniques	1
	GEC Minor Capstone	3
	Sub-Total Credits	**16**

Spring Semester

Course Code	Title	Credits

	Elective	3
	Elective	3
	Elective	3
	CS Course Org. Leadership 6	3
CS 473	Senior Research in Communication Studies	2
	Sub-Total Credits	**14**

	Total Credits	**21-22**

Communication Studies

Degree Type

Minor

Summary of Requirements: Communications Studies

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

18 credits distributed as follows:

Required Areas

Course Code	Title	Credits
CS 221	Persuasion and Argumentation	3
CS 222	Interpersonal Communication	3
	Media Communications Course	3
	Organizational Communications Course	3
	Sub-Total Credits	**12**

Elective Areas

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

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

Course Code	Title	Credits
	CS and Interdepartmental Courses:	6
	Sub-Total Credits	**6**

	Total Credits	**18**

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 under-standing 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 di-verse career paths and assume positions of leadership in law enforcement, court administration, corrections, and academia.

Criminal Justice Honor Society

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

Criminal Justice Minor

The Criminal Justice minor offers a broad-based, interdisciplinary aca-demic 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 perspec-tives on the origin and societal meaning of crime and justice. The mi-nor 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.

Criminal Justice

Degree Type
B.A.

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:

Required Course

Course Code	Title	Credits
SO 111	Introduction to Sociology	3
	Sub-Total Credits	**3**

Criminal Justice Core

Course Code	Title	Credits
CJ 113	Introduction to Criminal Justice	3
CJ 226	The Police, the Citizen, and the Community	3
CJ/SO 227	Law and Society	3
CJ 230	Juvenile Justice	3
CJ 372	Research Methods in Criminal Justice	3
CJ 471	Criminal Justice Internship	3
CJ 472	Capstone Seminar	3
	Sub-Total Credits	**21**

Elective Courses

Course Code	Title	Credits
	CJ/BI 116	4
	CJ Elective Courses	15
	Sub-Total Credits	**15**

Related Courses

Course Code	Title	Credits
	CJ Related Courses	12
	Sub-Total Credits	**12**

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.

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 102 General Psychology II is a prerequisite for all courses listed or cross-listed with a PS designation.

	Total Credits	**51**

Criminal Justice

Degree Type
Minor

To fulfill the re-quirements of the minor, students complete SO 111, CJ 113, CJ 331, and three additional courses from the list of approved electives.

Required Courses

Course Code	Title	Credits
SO 111	Introduction to Sociology	3
CJ 113	Introduction to Criminal Justice	3
CJ 331	The Constitution, Crime, and Civil Rights	3
	CJ Elective Courses (select two 200 level courses)	9
	Total Credits	**18**

Economics

Economics Minor

The Economics Minor provides an opportunity for students in any ma-jor 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 Mi-nor supplements studies in other disciplines and increases students' understanding of political and economic issues.

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

Economics

Degree Type
Minor

Required Courses

Course Code	Title	Credits
EC 211	Macroeconomics	3
EC 212	Microeconomics	3
EC 435	World Economics	3
EC 340	Global Economic Issues	3
	Economics Minor Elective Options	6
	Total Credits	**18**

Education

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 University New York 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 spec-ified field, and in each case Teacher Education standards assure expo-sure to 75 or more credits of liberal arts study in the student's total program.

Two of the Concentrations (Humanities and Mathematics) are re-lated 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 Concentration/Education Program

Degree Type
B.S.

American Studies is an interdisciplinary liberal arts concentration offered by the History program in conjunction with other programs and leads 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, philosophical, political, and social ideas that have shaped the American people.

This is a 30-credit program, with the coursework distributed as follows:

Summary of Requirements

Discipline

Discipline	Credits
American History	12
American Literature	3
History Seminar	3
Designated Interdisciplinary Liberal Arts Electives	12
Sub-Total Credits	**30**

Section I Core Requirements

Course Code	Title	Credits
	EN 223 or EN 224	3
	HI 302 or HI 339	3
	HI 335 or HI 470	3
HI 472	Seminar in Historical Research	3

Section II Political and Philosophical Studies

(9 credits with at least one History elective required):

Course Code	Title	Credits
EC 338	Wealth and Poverty: Contemporary Economic Issues	3
EN 336	Battle Pieces: Conflict and Commitment in Modern American Literature	3
HI 331	American Colonial Period	3
HI 409	Freedom & Liberty in America, 1607 to Present	3
HI 442	The Survival of the Native American	3
PH 226	American Pragmatism	3
PO 111	American National Government	3
RS 226	Religion in America: Great Awakenings	3
	Sub-Total Credits	**9**

Section III Culture and Society Studies

(9 credits with at least one History elective required):

Course Code	Title	Credits
AR 227	20th-Century Art: A Kaleidoscope of Styles	3
ED 223	School and Society	3
EN 325	American Jazz Age: Generations Lost & Found	3
EN 444	The Search for Identity: Multicultural American Fiction	3
FI 222	American Cinema	3
HI 292	History of Women in America	3
HI 446	War and Society	3
SO 226	Social Problems	3
TH 340	History of the American Musical	3
	Sub-Total Credits	**9**

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

	Total Credits	**30**

Natural Sciences Concentration/Education Program

Degree Type
B.S.

Course offerings in the natural sciences provide a lab-centered envi-ronment 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.

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:

Summary of Requirements

Required Courses

Course Code	Title	Credits
BI 113	Introductory Ecology	4
BI 221	General Biology I	4
BI 222	General Biology II	4
	BI 112 or BI 223	3
CH 221	General Chemistry I	4
CH 222	General Chemistry II	4
ES 111	Elements of Earth Science	3
PY 112	Elements of Space Science	3
	Sub-Total Credits	**29**

Recommended Electives

Course Code	Title	Credits
BI 224	Anatomy and Physiology II	4
BI 225	Introductory Microbiology	4
BI 226	Genetics	4
BI 227	Botanical Science	4
BI 228	Introductory Biochemistry	3
ES 112	Climate Science and Action	3
PY 221	General Physics I	4
PY 222	General Physics II	4
	Sub-Total Credits	**3-4**

	Total Credits	**32-33**

English

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

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

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

Simultaneously, through the class experience and the individual pro-jects 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.

University English Requirements

As the level of writing skills declines, and the demand for those skills in the professional world increases, Dominican University New York 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 University 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 119 or 120: College Writing with Lab or College Writing & Research
2. 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 DC 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 DC 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 enroll-ment college-level course offered through their high schools, must still enroll in EN 123 but will be given three elective credits in Eng-lish literature.

With those few exceptions, all freshmen are guaranteed at least 6 credits of training in English skills at a level appropriate to their back-grounds 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 University; 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.

English

Degree Type
B.A.

Summary of Requirements, English Major

Course Code	Title	Credits
EN 220	Literary Studies	3
	2 Survey courses: 1 early/1 later; 1 Brit./1 Amer.	6
EN 452	Composition and Grammar	3
EN 445–446	Shakespeare I, II	6
	3 Topics courses	9
EN 456	Writing Practicum	3
EN 472	Seminar	3
	2 other EN Elective course	6
	Sub-Total Credits	**36**

Summary of Requirements, English with Preparation for Childhood Education Major

Course Code	Title	Credits
EN 220	Literary Studies	3
	2 Survey courses	6
EN 452	Composition and Grammar	3
	1 Topic course	3
	Sub-Total Credits	**30**

Summary of Requirements, English with Preparation for Adolescent Education Major

Course Code	Title	Credits
EN 220	Literary Studies	3
	2 Survey courses: 1 early/1 later; 1 Brit./1 Amer.	6
EN 452	Composition and Grammar	3
EN 445–446	Shakespeare I, II	6
	2 Topics courses	6
	EN 454 or EN 457	3
EN 456	Writing Practicum	3
EN 472	Seminar	3
	2 other EN Elective course	6
	Sub-Total Credits	**36**

Sample Curriculum Pattern

Freshman Year

Fall Semester

Course Code	Title	Credits
FS 111	Freshman Seminar	2
DC 111	Persuasive Speaking	3
	DC 119/120	3-4
	PS 101 or PS 102	3
	Theater/Film Studies elective OR EN 458	3
	Sub-Total Credits	**14-15**

Spring Semester

Course Code	Title	Credits
	GEC II (C,M,P,G) or GEC III (V) course	3
	GEC I: MA, Foreign Lang. or PH 112/113 or GEC III (S) class	3
	GEC II C, M, or P course	3
	Social Science: HI, SO, PS, Pol. Sci.	3
	Sub-Total Credits	**15**

Sophomore Year

Fall Semester

Course Code	Title	Credits
EN 220	Literary Studies	3
EN 452	Composition and Grammar	3
	GEC II C, M, or P course	3
	3 1-credit EN Topics courses in Writing or Lit.; OR Pre-1800 EN Survey Course	3
	MA or Foreign Language	3
	Sub-Total Credits	**15**

Spring Semester

Course Code	Title	Credits
	EN 224, EN 260, or EN 232	3
	Early Survey: EN “M” or EN 333P	3
EN 445–446	Shakespeare I, II	6
	Component II C, M, or P course (G course)	3

	Film Studies, Theater, Comm. Studies/ College-wide elective	3
	Sub-Total Credits	**18**

Junior Year

Fall Semester

Course Code	Title	Credits
	EN 223, EN 231/228/443 OR EN topics elective	3
	Topics: Genre, Creative Writing	3
	GEC Component III: V course	3
	Elective	3
	Elective	3
	Sub-Total Credits	**15**

Spring Semester

Course Code	Title	Credits
EN 463	Expository Writing and Research	3
	EN Elective	3
	Survey post 1800 if needed or EN elective	3
	Elective or any GEC course if needed	3
	Elective	3
	Sub-Total Credits	**15**

Senior Year

Fall Semester

Course Code	Title	Credits
EN 472	Seminar	3
EN 456	Writing Practicum	3
	EN Elective	3
	Elective OR GEC II or III if needed	3
	Elective	3
	Sub-Total Credits	**15**

Spring Semester

Course Code	Title	Credits
	EN topics elective	3
	Elective	3
	Elective	3

	Elective	3
	Elective	3
	Sub-Total Credits	**15**

	Total Credits	**120**

English

Degree Type

Minor

The English minor provides students with a foundation of literary un-derstanding 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:

Course Code	Title	Credits
EN 220	Literary Studies	3
	British Literature	3
	American Literature	3
	English courses (200 or higher)	9
	Sub-Total Credits	**18**

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 offering.

	Total Credits	**18**

Entry-Level 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 pa-tients, 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 in-crease 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 sup-portive environment, congruent with the mission of Dominican University New York, 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 University New York 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.

The professional courses are scheduled on a trimester system — sum-mer, 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 week-end. 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 pro-mote 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.

Admission to the Entry-Level Doctor of Physical Therapy

To apply to the program, applicants must hold a baccalaureate degree in any field. The baccalaureate degree must be completed prior to the start of the Doctor of Physical Therapy Program.

The following prerequisites must be completed prior to admission to the entry-level Doctor of Physical Therapy Program.

Course	Credits
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 University New York in a traditional semester-based weekday schedule. Although the pre-requisite courses may be taken at other accredited colleges or univer-sities, 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 ac-cepted 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 re-quired 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 mini-mum score of 550 on the Test of English as a Foreign Language (T.O.E.F.L.) or 213 on the computer-based T.O.E.F.L. (C.B.T.).

All candidates must apply online utilizing the APTA's Centralized Application Service (www.ptcas.org).

Admission to Bachelor of Arts in Biology (Pre-Med)/Doctor of Physical Therapy

Dominican University New York traditional students and transfer stu-dents have the option to satisfy some of the requirements of the Bache-lor of Arts in Biology (Pre-Med track) while fulfilling the prerequisites of the Physical Therapy Program in the first three years of their aca-demic 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 require-ments and formally apply to the Entry-Level Doctor of Physical Ther-apy 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 Biol-ogy.

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.

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 en-compass 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 exami-nations that cover all material in the courses and learning experiences prior to the scheduled examination. Typically, the alternate week-ends 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 demon-strate 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 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.

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. Evi-dence 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.
The Dominican University New York 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 University 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 sched-uled 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. See the section above regarding requesting a leave of absence before submitting a with-drawal request to ensure that a student's seat in the program is held.

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.

Biology (Pre- Med) to Entry-Level Physical Therapy Program

Degree Type

B.A./D.P.T.

Curricular Outline and Plan

Freshman Year

Semester I (Fall)

Course Code	Title	Credits
	DC 119/120	3-4
BI 221	General Biology I	4
CH 221	General Chemistry I	4
MA 221	Calculus I	3
FS 111	Freshman Seminar	2
	Sub-Total Credits	**16-17**

Semester II (Winter/Spring)

Course Code	Title	Credits
BI 222	General Biology II	4
CH 221	General Chemistry I	4
MA 222	Calculus II	3
CS 111	Dynamics of Oral Communication	3
	Sub-Total Credits	**17**

Sophomore Year

Semester I (Fall)

Course Code	Title	Credits
BI 223	Anatomy and Physiology I	4

PY 211	General Physics I	4
CH 331	Organic Chemistry I	4
	GEC II	3
	GEC II	3
	Sub-Total Credits	**18**

Semester II (Winter/Spring)

Course Code	Title	Credits
BI 224	Anatomy and Physiology II	4
PY 222	General Physics II	4
CH 332	Organic Chemistry II	4
	GEC II	3
	Sub-Total Credits	**15**

Summer Session

Course Code	Title	Credits
PS 213	Developmental Psychology I: Infancy to Adolescence	3
PS 214	Developmental Psychology II: Adulthood and Aging	3
	Sub-Total Credits	**6**

Junior Year

Semester I (Fall)

Course Code	Title	Credits
BI 226	Genetics	4
BI 228	Introductory Biochemistry	3
MA 225	Introduction to Statistics	3
BI 440	Research Techniques	3
	GEC III	3
	Sub-Total Credits	**16**

Semester II (Winter/Spring)

Course Code	Title	Credits
BI 225	Introductory Microbiology	4
BI 334	Histology	4
MA 226	Inferential Statistics	3
BI 441	Research Seminar	3
	GEC II	3

	Sub-Total Credits	**17**

Professional Sequence (Weekend Format: Start of PT Sequence)

Trimester I (Fall)

Course Code	Title	Credits
BI 542	Gross Anatomy I	3
PT 540	Overview of the Physical Therapy Profession	2
PT 544	Introduction to Critical Inquiry	3
	Sub-Total Credits	**8**

Trimester II (Winter/Spring)

Course Code	Title	Credits
BI 532	Biomechanics/Kinesiology	3
BI 533	Neuroscience	3
PT 541	Basic Principles of Physical Therapy	4
PT 546	Clinical Education Seminar I	2
	Sub-Total Credits	**12**

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.

	Total Credits	**125-126**

Environmental Studies

The BA in Environmental Studies is an interdisciplinary major intended to prepare students for a wide variety of career options. The variety of courses expose the students to different world views and to consider different ethical arguments. Students will have a broad understanding of the science behind climate change and the environment, allowing them to develop informed solutions. All courses used to fulfill requirements for the Environmental Studies major must be a grade of C or higher.

Summary of Requirements:

All students take a series of core courses (41-43 credits). These courses give the students a solid foundation in the basic science needed to understand environmental issues. The core also includes computer, communication, and writing and literature courses, providing students with skills needed for environmental careers. Additionally, all students will complete an internship, giving them hands-on experience in their chosen specialty.

Tracks: Students will choose between two tracks: a science track and a general track. In total, 65 credits are required for the Environmental Studies major.

Science track: This track requires additional upper-level courses (16 credits), including Field Ecology which will give the students in-the-field experience with ecological issues. This track also requires Research Seminar I and II, in which students learn to develop, conduct, and present scientific research. The students will have 6-8 credits re-maining to use for major electives. The science track prepares students for graduate school, research, or technical jobs.

General track: Working closely with their advisor, this track provides the student the opportunity to tailor their major to their academic interests. The requirements guide the student to spread their choices (22-24 credits) over 200 and 300-level courses offered through vari-ous programs. The general track prepares students for jobs in consult-ing, activism, lobbying, education, policy, and other fields.

A total of 120 credits are required to complete the B.A. degree in Environmental Studies. These credits consist of Dominican Curriculum (DC) courses, Environmental Studies core courses, courses specific to the student's chosen concentration, and free electives.

Environmental Studies majors may repeat a required course no more than three times.

Environmental Studies

Degree Type
B.A.

Core Courses

Course Code	Title	Credits
EV 221	Introduction to Environmental Science	3
BI 113	Introductory Ecology	4
ES 112	Climate Science and Action	3
BI 221	General Biology I	4
BI 222	General Biology II	4
BI 201	Pathways to Biology I	2
BI 202	Pathways to Biology II	2
BI 227	Botanical Science	4
IX 200	Computer-Based Systems	3
CS 221	Persuasion and Argumentation	3
CS 443	Public Relations	3
EN 285	Literature and the Environment	3
BI 442	Special Topics in Biology	2
EV 491	Environmental Studies Internship	1-3
	Sub-Total Credits	**41-43**

Required for General Track

Environmental Studies electives to fulfil 65 credits for major. Choices to be tailored to student's chosen field of interest

Course Code	Title	Credits
	Environmental Studies Electives	22-24
	Sub-Total Credits	**22-24**

Required for Science Track

Course Code	Title	Credits
BI 336	Animal Behavior	3
BI 337	Evolution	3
BI 329	Field Ecology	4
BI 443	Research Seminar I	3
BI 444	Research Seminar II	3
	Environmental Studies Electives	6-8
	Sub-Total Credits	**22-24**
	Total Credits	**120**

Film Studies

Film Minor

The Film Studies minor offers a curriculum that focuses on the importance and appreciation of film in our culture for well over a century. Students enrolling in the program will gain a critical appreciation of cinema through technical, cultural, artistic, historical, and academic lenses. The core courses in the minor will also de-vote significant attention to the diversity that Film Studies incorpo-rates, including race, gender, and locale. The minor requires 18 cred-its, with at least 12 of those credits listed as FI courses. A grade of C or better must be achieved for all classes taken towards meeting the requirements of the minor.

Film Studies

Degree Type
Minor

Summary of Requirements: Film Minor

Required Courses

Course Code	Title	Credits
FI 155	Introduction to Film Studies	3
FI 222	American Cinema	3
	FI Electives	12
	Total Credits	**18**

Finance

Finance is at the core of any business endeavor. Every business, whether corporate, government-run, for-profit or not-for-profit, must determine how to finance itself and what its business model will be. Along with management, sales/marketing and operations, finance is one of the key pillars of any business.

Students might pursue a career in the treasury department of a company or government entity, or find work as a financial planner, a wealth manager, a financial analyst, or in any of the many finance-related careers available today. Whatever their choice, understanding the basics of how markets operate, of how companies find investors and lenders, and how financial planning helps small firms and large firms weather economic swings – all are critical to success. Individuals who want to understand how the finances of an organization are organized and how adjusting financial levers can impact an organization's success will find a finance major an interesting pursuit. Students who consider themselves to be "problem solvers" are a good fit for a finance major, as much of the coursework entails solving economic and financial puzzles.

The Finance program is accredited by the International Accreditation Council for Business Education (I.A.C.B.E.).
IACBE,11960 Quivara Rd., Suite 300, Overland Park, KS 66215
www.iacbe.org

Experiential Finance Learning Requirement

In order to graduate, Finance students must complete an experiential learning requirement related to their field of interest. The experiential requirement can be met through 3-credits of internship, 3-credits of practicum or an equivalent non-credit experience in a real world or "out of the traditional classroom" context. The requirement offers students the opportunity to initiate lifelong learning through the development and application of academic knowledge and skills in new or different settings.
Experiential learning may fall into one or more of the following categories:

- Undergraduate Research, where students engage in systematic inquiry that contributes to the discovery or interpretation of knowledge significant to their field of study.
- Community/Civic Engagement, where students interact with people from diverse backgrounds, to challenge their under-standing of community needs, and to explore ways of part-nering with community members to address problems or improve community life. Examples could include a semester-long community engagement, or civic project where a student's business studies assist them in serving the community.
- Career and Practical Experiences, where students use skills and concepts learned in the classroom while engaging in work-like settings that relate to their field of study or possible career path. Examples include internship, co-ops, student teaching, or tutoring experience.

Both credit-bearing and non-credit bearing experiences, paid or un-paid, may be proposed for meeting this requirement. All student experiential learning experiences must be approved by the student's academic advisor. Furthermore, all internships must be approved by the Career Development Center. All such experiences must include the following:

- significant opportunities for the student to apply academic ideas, concepts, theories and/or skills to practice;
- significant experience-based learning beyond that which typically occurs in the undergraduate classroom;
- sustained and significant interaction throughout the experience between the student and their faculty/staff advisor(s);
- sustained student involvement or immersion (with the total amount of time committed by the student being roughly equal at least to that required for a three-credit-hour course);
- a meaningful opportunity for student reflection (e.g., with a portfolio, final essay, faculty/student meeting or other opportunity) at the conclusion of the experience; and
- a level of academic rigor and education effectiveness comparable to what is found in a typical Dominican University New York undergraduate course.
- Up to 6 internship credits may be applied to the degree.

Finance Minor

Finance is at the core of any business endeavor. Every business, for-profit or non-for-profit must decide how to finance itself. The Finance Minor provides an opportunity for students in any major to study how our financial system works and to expose them to concepts needed for success in this important industry. How do markets work? How are companies funded? How are profits measured? What types of investments exist and how are they valued? These and many other questions are addressed – allowing interested students to ex-plore this fascinating area of business.

Finance

Degree Type
B.S.

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

All students entering the Finance program must take the Writing and Mathematics placement examinations. All students must meet the University's writing proficiency requirements.

Summary of Requirements: Finance

Business Core

Course Code	Title	Credits
MG 211	Introduction to Management	3
MK 114	Basic Marketing	3
IX 250	Principles of Systems and Technology	3
BU 213	Business Law I	3
AC 110	Principles of Financial Accounting	3
AC 112	Principles of Managerial Accounting	3
FN 111	Basic Finance and Investing	3
MG 310	Business, Society, and Corporate Values	3
	EC/FN 435	3
	MG/MK/FN 474	3
	Sub-Total Credits	**31**

Finance Courses

Course Code	Title	Credits
FN 226	Principles of Finance	3
FN 340	Corporation Finance	3
FN 344	Investment Analysis	3
	FN Electives	6
	Sub-Total Credits	**15**

Liberal Arts

Course Code	Title	Credits
EC 211	Macroeconomics	3
EC 212	Microeconomics	3
MA 113	College Algebra	3
MA 114	Precalculus	3
MA 221	Calculus I	3
MA 225	Introduction to Statistics	3
	EC Elective	3
	Sub-Total Credits	**60**

Free Electives

	Sub-Total Credits	**6-12**

Internship, Practicum, or Experiential Learning

Freshman Seminar

Course Code	Title	Credits
FS 111	Freshman Seminar	2
	Sub-Total Credits	**2**

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

Sample Curriculum Pattern

Freshman Year

Fall Semester

Course Code	Title	Credits
FN 111	Basic Finance and Investing	3
	DC 119/120	3-4
MA 113	College Algebra	3
DC 111	Persuasive Speaking	3
FS 111	Freshman Seminar	2
	Sub-Total Credits	**14-15**

Spring Semester

Course Code	Title	Credits
DC 130	Introductory Logic	3

	DC 150-190	3
AC 110	Principles of Financial Accounting	3
MA 114	Precalculus	3
MA 225	Introduction to Statistics	3
	Sub-Total Credits	**15**

Sophomore Year

Fall Semester

Course Code	Title	Credits
AC 112	Principles of Managerial Accounting	3
FN 226	Principles of Finance	3
MG 211	Introduction to Management	3
MA 221	Calculus I	3
	Elective	3
	Sub-Total Credits	**15**

Spring Semester

Course Code	Title	Credits
FN 340	Corporation Finance	3
EC 211	Macroeconomics	3
IX 250	Principles of Systems and Technology	3
	DC 200-219	3
	DC 220-239	3
	Sub-Total Credits	**15**

Junior Year

Fall Semester

Course Code	Title	Credits
MK 114	Basic Marketing	3
EC 212	Microeconomics	3
	FN Electives	6
	DC 240-259	3
	DC 260-279	3
	Sub-Total Credits	**18**

Spring Semester

Course Code	Title	Credits

FN 344	Investment Analysis	3
MG 310	Business, Society, and Corporate Values	3
	Hub Course for Gen Ed Minor	3
	Science Course for Gen Ed Minor	3
	Values Course for Gen Ed Minor	3
	Sub-Total Credits	**15**

Senior Year

Fall Semester

Course Code	Title	Credits
	EC Elective	3
BU 393	Internship I	6
	DC 470 - 490 Gen Ed Minor Culmination	3
	EC/FN 435	3
	MG/MK/FN 474	3
	Sub-Total Credits	**18**

Spring Semester

Course Code	Title	Credits
BU 213	Business Law I	3
	Liberal Arts Elective	3
	FN Electives	6
	Elective	3
	Elective	3
	Sub-Total Credits	**18**

	Total Credits	**120**

Finance

Degree Type
Minor

Required Courses

Course Code	Title	Credits
FN 111	Basic Finance and Investing	3
AC 110	Principles of Financial Accounting	3
	Sub-Total Credits	**6**

Electives

Course Code	Title	Credits
	FN Elective	12
	Sub-Total Credits	**12**

	Total Credits	**18**

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, public health or public health informatics. 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.

Health Science - General Track

Degree Type
B.S.

Sample Curriculum Pattern

Freshman Year

Fall Semester

Course Code	Title	Credits
FS 111	Freshman Seminar	2
DC 111	Persuasive Speaking	3
PS 102	General Psychology II: Social Bases of Human Behavior	3
SO 111	Introduction to Sociology	3
	Sub-Total Credits	**14**

Spring Semester

Course Code	Title	Credits
BI 114	Introductory Nutrition	3
	DC Component I: Through Cultural Lenses	3
MA 113	College Algebra	3

DC 130	Introductory Logic	3
SS 221	Quantitative Methods & Research	3
	Sub-Total Credits	**15**

Sophomore Year

Fall Semester

Course Code	Title	Credits
BI 221	General Biology I	4
HL 150	History of Public Health	3
	Component II C, M, or P course	3
	Component II C, M, or P course	3
	MA or Foreign Language	3
	Sub-Total Credits	**16**

Spring Semester

Course Code	Title	Credits
	HL/PS 210	3
	Component II C, M, or P course	3
	Component II C, M, or P course	3
HL 225	Advanced Writing/Composition in the Health Sciences	3
	MA or Foreign Language	3
	Sub-Total Credits	**15**

Junior Year

Fall Semester

Course Code	Title	Credits
HL 301	Medical Terminology	3
BI 223	Anatomy and Physiology I	4
MA 225	Introduction to Statistics	3
	Component III course (S or V)	3
	MA 114 or MA 120	3
	Sub-Total Credits	**16**

Spring Semester

Course Code	Title	Credits
HL 311	Promotion of Health and Disease Prevention	3
BI 224	Anatomy and Physiology II	4

PH 337	Bioethics	3
	Component III course (S or V)	3
	Component III course (S or V)	3
	Sub-Total Credits	**16**

Senior Year

Fall Semester

Course Code	Title	Credits
	CH 220 or PY 221	4
HL 411	Health Information Management	3
HL 401	Professionalism within the Health Sciences	3
	Component III course (S or V)	3
	Elective	3
	Sub-Total Credits	**16**

Spring Semester

Course Code	Title	Credits
HL 421	Health Sciences Seminar and Research	3
SO 440	Perspectives On The Health Care System	3
	Elective	3
	Elective	3
	Sub-Total Credits	**12**

HL 225, CH 220: The math and science course selected will be based on the student's plans post-graduation and under the guidance of the academic advisor.

	Total Credits	**120**

Health Science - Pre-AT Track

Degree Type
B.S.

Sample Curriculum Pattern

Freshman Year

Fall Semester

Course Code	Title	Credits
FS 111	Freshman Seminar	2
PS 102	General Psychology II: Social Bases of Human Behavior	3
MA 113	College Algebra	3
DC 111	Persuasive Speaking	3
	MA or Foreign Language	3
	Sub-Total Credits	**17**

Spring Semester

Course Code	Title	Credits
SO 111	Introduction to Sociology	3
	DC Component I: Through Cultural Lenses	3
DC 130	Introductory Logic	3
MA 114	Precalculus	3
SS 221	Quantitative Methods & Research	3
	MA or Foreign Language	3
	Sub-Total Credits	**18**

Sophomore Year

Fall Semester

Course Code	Title	Credits
BI 221	General Biology I	4
HL 150	History of Public Health	3
	Component II C, M, or P course	3
HL 301	Medical Terminology	3
	Component II C, M, or P course	3
	Sub-Total Credits	**16**

Spring Semester

Course Code	Title	Credits
	HL/PS 210	3
	Component II C, M, or P course	3
HL 225	Advanced Writing/Composition in the Health Sciences	3
	Component II C, M, or P course	3
BI 222	General Biology II	4
	Sub-Total Credits	**16**

Junior Year

Fall Semester

Course Code	Title	Credits
BI 223	Anatomy and Physiology I	4
CH 221	General Chemistry I	4
	Component III course (S or V)	3
PS 239	Sports Psychology	3
	Component III course (S or V)	3
	Sub-Total Credits	**17**

Spring Semester

Course Code	Title	Credits
	Component III course (S or V)	3
BI 224	Anatomy and Physiology II	4
HL 311	Promotion of Health and Disease Prevention	3
MA 225	Introduction to Statistics	3
	Component III course (S or V)	3
	Sub-Total Credits	**16**

Senior Year

Fall Semester

Course Code	Title	Credits
PY 221	General Physics I	4
HL 421	Health Sciences Seminar and Research	3
HL 401	Professionalism within the Health Sciences	3
BI 332	Kinesiology	3
BI 114	Introductory Nutrition	3
	Sub-Total Credits	**16**

Spring Semester

Course Code	Title	Credits
HL 411	Health Information Management	3
SO 440	Perspectives On The Health Care System	3
PY 222	General Physics II	4
BI 338	Physiology of Exercise	3
PH 337	Bioethics	3
	Sub-Total Credits	**16**

Dominican University New York has several articulation agree-ments 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.

	Total Credits	**132**

Health Science - Pre-OT Track

Degree Type
B.S.

Sample Curriculum Pattern

Freshman Year

Fall Semester

Course Code	Title	Credits
FS 111	Freshman Seminar	2
DC 111	Persuasive Speaking	3
PS 102	General Psychology II: Social Bases of Human Behavior	3
SO 111	Introduction to Sociology	3
	Sub-Total Credits	**14**

Spring Semester

Course Code	Title	Credits
BI 114	Introductory Nutrition	3
	DC Component I: Through Cultural Lenses	3
MA 113	College Algebra	3
DC 130	Introductory Logic	3
SS 221	Quantitative Methods & Research	3
	Sub-Total Credits	**15**

Sophomore Year

Fall Semester

Course Code	Title	Credits
HL 150	History of Public Health	3
BI 221	General Biology I	4
BI 223	Anatomy and Physiology I	4
	Component II C, M, or P course	3

	Component II C, M, or P course	3
	Sub-Total Credits	**17**

Spring Semester

Course Code	Title	Credits
	HL/PS 210	3
HL 225	Advanced Writing/Composition in the Health Sciences	3
BI 224	Anatomy and Physiology II	4
	Component II C, M, or P course	3
	Component II C, M, or P course	3
	Sub-Total Credits	**16**

Junior Year

Fall Semester

Course Code	Title	Credits
HL 301	Medical Terminology	3
PS 226	Abnormal Psychology	3
MA 114	Precalculus	3
	Component III course (S or V)	3
	MA or Foreign Language	3
	Sub-Total Credits	**15**

Spring Semester

Course Code	Title	Credits
HL 311	Promotion of Health and Disease Prevention	3
	MA or Foreign Language	3
	Component III course (S or V)	3
MA 225	Introduction to Statistics	3
	Component III course (S or V)	3
	Sub-Total Credits	**15**

Senior Year

Fall Semester

Course Code	Title	Credits
HL 401	Professionalism within the Health Sciences	3
BI 114	Introductory Nutrition	3
PY 221	General Physics I	4

HL 411	Health Information Management	3
	Component III course (S or V)	3
	Sub-Total Credits	**16**

Spring Semester

Course Code	Title	Credits
SO 440	Perspectives On The Health Care System	3
HL 421	Health Sciences Seminar and Research	3
BI 333	Neuroscience	3
	HL 240 or HL 321	3
PH 337	Bioethics	3
	Sub-Total Credits	**15**

DC 120, DC Component I, MA 113: Indicates mandatory prerequisite course for the Occupational Therapy Program at Dominican University New York 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

DC 111, PS 102, SO 111, BI 223, HL 210, PS 210, BI 224, PS 226, MA 225, PY 221, BI 333: 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 Ther-apy Program must have a minimum cumulative and prerequisite GPA of 3.0

APPLICATION VIA OTCAS SUBMITTED BY DECEMBER 31 OF THE SENIOR YEAR; MUST EARN A MINIMUM OF 123 CREDITS FOR THE DEGREE: 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 Pro-gram. The application process is a competitive one; however, Dominican University New York graduates are given preferential consideration over other equally qualified outside candidates

	Total Credits	**123**

Health Science - Pre-PT Track

Degree Type
B.S.

Sample Curriculum Pattern

Freshman Year

Fall Semester

Course Code	Title	Credits
FS 111	Freshman Seminar	2
DC 111	Persuasive Speaking	3

PS 102	General Psychology II: Social Bases of Human Behavior	3
MA 113	College Algebra	3
SO 111	Introduction to Sociology	3
	Sub-Total Credits	**17**

Spring Semester

Course Code	Title	Credits
BI 114	Introductory Nutrition	3
	DC Component I: Through Cultural Lenses	3
MA 114	Precalculus	3
DC 130	Introductory Logic	3
SS 221	Quantitative Methods & Research	3
	Sub-Total Credits	**15**

Sophomore Year

Fall Semester

Course Code	Title	Credits
HL 150	History of Public Health	3
BI 221	General Biology I	4
	Component II C, M, or P course	3
HL 301	Medical Terminology	3
	Component II C, M, or P course	3
	Sub-Total Credits	**16**

Spring Semester

Course Code	Title	Credits
	HL/PS 210	3
HL 225	Advanced Writing/Composition in the Health Sciences	3
BI 222	General Biology II	4
	Component II C, M, or P course	3
	Component II C, M, or P course	3
	Sub-Total Credits	**16**

Junior Year

Fall Semester

Course Code	Title	Credits
	Psychology Elective	3

BI 223	Anatomy and Physiology I	4
MA 225	Introduction to Statistics	3
PY 221	General Physics I	4
	Component III course (S or V)	3
	Sub-Total Credits	**17**

Spring Semester

Course Code	Title	Credits
HL 311	Promotion of Health and Disease Prevention	3
BI 224	Anatomy and Physiology II	4
PY 222	General Physics II	4
	Component III course (S or V)	3
	Component III course (S or V)	3
	Sub-Total Credits	**17**

Senior Year

Fall Semester

Course Code	Title	Credits
HL 401	Professionalism within the Health Sciences	3
CH 221	General Chemistry I	4
HL 411	Health Information Management	3
	MA or Foreign Language	3
	Component III course (S or V)	3
	HL 321 or HL 338	3
	Sub-Total Credits	**19**

Spring Semester

Course Code	Title	Credits
SO 440	Perspectives On The Health Care System	3
HL 421	Health Sciences Seminar and Research	3
CH 222	General Chemistry II	4
PH 337	Bioethics	3
	MA or Foreign Language	3
	Sub-Total Credits	**16**

PS 102, BI 221, HL 210, PS 210, BI 222, BI 223, PY 221, BI 224, PY 222, CH 221, CH 222: Indicated mandatory pre-requisite for the Doctor of Physical Therapy Program at Dominican University New York. 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 University New York graduates are given preferential consideration over other equally qualified outside candidates

	Total Credits	**133**

Health Sciences - Public Health Concentration

Degree Type
B.S.

Some of the courses in this concentration are offered through Dominican University's partnership with LCMC, a national consortium of private colleges. These courses are designed by top academics, re-viewed by industry leaders, and taught online--synchronously or asynchronously--by qualified faculty from other colleges within the LCMC consortium.

Required concentration courses include the following courses:

Course Code	Title	Credits
HL 150	History of Public Health	3
HL 202	Intro to Public Health Informatics and Technology	3
HL 312	Epidemiology	3
HL 355	Health Services	3
HL 450	Public Health Studies I	3
HL 451	Public Health Studies II	3

Sample Curriculum Pattern

Freshman Year

Fall Semester

Course Code	Title	Credits
FS 111	Freshman Seminar	2
PS 102	General Psychology II: Social Bases of Human Behavior	3
DC 111	Persuasive Speaking	3
SO 111	Introduction to Sociology	3
	Sub-Total Credits	**14**

Spring Semester

Course Code	Title	Credits
HL 210	Lifespan Human Development	3
SS 221	Quantitative Methods & Research	3

DC 190	Through Cultural Lenses: The City	3
DC 130	Introductory Logic	3
MA 113	College Algebra	3
	Sub-Total Credits	**15**

Sophomore Year

Fall Semester

Course Code	Title	Credits
HL 150	History of Public Health	3
HL 202	Intro to Public Health Informatics and Technology	3
BI 221	General Biology I	4
BI 223	Anatomy and Physiology I	4
	Component II C, M, or P course	3
	Sub-Total Credits	**17**

Spring Semester

Course Code	Title	Credits
HL 225	Advanced Writing/Composition in the Health Sciences	3
	Component II C, M, or P course	3
BI 224	Anatomy and Physiology II	4
	Component II C, M, or P course	3
	Sub-Total Credits	**13**

Junior Year

Fall Semester

Course Code	Title	Credits
HL 301	Medical Terminology	3
HL 355	Health Services	3
MA 225	Introduction to Statistics	3
	Component III course (S or V)	3
	Component III course (S or V)	3
	Sub-Total Credits	**15**

Spring Semester

Course Code	Title	Credits
HL 311	Promotion of Health and Disease Prevention	3
PH 337	Bioethics	3

HL 312	Epidemiology	3
BI 114	Introductory Nutrition	3
	Component III course (S or V)	3
	Sub-Total Credits	**15**

Senior Year

Fall Semester

Course Code	Title	Credits
	MA or Foreign Language	3
HL 411	Health Information Management	3
HL 450	Public Health Studies I	3
	Component III course (S or V)	3
HL 401	Professionalism within the Health Sciences	3
	Sub-Total Credits	**15**

Spring Semester

Course Code	Title	Credits
HL 421	Health Sciences Seminar and Research	3
	MA or Foreign Language	3
HL 451	Public Health Studies II	3
SO 440	Perspectives On The Health Care System	3
HL 150	History of Public Health	3
	Sub-Total Credits	**15**

	Total Credits	**122**

Health Sciences –Public Health Informatics and Technology (PHIT) Concentration

Degree Type
B.S.

Public Health Informatics and Technology (PHIT) covers the rapidly expanding field of data and information systems in public health and other health care sectors.

Required concentration courses include the following courses:

Course Code	Title	Credits
HL 150	History of Public Health	3
HL 202	Intro to Public Health Informatics and Technology	3

HL 312	Epidemiology	3
HL 355	Health Services	3
HL 450	Public Health Studies I	3
HL 451	Public Health Studies II	3

Sample Curriculum Pattern

Freshman Year

Fall Semester

Course Code	Title	Credits
FS 111	Freshman Seminar	2
DC 111	Persuasive Speaking	3
PS 102	General Psychology II: Social Bases of Human Behavior	3
SO 111	Introduction to Sociology	3
	Sub-Total Credits	**14**

Spring Semester

Course Code	Title	Credits
HL 210	Lifespan Human Development	3
	DC Component I: Through Cultural Lenses	3
MA 113	College Algebra	3
DC 130	Introductory Logic	3
SS 221	Quantitative Methods & Research	3
	Sub-Total Credits	**15**

Sophomore Year

Fall Semester

Course Code	Title	Credits
BI 221	General Biology I	4
HL 150	History of Public Health	3
HL 202	Intro to Public Health Informatics and Technology	3
	Component II C, M, or P course	3
	Component II C, M, or P course	3
	Sub-Total Credits	**16**

Spring Semester

Course Code	Title	Credits

HL 225	Advanced Writing/Composition in the Health Sciences	3
HL 302	Data Analytics	3
BI 224	Anatomy and Physiology II	4
	Component II C, M, or P course	3
	Component II C, M, or P course	3
	Sub-Total Credits	**16**

Junior Year

Fall Semester

Course Code	Title	Credits
HL 301	Medical Terminology	3
BI 223	Anatomy and Physiology I	4
MA 225	Introduction to Statistics	3
	Component III course (S or V)	3
	Component III course (S or V)	3
	Sub-Total Credits	**16**

Spring Semester

Course Code	Title	Credits
HL 311	Promotion of Health and Disease Prevention	3
PH 337	Bioethics	3
BI 224	Anatomy and Physiology II	4
HL 312	Epidemiology	3
	Component III course (S or V)	3
	Sub-Total Credits	**16**

Senior Year

Fall Semester

Course Code	Title	Credits
HL 401	Professionalism within the Health Sciences	3
HL 422	PHIT for Emergency Preparedness & Surveillance	3
	MA or Foreign Language	3
	Elective	3
	Elective	3
	Sub-Total Credits	**15**

Spring Semester

Course Code	Title	Credits
HL 421	Health Sciences Seminar and Research	3
HL 422	PHIT for Emergency Preparedness & Surveillance	3
	MA or Foreign Language	3
	Elective	3
	Elective	3
	Sub-Total Credits	**15**
	Total Credits	**122**

History

History is the universal major. With a reflective understanding of the past, the historically-minded individual is equipped to embrace life with an informed perspective and to excel with competence in careers spanning a broad array of occupations. 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 humanistic and spiritual 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 and opportunities of our contemporary world.

As one of the most versatile degrees offered by the University, History provides students with a collection of skills and a base of knowledge which employers in a broad spectrum of career fields highly desire. For those preparing for careers in traditional history-related fields, such as education, research, and government service, the scope of the pro-gram 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.

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 Club

The History program sponsors the History Club, a student organization that provides the University community with the opportunity to engage in the richness of historical discourse in its many manifestations. Special emphasis is focused on exploring the multiplicity of significant historical sites in the Lower Hudson Valley that stretch back through Colonial times. In addition to field trips, the Club pro-vides a variety of programming to include educational activities, social events, community involvement, career development, and net-working opportunities. Membership in the Club is open to students in any major. For more information, please contact the History pro-gram located in Casey Hall, Room 18 or call (845) 848-4068.

Phi Alpha Theta National Honor Society for History

Purpose:

Phi Alpha Theta is a professional society dedicated to the advancement of the study of history through the exchange of ideas, learning, and research and is comprised of professors, scholars, and students at the undergraduate and graduate levels.

Eligibility:

Any undergraduate student of good moral character who has achieved academic distinction in the study of History may be invited to join

Dominican University's Alpha Xi Gamma Chapter of Phi Alpha Theta. Specifically, students must complete at least 12 credit hours in History with a combined GPA of 3.1 and maintain a 3.0 GPA in their overall University coursework. These students are generally among the top 35% in their respective classes, but they do not need to have a major or minor in History in order to be eligible for membership.

Major Activities:
Students who join Phi Alpha Theta may participate in all activities sponsored at the local chapter and national levels to include meetings, academic conferences, social events, and volunteer activities. Members also have the opportunity to compete for national scholar-ships and run for elective offices at the local chapter level. For more information, please contact the History program located in Casey Hall, Room 18 or call (845) 848-4068.

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

History

Degree Type
B.A.

Summary of Requirements: History

Four Required Foundation Courses:

Course Code	Title	Credits
HI 101	Introduction to History and Methods	3
HI 222	Classical History and Civilization	3
	HI 223 or HI 224	3
HI 332	American National Period	3
	American History	3-6
	Modern European History	3
	Area Studies Course	3
	Advanced-Level Tutorial, Applied or Special Topics	3
	History Elective	3-6
	Sub-Total Credits	**27-33**

Advanced Standing Capstone Sequence

Course Code	Title	Credits
HI 470	Historiography	3
HI 472	Seminar in Historical Research	3
	Sub-Total Credits	**6**

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.

Sample Curriculum Pattern

Freshman Year

Fall Semester

As this program map shows, the B.A. in History provides students with a solid foundation in historical studies while also allowing them to explore broadly across the University curriculum with its ample room for free electives, Alternatively, these free electives may be organized in a more focused manner, enabling students to complete a minor or even a second major in another academic field.

Course Code	Title	Credits
CS 111	Dynamics of Oral Communication	3
	Component I course or Math (based on placement)	3
HI 101	Introduction to History and Methods	3
	Elective	3
FS 111	Freshman Seminar	2
	Sub-Total Credits	**17**

Spring Semester

Course Code	Title	Credits
	Component I course or Math (based on placement)	3
	Component II C, M, or P course	3
HI 222	Classical History and Civilization	3
HI 332	American National Period	3
	Sub-Total Credits	**15**

Sophomore Year

Fall Semester

Course Code	Title	Credits
	HI 223 or HI 224	3
	American History	3-6
	Component II C, M, or P course	3
	Component III course (S or V)	3
	Elective	3
	Sub-Total Credits	**15-18**

Spring Semester

Course Code	Title	Credits
	American History	3-6
	Modern European History	3
	Component II C, M, or P course	3
	Component III course (S or V)	3
	Elective	3
	Sub-Total Credits	**15-18**

Junior Year

Fall Semester

Course Code	Title	Credits
	Advanced-Level Tutorial, Applied or Special Topics	3
	History Elective	3-6
	Non-western History	3
	Component II C, M, or P course	3
	Component III course (S or V)	3
	Sub-Total Credits	**15-18**

Spring Semester

Course Code	Title	Credits
	History Elective	3-6
HI 470	Historiography	3
	Component III course (S or V)	3
	Elective	3
	Elective	3
	Sub-Total Credits	**15-18**

Senior Year

Fall Semester

Course Code	Title	Credits
HI 472	Seminar in Historical Research	3
	Elective	3
	Elective	3
	Elective	3
	Elective	3
	Sub-Total Credits	**15**

Spring Semester

Course Code	Title	Credits
HI 471	History Internship	3
	Elective	3
	Elective	3
	Elective	3
	Elective	3
	Sub-Total Credits	**15**

	Total Credits	**36**

History

Degree Type
Minor

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

Required Courses

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

Course Code	Title	Credits
HI 222	Classical History and Civilization	3
	HI 223 or HI 224	3
HI 331	American Colonial Period	3
	Sub-Total Credits	**9**

Three Elective Courses

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

Course Code	Title	Credits
	Group A: United States History	3
	Group C: Non-Western and Global History	3
	Group A: United States History or Group B: European History	3
	Sub-Total Credits	**9**

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

	Total Credits	18

Humanities

The Humanities Major is designed to build on the Dominican Curriculum, 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 Dominican Curriculum, 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' know-ledge 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 World 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.

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 World Language & Culture

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

Specialization in History

In addition to the specialization described here, the University 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.

Spanish

The basic and intermediate courses in Spanish develop the students' fluency in speaking, understanding, reading, and writing the language and introduce them to the culture, literature, and history of Spain and Latin America. For students who wish to perfect this knowledge or choose Spanish as a concentration, a minor in Spanish is available, as is a specialization in World Language and Culture within the Humanities Major. (See "Humanities" section above.)

Humanities

Degree Type
B.A.

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.

	Sub-Total Credits	**39**

Humanities Core

Course Code	Title	Credits
HU 252	Topics in Humanities	3
HU 362	Readings in Humanities	3
HU 472	Writing and Research in Humanities	3
	Cultural History	3
	Ethics and Social Values	3
	Foreign Language/Culture	3
	Aesthetics	3
	Sub-Total Credits	**21**

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.

	Total Credits	**60**

Information Technology

Dominican University New York's program in Information Technology (IT) will qualify students for career positions in the rapidly growing Information Technology sector. The Bureau of Labor Statistics projects a 15.2% growth rate in the information and technology field between 2022 and 2032. This growth rate is much faster than the national average for all careers. We offer four tracks within the IT program – Infrastructure, Application Development, Public Health Informatics and Technology, and Cybersecurity.

The IT program is part of the Division of Business, Innovation and Leadership and focuses on how IT supports businesses and organizations of all types and sizes. The 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 an IT professional, you may work with end-user technology, local area networks, network servers, databases, e-mail systems, cybersecurity, or Internet-based technologies. The IT Infrastructure program will expose you to all these areas. Alternatively, you can focus on developing software, games, or other applications in the IT Application Development track. Our third track, IT-Public Health Informatics and Technology covers the rapidly expanding field of data and information systems in public health and other health care sectors. The Cybersecurity concentration has courses offered through a partnership with LCMC, a national consortium of private colleges. These courses are designed by top academics, reviewed by industry leaders, and taught online asynchronously by qualified faculty from other colleges within the LCMC consortium.

Experiential Learning Requirement

In order to graduate, students in the IT program must complete an experiential learning requirement related to their field of interest for their IX 490 Senior Project required capstone course. The experiential learning requirement can be met through 3-credits of internship, 3-credits of practicum or an equivalent non-credit experience in a real world or "out of the traditional classroom" context. The requirement offers students the opportunity to initiate lifelong learning through the development and application of academic knowledge and skills in new or different settings.

Experiential learning may fall into one or more of the following categories:

- Undergraduate Research, where students engage in systematic inquiry that contributes to the discovery or interpretation of knowledge significant to their field of study.
- Community/Civic Engagement, where students interact with people from diverse backgrounds, to challenge their understanding of community needs, and to explore ways of partnering with community members to address problems or improve community life. Examples could include a semester-long community engagement, or civic project where a student's business studies assist them in serving the community.
- Career and Practical Experiences, where students use skills and concepts learned in the classroom while engaging in work-like settings that relate to their field of study or possible career path. Examples include internship, co-ops, student teaching, or tutoring experience.

Both credit-bearing and non-credit bearing experiences, paid or un-paid, may be proposed for meeting this requirement. All student experiential learning experiences must be approved by the student's academic advisor. Furthermore, all internships must be approved by the Career Development Center. All such experiences must include the following:

- significant opportunities for the student to apply academic ideas, concepts, theories and/or skills to practice;
- significant experience-based learning beyond that which typically occurs in the undergraduate classroom;
- sustained and significant interaction throughout the experience between the student and their faculty/staff advisor(s);
- sustained student involvement or immersion (with the total amount of time committed by the student being roughly equal at least to that required for a three-credit-hour course);
- a meaningful opportunity for student reflection (e.g., with a portfolio, final essay, faculty/student meeting or other opportunity) at the conclusion of the experience;
- and a level of academic rigor and education effectiveness comparable to what is found in a typical Dominican University New York undergraduate course.
- Up to 6 internship credits may be applied to the degree.

Dominican University participates in the Purdue Data Mine Program, offering students paid internships working alongside corporate leaders, faculty and mentors to use data to solve real-world problems. Students participate in cohorts with a group of students through Purdue University, analyzing data from organizations to provide insight into current issues. The Purdue Data Mine Program participation can be used for credit in IX 490 Senior Project or as an IT Elective.

The Dominican University New York IT Program

- The IT program emphasizes a close connection between the program's educational requirements and skills needed for careers in the field. In order to bring real world work into the classroom, Dominican University New York's In-formation Technology Department works closely with the academic IT program. As a result, the IT programs keep current with the rapidly developing IT profession.
- All students have access to both IT faculty and IT department professionals as they complete their degrees.
- Students may be offered work study internships in Dominican's IT department. This provides more hands-on time repairing and upgrading laptops and desktop computers.
- A dedicated lab for the IT program, equipped with commercial grade hardware and software provides students with the opportunity to work with real web servers, net-work servers, database servers, network switches, and routers.

Summary of Requirements

The Information Technology 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 and Program Requirements
  - 18 credits core IT courses
  - 21 credits IT courses (depending on track)
  - 19 credits free electives (depending on track)
- Students must achieve a C or better in all of their core and program courses.

Information Technology - Application Development Track

Degree Type

B.S.

IT Core - all tracks

Course Code	Title	Credits
IX 240	Programming I	3
IX 250	Principles of Systems and Technology	3
IX 302	Data Literacy	3
IX 235	Project Management	3
IX 380	Database Organization and Systems	3
IX 490	Senior Project	3
	Sub-Total Credits	**18**

Application Development Track Requirements

Course Code	Title	Credits
IX 340	Intermediate Programming	3
IX 370	Advanced Programming	3
IX 350	Mobile App Development	3
IX 360	Programming for the Internet	3
IX 380	Database Organization and Systems	3

	IT Elective	3
	IT Elective	3
	Sub-Total Credits	**21**

Sample Curriculum Pattern

Freshman Year

Fall Semester

Course Code	Title	Credits
IX 250	Principles of Systems and Technology	3
	DC 119/120	3-4
MA 113	College Algebra	3
DC 111	Persuasive Speaking	3
FS 111	Freshman Seminar	2
	Sub-Total Credits	**14-15**

Spring Semester

Course Code	Title	Credits
DC 130	Introductory Logic	3
	DC 150-190	3
IX 235	Project Management	3
	MA 114 or MA 116	3
	Elective	3
	Sub-Total Credits	**15**

Sophomore Year

Fall Semester

Course Code	Title	Credits
	Liberal Arts Elective	3
IX 240	Programming I	3
IX 302	Data Literacy	3
	IT Elective	3
MA 225	Introduction to Statistics	3
	Sub-Total Credits	**15**

Spring Semester

Course Code	Title	Credits

	DC 200-219	3
	DC 220-239	3
IX 340	Intermediate Programming	3
IX 380	Database Organization and Systems	3
	Elective	3
	Sub-Total Credits	**15**

Junior Year

Fall Semester

Course Code	Title	Credits
CS 112	Effective Business Communications: Writing and Speaking	3
	DC 240-259	3
	DC 260-279	3
	Hub Course for Gen Ed Minor	3
IX 350	Mobile App Development	3
	Sub-Total Credits	**15**

Spring Semester

Course Code	Title	Credits
	Science Course for Gen Ed Minor	3
	Values Course for Gen Ed Minor	3
IX 360	Programming for the Internet	3
MA 221	Calculus I	3
	Liberal Arts Elective	3
	Sub-Total Credits	**15**

Senior Year

Fall Semester

Course Code	Title	Credits
	Gen Ed Minor Culmination	3
IX 370	Advanced Programming	3
IX 490	Senior Project	3
	IT Elective	3
	Elective	3
	Sub-Total Credits	**15**

Spring Semester

Course Code	Title	Credits
IX 410	Transact SQL Programming	3
	Elective	3
	Elective	3
	Elective	3
	Liberal Arts Elective	3
	Sub-Total Credits	**15**

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

	Total Credits	**120**

Information Technology - Cybersecurity Track

Degree Type

B.S.

IT Core - all tracks

Course Code	Title	Credits
IX 240	Programming I	3
IX 250	Principles of Systems and Technology	3
IX 302	Data Literacy	3
IX 235	Project Management	3
IX 380	Database Organization and Systems	3
IX 490	Senior Project	3
	Sub-Total Credits	**18**

Cybersecurity Track Requirements

Course Code	Title	Credits
IX 220	Cyber Security	3
IX 222	Computer Forensics	3
CYS II	Cybercrime and Governance	3
CYS III	Modern Cybersecurity	3
CYS IV	Network System Security	3
CYS V	Ethical Hacking	3
IX 266	Information Technology Management	3
	Sub-Total Credits	**21**

Sample Curriculum Pattern

Freshman Year

Fall Semester

Course Code	Title	Credits
IX 250	Principles of Systems and Technology	3
	DC 119/120	3-4
MA 113	College Algebra	3
DC 111	Persuasive Speaking	3
FS 111	Freshman Seminar	2
	Sub-Total Credits	**14-15**

Spring Semester

Course Code	Title	Credits
DC 130	Introductory Logic	3
	DC 150-190	3
IX 235	Project Management	3
	MA 114 or MA 116	3
	Elective	3
	Sub-Total Credits	**15**

Sophomore Year

Fall Semester

Course Code	Title	Credits
IX 220	Cyber Security	3
IX 240	Programming I	3
IX 302	Data Literacy	3
MA 225	Introduction to Statistics	3
	Liberal Arts Elective	3
	Sub-Total Credits	**15**

Spring Semester

Course Code	Title	Credits
	DC 200-219	3
	DC 220-239	3
IX 222	Computer Forensics	3
IX 380	Database Organization and Systems	3

	Elective	3
	Sub-Total Credits	**15**

Junior Year

Fall Semester

Course Code	Title	Credits
	DC 240-259	3
	DC 260-279	3
	Hub Course for Gen Ed Minor	3
CYS II	Cybercrime and Governance	3
	IT Elective	3
	Sub-Total Credits	**15**

Spring Semester

Course Code	Title	Credits
CS 112	Effective Business Communications: Writing and Speaking	3
	Science Course for Gen Ed Minor	3
	Values Course for Gen Ed Minor	3
IX 266	Information Technology Management	3
	Elective	3
	Sub-Total Credits	**15**

Senior Year

Fall Semester

Course Code	Title	Credits
	Gen Ed Minor Culmination	3
CYS III	Modern Cybersecurity	3
CYS IV	Network System Security	3
IX 490	Senior Project	3
	Liberal Arts Elective	3
	Sub-Total Credits	**15**

Spring Semester

Course Code	Title	Credits
CYS V	Ethical Hacking	3
	Elective	3
	Elective	3

	Liberal Arts Elective	3
	Liberal Arts Elective	3
	Sub-Total Credits	**15**

	Total Credits	**120**

Information Technology - Infrastructure Track

Degree Type

B.S.

IT Core - all tracks

Course Code	Title	Credits
IX 240	Programming I	3
IX 250	Principles of Systems and Technology	3
IX 302	Data Literacy	3
IX 235	Project Management	3
IX 380	Database Organization and Systems	3
IX 490	Senior Project	3
	Sub-Total Credits	**18**

Infrastructure Track Requirements

Course Code	Title	Credits
IX 266	Information Technology Management	3
IX 300	Technology Hardware and Software	3
IX 310	Network Technology	3
IX 330	Windows Server Management	3
IX 220	Cyber Security	3
CYS IV	Network System Security	3
	IT Elective	3
	Sub-Total Credits	**21**

Sample Curriculum Pattern

Freshman Year

Fall Semester

Course Code	Title	Credits
IX 250	Principles of Systems and Technology	3

	DC 119/120	3-4
MA 113	College Algebra	3
DC 111	Persuasive Speaking	3
FS 111	Freshman Seminar	2
	Sub-Total Credits	**14-15**

Spring Semester

Course Code	Title	Credits
DC 130	Introductory Logic	3
	DC 150-190	3
IX 235	Project Management	3
	MA 114 or MA 116	3
	Elective	3
	Sub-Total Credits	**15**

Sophomore Year

Fall Semester

Course Code	Title	Credits
	DC 200-219	3
IX 240	Programming I	3
IX 300	Technology Hardware and Software	3
IX 302	Data Literacy	3
MA 225	Introduction to Statistics	3
	Sub-Total Credits	**15**

Spring Semester

Course Code	Title	Credits
	DC 260-279	3
	DC 240-259	3
IX 310	Network Technology	3
IX 380	Database Organization and Systems	3
	Liberal Arts Elective	3
	Sub-Total Credits	**15**

Junior Year

Fall Semester

Course Code	Title	Credits

CS 112	Effective Business Communications: Writing and Speaking	3
	DC 220-239	3
	Hub Course for Gen Ed Minor	3
IX 266	Information Technology Management	3
IX 330	Windows Server Management	3
	Sub-Total Credits	**15**

Spring Semester

Course Code	Title	Credits
	Science Course for Gen Ed Minor	3
	Values Course for Gen Ed Minor	3
IX 220	Cyber Security	3
	Liberal Arts Elective	3
	Liberal Arts Elective	3
	Sub-Total Credits	**15**

Senior Year

Fall Semester

Course Code	Title	Credits
	Gen Ed Minor Culmination	3
IX 370	Advanced Programming	3
IX 490	Senior Project	3
	IT Elective	3
	Elective	3
	Sub-Total Credits	**15**

Spring Semester

Course Code	Title	Credits
IX 410	Transact SQL Programming	3
	Elective	3
	Elective	3
	Elective	3
	Liberal Arts Elective	3
	Sub-Total Credits	**15**

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

	Total Credits	**120**

Information Technology - PHIT Track

Degree Type
B.S.

IT Core - all tracks

Course Code	Title	Credits
IX 240	Programming I	3
IX 250	Principles of Systems and Technology	3
IX 302	Data Literacy	3
IX 235	Project Management	3
IX 380	Database Organization and Systems	3
IX 490	Senior Project	3
	Sub-Total Credits	**18**

PHIT Track Requirements

Course Code	Title	Credits
IX 202	Intro to Public Health Informatics and Technology	3
IX 312	Epidemiology	3
IX 411	Health Information Management	3
	IX/HL 422	3
BU 393	PHIT Internship	3
	PHIT Elective	3
	PHIT Elective	3
	Sub-Total Credits	**21**

Sample Curriculum Pattern

Freshman Year

Fall Semester

Course Code	Title	Credits
IX 250	Principles of Systems and Technology	3
	DC 119/120	3-4
MA 113	College Algebra	3
DC 111	Persuasive Speaking	3
FS 111	Freshman Seminar	2

	Sub-Total Credits	**14-15**

Spring Semester

Course Code	Title	Credits
DC 130	Introductory Logic	3
	DC 150-190	3
IX 235	Project Management	3
	MA 114 or MA 116	3
	Elective	3
	Sub-Total Credits	**15**

Sophomore Year

Fall Semester

Course Code	Title	Credits
IX 235	Project Management	3
IX 240	Programming I	3
IX 302	Data Literacy	3
MA 225	Introduction to Statistics	3
	Liberal Arts Elective	3
	Sub-Total Credits	**15**

Spring Semester

Course Code	Title	Credits
	DC 200-219	3
	DC 220-239	3
BU 393	PHIT Internship	3
IX 380	Database Organization and Systems	3
	Elective	3
	Sub-Total Credits	**15**

Junior Year

Fall Semester

Course Code	Title	Credits
	DC 240-259	3
	DC 260-279	3
	Hub Course for Gen Ed Minor	3
	IT Elective	3

	PHIT Elective	3
	Sub-Total Credits	**15**

Spring Semester

Course Code	Title	Credits
CS 112	Effective Business Communications: Writing and Speaking	3
	Science Course for Gen Ed Minor	3
	Values Course for Gen Ed Minor	3
IX 422	PHIT for Emergency Preparedness	3
	Elective	3
	Sub-Total Credits	**15**

Senior Year

Fall Semester

Course Code	Title	Credits
	Gen Ed Minor Culmination	3
IX 370	Advanced Programming	3
IX 490	Senior Project	3
	IT Elective	3
	PHIT Elective	3
	Sub-Total Credits	**15**

Spring Semester

Course Code	Title	Credits
	Elective	3
	Elective	3
	Elective	3
	Liberal Arts Elective	3
	Liberal Arts Elective	3
	Sub-Total Credits	**15**

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

	Total Credits	**120**

Personal Computers

Degree Type
Certificate

The New York State approved Personal Computer Certificate Pro-gram 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.

Six credits in any of the following areas:

Course Code	Title	Credits
IX 120	MS Word	1
IX 130	MS PowerPoint	1
IX 140	Introduction to the Internet	1
IX 150	Office Tech	1
IX 160	Project Management Tech	1
IX 170	Publishing Tech	1
IX 180	Communications Tech	1
IX 190	MS Excel	1
	Total Credits	**6**

Public Health Informatics & Technology

Degree Type
Certificate

Dominican University New York offers an online post-baccalaureate certificate in Public Health Informatics and Technology (PHIT). Areas of focus include addressing health inequities in US society with perspectives on the social determinants of health, data interoperability, epidemiology and emergency preparedness. Students may also participate in a 3-credit internship in a public health informatics job setting with ongoing support for placement into the profession after completion. Students must hold a B.A. or B.S. degree. Relevant work experience in health care or information technology is expected, but not absolutely required. The consists of two required PHIT courses—IX/HL 202: Introduction to Public Health Informatics and Technology and IX/HL 422: PHIT for Emergency Preparedness —and two 3-credit PHIT electives.

Course Code	Title	Credits
	IX/HL 202	3
	IX/HL 422	3
	Total Credits	**6**

IT

Degree Type
Minor

The Information Technology (IT) minor is intended to accelerate your career by providing you with the technology skills that will better prepare you to do your job. Careers of all types will require a solid understanding of technology and the IT minor will equip you with the skills and understanding to excel in your chosen field of study. An IT minor can also give you a competitive advantage in advancing your career

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

Course Code	Title	Credits
IX 250	Principles of Systems and Technology	3
	IX 240 or IX 302	3
	IT Elective	3
	IT Elective	3
	IT Elective	3
	IT Elective	3
	Total Credits	**18**

Interdisciplinary Studies

Ethnic Diversity Studies Minor

The interdisciplinary minor in Ethnic Diversity Studies is in keeping with one of the University'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.

Gender Studies Minor

Gender Studies is an interdisciplinary liberal arts minor offered through the Division of Humanities & 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.

Gerontology Minor

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

Medieval and Renaissance Studies Minor

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 University New York's majors.

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.

Ethnic Diversity Studies

Degree Type
Minor

Required Courses (choose at least two)

Course Code	Title	Credits
HI 339	Ethnicity in America	3
PO 337	World Politics	3
RS 337	World Religions	3
SO 330	Ethnic Group Interaction	3
SO 320	Global Interdependence	3
	Ethnic Diversity Studies Elective	12
	Total Credits	**18**

Gender Studies

Degree Type
Minor

Required Courses

Course Code	Title	Credits
EN 442	Women Come of Age	3
PS 229	Psychology of Gender	3
	Sub-Total Credits	**6**

Electives

Course Code	Title	Credits
	GS Electives	12
	Sub-Total Credits	**12**

	Total Credits	**18**

Gerontology

Degree Type
Minor

Required Courses

Course Code	Title	Credits
	BI 112 or BI 223 and 224	3-8
SO 342	Perspectives on Aging	3
SO 440	Perspectives On The Health Care System	3
	Sub-Total Credits	**9-14**

Electives

Course Code	Title	Credits
	GER Electives	6
	Sub-Total Credits	**6**

	Total Credits	**15-20**

Medieval and Renaissance Studies

Degree Type
Minor

Required Courses

Course Code	Title	Credits
LA 111	Basic Latin	3
	HI 223 or HI 224	3
	EN/RS 339	3
	Sub-Total Credits	**9**

Elective Courses: One course from each of the categories below

Course Code	Title	Credits
	History Category	3
	English Category	3
	Philosophy/Religion Category	3
	Languages/Fine Arts Category	3
	Sub-Total Credits	**12**

HI 348, EN 340, EN 341, SP 341, HU 362: Approval of the course in fulfillment of the minor's requirement will depend on the semester's topic

	Total Credits	**21**

Pre-Law

Degree Type
Minor

Course Code	Title	Credits
	Critical Thinking (select one course)	3
	Research Methods (select one course)	3
	Ethical Reasoning (select one course)	3
	Foundations in U.S. Legal Thought (select one course)	3
	Pre-Law Electives	6
	Sub-Total Credits	**18**

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 Dominican Curriculum (DC) requirements. In order to achieve the interdisciplinary focus of this minor, no more than two courses may be taken in the same discipline. At least three courses taken in fulfillment of the minor must be courses with the CJ, HI, PO, and/or SS designation. Please note that CJ courses typically have pre-requisites, which include CJ 113 and SO 111. Students must complete or place out of MA113 College Algebra as a prerequisite for taking MA 225.

	Total Credits	18

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 University New York'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.

Marketing students have two tracks they can follow. The first is our general Marketing track. The second is a concentration in Digital Marketing.

The Marketing program is accredited by the International Accreditation Council for Business Education (I.A.C.B.E.). IACBE, 11960 Quivira Road, Suite 300, Overland Park, KS 66213.
www.iacbe.org

Experiential Marketing Learning Requirement

In order to graduate, students in the Marketing program must complete an experiential learning requirement related to their field of interest. The experiential learning requirement can be met through 3-credits of internship, 3-credits of practicum or an equivalent non-credit experience in a real world or "out of the traditional classroom" context. The requirement offers students the opportunity to initiate lifelong learning through the development and application of academic knowledge and skills in new or different settings. Experiential learning may fall into one or more of the following categories:

- Undergraduate Research, where students engage in systematic inquiry that contributes to the discovery or interpretation of knowledge significant to their field of study.
- Community/Civic Engagement, where students interact with people from diverse backgrounds, to challenge their under-standing of community needs, and to explore ways of partnering with community members to address problems or improve community life. Examples could include a semester-long community engagement, or civic project where a student's business studies assist them in serving the community.
- Career and Practical Experiences, where students use skills and concepts learned in the classroom while engaging in work-like settings that relate to their field of study or possible career path. Examples include internship, co-ops, student teaching, or tutoring experience.

Both credit-bearing and non-credit bearing experiences, paid or un-paid, may be proposed for meeting this requirement. All student experiential learning experiences must be approved by the student's academic advisor. Furthermore, all internships must be approved by the Career Development Center. All such experiences must include the following:

- significant opportunities for the student to apply academic ideas, concepts, theories and/or skills to practice;
- significant experience-based learning beyond that which typically occurs in the undergraduate classroom;
- sustained and significant interaction throughout the experience between the student and their faculty/staff advisor(s);
- sustained student involvement or immersion (with the total amount of time committed by the student being roughly equal at least to that required for a three-credit-hour course);
- a meaningful opportunity for student reflection (e.g., with a portfolio, final essay, faculty/student meeting or other opportunity) at the conclusion of the experience; and
- a level of academic rigor and education effectiveness comparable to what is found in a typical Dominican University New York undergraduate course.

- Up to 6 internship credits may be applied to the degree.

Digital Marketing Concentration

Degree Type
B.S.

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

Some of the courses in this concentration are offered through Dominican University's partnership with LCMC, a national consortium of private colleges. These courses are designed by top academics, reviewed by industry leaders, and taught online asynchronously by qualified faculty from other colleges within the LCMC consortium.

Summary of Requirements

Course	Credits
Marketing courses(in addition to those in Business Core, must include MK 229,MK 310, MK 441, DMC III, DMC IV, DMC V)	21
Business Core(MG 211, MK 114, IX 250, BU 213, AC111, AC 112, FN 111,MG 310, MK 326, MG 474)	31
Liberal Arts(including EC 211,EC 212, MA 113, MA114 or 116,MA 225, CS/BU 112)	60
Free Electives	0-6
Internship or Practicum	0-6
Freshman Seminar (Day students only)	2
Total Credits Required	**120**

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

Sample Curriculum Pattern

Freshman Year

Fall Semester

Course Code	Title	Credits
MK 114	Basic Marketing	3
	DC 119/120	3-4
MA 113	College Algebra	3
DC 111	Persuasive Speaking	3
FS 111	Freshman Seminar	2
	Sub-Total Credits	**14-15**

Spring Semester

Course Code	Title	Credits
DC 130	Introductory Logic	3
	DC 150-190	3

	MA 114 or MA 116	3
MK 229	Digital Media	3
	Elective	3
	Sub-Total Credits	**15**

Sophomore Year

Fall Semester

Course Code	Title	Credits
	DC 200-219	3
FN 111	Basic Finance and Investing	3
MA 225	Introduction to Statistics	3
MG 211	Introduction to Management	3
MK 441	Market Research	3
	Sub-Total Credits	**15**

Spring Semester

Course Code	Title	Credits
AC 110	Principles of Financial Accounting	3
	DC 220-239	3
	DC 240-259	3
EC 211	Macroeconomics	3
MK 280	Viral and Organic Growth	3
	Sub-Total Credits	**15**

Junior Year

Fall Semester

Course Code	Title	Credits
AC 112	Principles of Managerial Accounting	3
	DC 260-279	3
	Hub Course for Gen Ed Minor	3
EC 212	Microeconomics	3
MK 310	Social Media Marketing	3
	Sub-Total Credits	**15**

Spring Semester

Course Code	Title	Credits
IX 250	Principles of Systems and Technology	3

	Science Course for Gen Ed Minor	3
	Values Course for Gen Ed Minor	3
MG 310	Business, Society, and Corporate Values	3
MK 326	Global Marketing	3
	Sub-Total Credits	**15**

Senior Year

Fall Semester

Course Code	Title	Credits
BU 393	PHIT Internship	3
	Gen Ed Minor Culmination	3
MK 380	SEO and SEM	3
	MG/MK/FN 474	3
	Liberal Arts Elective	3
	Sub-Total Credits	**15**

Spring Semester

Course Code	Title	Credits
BU 213	Business Law I	3
MK 480	Digital Marketing Analytics	3
	MK Elective	3
	Elective	3
	Liberal Arts Elective	3
	Sub-Total Credits	**15**

** Experiential Learning can be completed over the summer or other period. If completed for no credit, a free elective is added here.*

Marketing

Degree Type
B.S.

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 University's writing proficiency requirements.

Summary of Requirements

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 111, MG 310, MG 355, MG 474)	31
Liberal Arts(including EC 211,EC 212, MA 113, MA 114 or 116,MA 225, CS/BU112)	60
Free Electives	0-6
Internship or Practicum	0-6
Freshman Seminar	2
Total Credits Required	**120**

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

Sample Curriculum Pattern

Freshman Year

Fall Semester

Course Code	Title	Credits
MK 114	Basic Marketing	3
	DC 119/120	3-4
MA 113	College Algebra	3
DC 111	Persuasive Speaking	3
FS 111	Freshman Seminar	2
	Sub-Total Credits	**14-15**

Spring Semester

Course Code	Title	Credits
DC 130	Introductory Logic	3
	DC 150-190	3
	MA 114 or MA 116	3
MG 211	Introduction to Management	3
	MK Elective	3
	Sub-Total Credits	**15**

Sophomore Year

Fall Semester

Course Code	Title	Credits
CS 112	Effective Business Communications: Writing and Speaking	3
	DC 200-219	3

FN 111	Basic Finance and Investing	3
MA 225	Introduction to Statistics	3
MK 441	Market Research	3
	Sub-Total Credits	**15**

Spring Semester

Course Code	Title	Credits
AC 110	Principles of Financial Accounting	3
	DC 220-239	3
	DC 240-259	3
EC 211	Macroeconomics	3
	MK Elective	3
	Sub-Total Credits	**15**

Junior Year

Fall Semester

Course Code	Title	Credits
AC 112	Principles of Managerial Accounting	3
	DC 260-279	3
	Hub Course for Gen Ed Minor	3
EC 212	Microeconomics	3
	MK Elective	3
	Sub-Total Credits	**15**

Spring Semester

Course Code	Title	Credits
IX 250	Principles of Systems and Technology	3
	Science Course for Gen Ed Minor	3
	Values Course for Gen Ed Minor	3
MG 310	Business, Society, and Corporate Values	3
	MK Elective	3
	Sub-Total Credits	**15**

Senior Year

Fall Semester

Course Code	Title	Credits
BU 393	PHIT Internship	3

	Gen Ed Minor Culmination	3
MK 326	Global Marketing	3
	MG/MK/FN 474	3
	Liberal Arts Elective	3
	Sub-Total Credits	**15**

Spring Semester

Course Code	Title	Credits
BU 213	Business Law I	3
	Elective	3
	Elective	3
	Elective	3
	Liberal Arts Elective	3
	Sub-Total Credits	**15**

** Experiential Learning can be completed over the summer or other period. If completed for no credit, a free elective is added here.*

Marketing

Degree Type
Minor

For non-Marketing majors interested in exposure to the key areas of marketing, the Marketing minor consists of 18 credits.

Required Courses

Course Code	Title	Credits
MK 114	Basic Marketing	3
MK 441	Market Research	3
	Sub-Total Credits	**6**

Elective Courses

Course Code	Title	Credits
	CS/MK 229	3
	CS/MK 310	3
MK 332	Advertising	3
	CS/MK 443	3
MK 326	Global Marketing	3
MK 345	Innovation and Product Development	3
MG 265	Entrepreneurship	3

MK 340	Sports Media and Promotion	3
MK 165	Introduction to Entrepreneurship	3
MK 350	Content Creation	3
MK 367	Fashion/Beauty Marketing	1
MK 368	Music Industry Marketing	1
MK 369	Food/Beverage Marketing	1
	Sub-Total Credits	**12**
	Total Credits	**18**

Mathematics

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

Students majoring in Mathematics or Education with a concentration in Mathematics will be expected to maintain a 2.5 average in Mathematics and in the overall cumulative index. Other grade expectations may apply for students seeking degrees in other programs that have mathematics requirements; see other programs' Catalog section for any specific grade expectations.

Math Placement Exam and Levels:

Freshmen:

All freshmen entering the University are given a placement test in mathematics to determine an appropriate course assignment.

Transfer Students:

Note that most students receiving transfer credit for a course equivalent to MA 112, 113, 114, or 221 can use that course to determine eligibility for further math coursework without taking our Math Placement Exam. Some majors require transfers to take the Math Placement Exam even if they are transferring in math credits (Busi-ness Administration, Teacher Education, Nursing, Social Work). Transfer students testing at the MA 112 or 13 level who have transfer credit for the equivalent course or higher are eligible to take MA 118: Enhanced Math. Transfer students not transferring in the equivalent of MA 112, 113, 114, or 221 who need to, or choose to, take a mathematics course should take the placement exam upon entry.

With a placement of LEVEL A, a student is only eligible to take MA 112: Introduction to College Math. Note that placement at this level makes this a required class. A minimum grade of C- is required for graduation when a student places into this class. A student is subject to dismissal from the College if he or she fails two times to achieve the required minimum grade in MA 112. Note that grades of W or WU are considered as attempts.

With a placement of LEVEL B, a student is eligible to take

- MA 113: College Algebra
  DC 125MA: Quantitative Reasoning

With a placement of LEVEL C, a student is eligible to take

- MA 114: Precalculus
- MA 116: Finite Math
- MA 117: Discrete Math

- MA 120: Math, Money, & You: Mathematics of Financial Literacy
- DC 125MA: Quantitative Reasoning
- MA 225: Introduction to Statistics

With a placement of LEVEL D, a student is eligible to take

- MA 116: Finite Math
- MA 117: Discrete Math
- MA 120: Math, Money, & You: Mathematics of Financial Literacy

Mathematics with Preparation for Adolescence Education

Degree Type

B.A.

Summary of Requirements

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

Required:

Course Code	Title	Credits
MA 221	Calculus I	3
MA 222	Calculus II	3
MA 224	Probability	3
MA 225	Introduction to Statistics	3
MA 227	Classical Greece: The Vision of Geometry	3
	MA 228 or MA 229	3
MA 331	Abstract Algebra	3
MA 332	Linear Algebra	3
MA 333	Calculus III	3
MA 334	Advanced Calculus	3
MA 455	Mathematics Practicum	1
MA 466	Teaching Mathematics (Adolescence Education)	3
	MA 116 or higher	6-12
	Sub-Total Credits	**40-46**

MA 225: An elective course may be substituted with advisor's permission.

	Total Credits	**40-46**

Mathematics with a Business/Pre-Actuarial Specialization

Degree Type

B.A.

Summary of Requirements

36 semester hours in Mathematics as specified below. In addition, 18 credit hours in Business Division courses.

Business Courses

Required

Course Code	Title	Credits
AC 110	Principles of Financial Accounting	3
AC 112	Principles of Managerial Accounting	3
EC 211	Macroeconomics	3
EC 212	Microeconomics	3
	Business Specialization Elective Courses	6
	Sub-Total Credits	**18**

Course Code	Title	Credits
MA 221	Calculus I	3
MA 222	Calculus II	3
MA 224	Probability	3
MA 225	Introduction to Statistics	3
MA 226	Inferential Statistics	3
MA 227	Classical Greece: The Vision of Geometry	3
MA 331	Abstract Algebra	3
MA 332	Linear Algebra	3
MA 333	Calculus III	3
MA 334	Advanced Calculus	3
MA 335	Differential Equations	3
MA 465	Topics in Mathematics	3
	Sub-Total Credits	**36**

MA 225: An elective course may be substituted with advisor's permission.

	Total Credits	**54**

Mathematics with a Related Field (Natural Sciences or Computer Sciences)

Degree Type

B.A.

Summary of Requirements

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

	Total Credits	**36**

Concentration in Mathematics with B.S. in Childhood Education

Degree Type

B.S.

Summary of Requirements:

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

Required:

Course Code	Title	Credits
MA 113	College Algebra	3
MA 114	Precalculus	3
MA 221	Calculus I	3
MA 222	Calculus II	3
MA 225	Introduction to Statistics	3
MA 227	Classical Greece: The Vision of Geometry	3
MA 228	The Dawn of Mathematics	3
	MA 331 or MA 332	3
MA 455	Mathematics Practicum	1
	MA 116 or higher	6-12
	Sub-Total Credits	**31-37**

MA 113, MA 114: Entrance to the Algebra/Calculus sequence is determined by the Math Placement Exam.

	Total Credits	**31-37**

Mathematics

Degree Type

Minor

Summary of Requirements

Course Code	Title	Credits
MA 221	Calculus I	3
MA 222	Calculus II	3

	MA 225 or MA 226	3
	MA 331 or MA 335	3
	MA Minor Elective	6
	Total Credits	**18**

Nursing

The Division of Nursing at Dominican University New York offers five 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).

CCNE
655 K Street NW
Suite 750
Washington, DC, 20001
Phone: (202) 887-6791
Website: aacnnursing.org/ccne-accreditation

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 lifelong learning and provides the foundation for graduate education in nursing.

Bachelor of Science in Nursing Program Options

Five different program options lead to the Bachelor of Science degree in nursing: the Traditional Day option, the Traditional Evening option, the Weekday Accelerated (ABSN) option, the Weekend Accelerated option (WABSN), and the RNBSN option (currently not accepting students).

Traditional Day Option

The Traditional Day option leads to a Bachelor of Science in Nursing degree for students with no prior background in nursing and licensed practical nurses.

Traditional Evening Option

The Traditional Evening option leads to a Bachelor of Science in Nursing degree for students with no prior background in nursing and licensed practical nurses.

ABSN Option

A weekday accelerated (ABSN) option permits applicants holding a prior non-nursing baccalaureate degree from a four-year institution accredited by a body recognized by the United States Department of Education to complete the nursing requirements in one calendar year. The ABSN leads to a Bachelor of Science in Nursing degree.

WABSN Option

A weekend (WABSN) option permits applicants holding a prior non-nursing baccalaureate degree from a four-year institution accredited by a body recognized by the United States Department of Education to complete the nursing requirements in two calendar years. The WABSN option leads to a Bachelor of Science in Nursing degree.

RNBSN 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. The RNBSN Option leads to a Bachelor of Science in Nursing degree. The RNBSN program is temporarily on hold.

Nursing Admission Information

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

All Traditional Day and Evening option applicants, in addition to completing all prerequisite courses, must have a minimum cumulative GPA of 2.7 and meet the current minimum required score on the ATI 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 start date of the first nursing course. Students are allowed to take the TEAS up to five (5) times to achieve the required score. RNBSN Upper Division program applicants must be graduates of a diploma or associate degree program in nursing, hold a current RN license, and have a minimum cumulative index of 2.7 for eligibility.

ABSN and WABSN applicants must hold a prior baccalaureate degree with a minimum undergraduate baccalaureate grade point average of 2.7. Acceptance is based on completion of all prerequisite courses prior to the start of the program, the strength of the undergraduate GPA, and the space available. The WABSN Option requires applicants to achieve the minimum required score on the ATI Test of Essential Academic Skills (TEAS) to be eligible for admission to the program. The TEAS must be taken within two years prior to the start date of the first nursing course. Students have the opportunity to take the TEAS up to five (5) times to achieve the required score.

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

All Traditional students are required to take a Mathematics Placement examination and will be placed accordingly. The mathematics courses required are: 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. If MA113 is required based on placement and is not taken prior to beginning the program, it may be taken during the first semester in the nursing program.

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 onetime only. If a corequisite Science course needs to be repeated, it may be repeated only after the student has been removed from the nursing sequence. Students removed from the nursing sequence must complete the course successfully to return to the nursing program.

Students must adhere to policies in the Nursing Student Handbook which can be downloaded from the Dominican University New York website: www.my.duny.edu

A physical examination, including a twostep 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. Students must complete all healthcare requirements and immunization tracking through Castle Branch.

COVID vaccination and Covid vaccine boosters are required for participation in the Nursing program.

A driver's license and car insurance are mandatory. Students are re-sponsible 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 and one time only 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 to the Traditional Day or Evening option and from the WABSN options to the Traditional Evening 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 Day option students may not transfer into the ABSN or WABSN programs. Traditional Day students may not take Traditional Evening courses. Unsuccessful students in the WABSN pro-gram intending to reapply to nursing may only apply for readmission into the WABSN option or Traditional Evening option. The WABSN Coordinator will advise students on readmission criteria and readmission decisions.

All students in the Traditional Day and Evening, 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 in CARP, and the ATI NCLEX review course.

All pre-licensure candidates must successfully complete the mandatory ATI NCLEX Review course 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 Re-view course must be repeated.

Advanced Standing: RN-BSN Online Option

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

Registered nurse applicants from accredited associate degree pro-grams 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 Day and Evening 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 Dominican Curriculum (DC).

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 mini-mum G.P.A. of 3.0, faculty recommendations, and top one-third po-sitio

Nursing

Degree Type

B.S.N.

Dominican Curriculum

DC-Component-1

The following required courses are included in the Dominican Curriculum:

Course Code	Title	Credits
DC 111	Persuasive Speaking	3
	DC 119/120	3-4
	DC 150-190	3
	MA 113 or above (by placement)	3
DC 130	Introductory Logic	3
	Sub-Total Credits	**15-16**

DC-Component -2

Course Code	Title	Credits
	DC 200-219	3
	DC 220-239	3
	DC 240-259	3
	DC 260-279	3
	Sub-Total Credits	**12**

DC-Component -3

Course Code	Title	Credits
	Hub Course for Gen Ed Minor	3
	Science Course for Gen Ed Minor	3
	Values Course for Gen Ed Minor	3
	DC 470 - 490 Gen Ed Minor Culmination	3
	Sub-Total Credits	**12**

Laboratory Sciences

Course Code	Title	Credits
BI 223	Anatomy and Physiology I	4
BI 224	Anatomy and Physiology II	4
	CH 223 or CH 221 & BI 228	4
BI 225	Introductory Microbiology	4
BI 326	Pathophysiology for the Health Professions	3
	Sub-Total Credits	**19**

Other Required Courses

Course Code	Title	Credits
IX 202	Intro to Public Health Informatics and Technology	3
PS 101	General Psychology I: Biological Bases of Human Behavior	3
	PS 210 or PS 213 & PS 214	3-6
MA 225	Introduction to Statistics	3
PS 102	General Psychology II: Social Bases of Human Behavior	3
	Sub-Total Credits	**15-18**

Nursing Courses

Course Code	Title	Credits
NR 101	Transition to Nursing I	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 and Nursing Practice	3
NR 330	Parent-Child Nursing	5
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
	Sub-Total Credits	**61**

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.

Only one course in the Traditional Day or Evening, or WABSN option may be repeated, and that course may only be repeated one time. Permission of the Nursing Division Academic Standing Com-mittee is required before a student registers to repeat a Nursing course.

Sample Curriculum Pattern

Nursing Traditional Day and Evening Option

Semester I

*CH 111 is required for students without a high school Chemistry course.
**MA 113 requirement determined by placement test
***PS 210 requirement can be fulfilled by taking both PS 213 and PS 214.

Course Code	Title	Credits
DC 111	Persuasive Speaking	3
	DC 119/120	3-4
FS 111	Freshman Seminar	2
BI 223	Anatomy and Physiology I	4
CH 111	Introduction to Chemistry	3
MA 113	College Algebra	3
	Sub-Total Credits	**18-19**

Semester II

Course Code	Title	Credits
DC 130	Introductory Logic	3
	DC 150-190	3
CH 223	General & Biochemistry	4
BI 224	Anatomy and Physiology II	4
NR 101	Transition to Nursing I	3
	Sub-Total Credits	**17**

Semester III

Course Code	Title	Credits
	DC 200-219	3
	DC 240-259	3
NR 223	Introduction to Professional Nursing I	5
NR 235	Principles of Health Assessment	3
BI 225	Introductory Microbiology	4
	Sub-Total Credits	**18**

Semester IV

Course Code	Title	Credits
	DC 220-239	3
	DC 260-279	3
BI 326	Pathophysiology for the Health Professions	3

PS 210	Lifespan Human Development	3
NR 224	Introduction to Professional Nursing II	5
NR 231	Professional Practice Concepts	2
	Sub-Total Credits	**19**

Semester V

Course Code	Title	Credits
	Hub Course for Gen Ed Minor	3
	Science Course for Gen Ed Minor	3
NR 320	Psychiatric Mental Health Nursing	5
NR 329	Pharmacologic Agents and Nursing Practice	3
NR 330	Parent-Child Nursing	5
	Sub-Total Credits	**19**

Semester VI

Course Code	Title	Credits
	Values Course for Gen Ed Minor	3
PS 101	General Psychology I: Biological Bases of Human Behavior	3
NR 340	Adult Nursing I	5
NR 345	Family Health Nursing	5
NR 353	Nursing Research	3
	Sub-Total Credits	**19**

Semester VII

Course Code	Title	Credits
	DC 470 - 490 Gen Ed Minor Culmination	3
IX 202	Intro to Public Health Informatics and Technology	3
NR 450	Adult Nursing II	5
NR 463	Community Health Nursing	5
	Sub-Total Credits	**16**

Semester VIII

Course Code	Title	Credits
NR 465	Nursing Leadership/Management	5
NR 467	Nursing Seminar	2
	Elective	3
	Elective	3

	Sub-Total Credits	**13**

RN TO B.S.N. One-Year Online Option

Session I (Fall start)

Course Code	Title	Credits
NR 235	Principles of Health Assessment	3
	Sub-Total Credits	**3**

Session II

Course Code	Title	Credits
NR 345	Family Health Nursing	5
	Sub-Total Credits	**5**

Session III

Course Code	Title	Credits
NR 231	Professional Practice Concepts	2
	Sub-Total Credits	**2**

Session IV

Course Code	Title	Credits
NR 463	Community Health Nursing	5
	Sub-Total Credits	**5**

Session V

Course Code	Title	Credits
NR 467	Nursing Seminar	2
	Sub-Total Credits	**2**

Session VI

Course Code	Title	Credits
NR 465	Nursing Leadership/Management	5
	Sub-Total Credits	**5**

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

Summer Trimester I

Course Code	Title	Credits
NR 223	Introduction to Professional Nursing I	5
NR 224	Introduction to Professional Nursing II	5
NR 329	Pharmacologic Agents and Nursing Practice	3
NR 330	Parent-Child Nursing	5
	Sub-Total Credits	**18**

Fall Trimester II

Course Code	Title	Credits
NR 235	Principles of Health Assessment	3
NR 231	Professional Practice Concepts	2
NR 340	Adult Nursing I	5
NR 345	Family Health Nursing	5
NR 320	Psychiatric Mental Health Nursing	5
	Sub-Total Credits	**20**

Trimester III

Course Code	Title	Credits
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
	Sub-Total Credits	**20**

Accelerated B.S.N. (Weekend Option)

YEAR 1 - Summer Trimester I

Course Code	Title	Credits
NR 223	Introduction to Professional Nursing I	5
NR 224	Introduction to Professional Nursing II	5
NR 329	Pharmacologic Agents and Nursing Practice	3
	Sub-Total Credits	**13**

Fall Trimester II

Course Code	Title	Credits
NR 235	Principles of Health Assessment	3
NR 231	Professional Practice Concepts	2

NR 330	Parent-Child Nursing	5
	Sub-Total Credits	**10**

Spring Trimester III

Course Code	Title	Credits
NR 340	Adult Nursing I	5
NR 345	Family Health Nursing	5
NR 353	Nursing Research	3
	Sub-Total Credits	**13**

YEAR 2 - Summer Trimester IV

Course Code	Title	Credits
NR 345	Family Health Nursing	5
NR 320	Psychiatric Mental Health Nursing	5
NR 450	Adult Nursing II	5
	Sub-Total Credits	**15**

Fall Trimester V

Course Code	Title	Credits
NR 450	Adult Nursing II	5
NR 463	Community Health Nursing	5
	Sub-Total Credits	**10**

Spring Trimester VI

Course Code	Title	Credits
NR 465	Nursing Leadership/Management	5
NR 467	Nursing Seminar	2
	Sub-Total Credits	**7**

	Total Credits	**131**

Philosophy

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 un-usual 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.

Philosophy

Degree Type
Minor

Required Courses

Course Code	Title	Credits
PH 112	Logic	3
	Philosophy Ethics Course	3
	Philosophy Electives	12
	Total Credits	**18**

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 re-search 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.

Psychology Minor

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

Psychology

Degree Type

B.A.

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

Core Courses

Course Code	Title	Credits
PS 101	General Psychology I: Biological Bases of Human Behavior	3
PS 102	General Psychology II: Social Bases of Human Behavior	3
PS 331	Introduction to Psychological Statistics	3
PS 343	History and Systems of Psychology	3
PS 441	Introduction to Experimental Psychology	3
PS 472	Senior Seminar and Research	3
PS 480	Advanced Topics in Psychology	3
	Sub-Total Credits	**21**

Required Courses

Course Code	Title	Credits
	PS 213, PS 214 or PS 215	3
	PS 224 or PS 226	3
	PS 236 or PS 250	3
	PS 345 or PS 346	3
	PS 344, PS 350 or PS 360	3
	PS 225, PS 240, PS 280 or PS 342	3
	Psychology Elective	3
	Psychology Elective	3
	Sub-Total Credits	**24**

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 101 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.

	Total Credits	**45**

Psychology

Degree Type
Minor

Required Courses

Course Code	Title	Credits
PS 101	General Psychology I: Biological Bases of Human Behavior	3
PS 102	General Psychology II: Social Bases of Human Behavior	3
	PS 213 or PS 214	3
	200-level courses other than PS 213 or PS 214	6
	300-level PS course	3

	Total Credits	**18**

Religious Studies

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.

Religious Studies

Degree Type
Minor

Course Code	Title	Credits
	RS "V" course	3
	RS "C", "M", or "P" course (3 credits, each from a different period)	6
	Religious Studies Elective	9

	Total Credits	18

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 postgraduate 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 University and are recommended as valuable additional preparation for the beginning of a career path.

Summary of Requirements: Social Sciences & Education

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

Teacher certification is also available in connection with the B.A. program in History. See 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.

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 University New York undergraduate students who have begun study at the University no later than the first semester of the Sophomore year with fewer than 35 transfer credits. Addition-ally, students on the Accelerated Path must attain and maintain a mini-mum 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.

Social Sciences

Degree Type

B.A.

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

Criminal Justice

Course Code	Title	Credits
CJ 113	Introduction to Criminal Justice	3
CJ 226	The Police, the Citizen, and the Community	3

CJ 230	Juvenile Justice	3
CJ 331	The Constitution, Crime, and Civil Rights	3
SS 472	Social Science Seminar	3
	Sub-Total Credits	**15**

Economics

Course Code	Title	Credits
EC 211	Macroeconomics	3
EC 212	Microeconomics	3
	Economics Elective Group	12
SS 472	Social Science Seminar	3
	Sub-Total Credits	**21**

History

Course Code	Title	Credits
	One History course in each area of Component II (C, M, P) of GEC	9
	History Elective	9
SS 472	Social Science Seminar	3
	Sub-Total Credits	**21**

Political Science

Course Code	Title	Credits
PO 111	American National Government	3
PO 333	The Supreme Court and the Constitution	3
PO 337	World Politics	3
	Political Science Elective Group	0
SS 472	Social Science Seminar	3
	Sub-Total Credits	**12**

Psychology

Course Code	Title	Credits
PS 101	General Psychology I: Biological Bases of Human Behavior	3
PS 102	General Psychology II: Social Bases of Human Behavior	3
SS 221	Quantitative Methods & Research	3
	Psychology Elective	9
SS 472	Social Science Seminar	3
	Sub-Total Credits	**21**

Sociology/Anthropology

Course Code	Title	Credits
SO 111	Introduction to Sociology	3
SS 221	Quantitative Methods & Research	3
	Sociology/Anthropology Elective	12
SS 472	Social Science Seminar	3
	Sub-Total Credits	**21**

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 expec-tations apply for students seeking teacher certification: see Catalog section for Teacher Education.

	Total Credits	**39**

Social Sciences-to-Occupational Therapy Pre-Professional Tracks

Degree Type
B.A.

Sample Curriculum Pattern

Freshman Year

Fall Semester

Course Code	Title	Credits
FS 111	Freshman Seminar	2
PS 101	General Psychology I: Biological Bases of Human Behavior	3
SO 111	Introduction to Sociology	3
DC 111	Persuasive Speaking	3
MA 113	College Algebra	3
	Sub-Total Credits	**17**

Spring Semester

Course Code	Title	Credits
PS 102	General Psychology II: Social Bases of Human Behavior	3
	Component II C, M, or P course	3
MA 225	Introduction to Statistics	3
	Component III course (S or V)	3

	Sub-Total Credits	**15**

Sophomore Year

Fall Semester

Course Code	Title	Credits
BI 223	Anatomy and Physiology I	4
PS 210	Lifespan Human Development	3
SS 221	Quantitative Methods & Research	3
	Component II C, M, or P course	3
	Component III course (S or V)	3
	Sub-Total Credits	**16**

Spring Semester

Course Code	Title	Credits
BI 224	Anatomy and Physiology II	4
	Elective	3
PS 226	Abnormal Psychology	3
	Component II C, M, or P course	3
	Component III course (S or V)	3
	Sub-Total Credits	**16**

Junior Year

Fall Semester

Course Code	Title	Credits
BI 333	Neuroscience	3
	PY 114 or PY 221	3-4
	Supporting SS I or II	3
	Component II C, M, or P course	3
	Component III course (S or V)	3
	Sub-Total Credits	**15-16**

Spring Semester

Course Code	Title	Credits
SS 472	Social Science Seminar	3
	Supporting SS I or II	3
	Supporting SS I or II	3
	Electives	8

	Sub-Total Credits	**17**

DC 120, SO 111, DC 111, PS 102, EN 123, PS 210, SS 221, PS 226: 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 Pro-gram must have a minimum cumulative and prerequisite GPA of 3.0.

MA 225, BI 223, BI 224, BI 333, PY 1147, PY 221: 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 Pro-gram must have a minimum cumulative and prerequisite GPA of 3.0.

Apply to OT Program via OTCAS by December 31**

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 University New York graduates are given preferential consideration over other equally qualified outside candidates.

	Total Credits	**96-97**

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

Degree Type
B.A.

Sample Curriculum Pattern

Freshman Year

Fall Semester

Course Code	Title	Credits
FS 111	Freshman Seminar	2
PS 101	General Psychology I: Biological Bases of Human Behavior	3
SO 111	Introduction to Sociology	3
DC 111	Persuasive Speaking	3
	Sub-Total Credits	**14**

Spring Semester

Course Code	Title	Credits
PS 102	General Psychology II: Social Bases of Human Behavior	3
	Component II C, M, or P course	3
MA 113	College Algebra	3
	Component III course (S or V)	3

	Sub-Total Credits	**15**

Sophomore Year

Fall Semester

Course Code	Title	Credits
MA 225	Introduction to Statistics	3
PS 210	Lifespan Human Development	3
	Supporting SS I or II	3
	Component II C, M, or P course	3
	Component III course (S or V)	3
	Sub-Total Credits	**15**

Spring Semester

Course Code	Title	Credits
SS 221	Quantitative Methods & Research	3
	Elective	3
PS 226	Abnormal Psychology	3
	Component II C, M, or P course	3
	Component III course (S or V)	3
	Sub-Total Credits	**15**

Junior Year

Fall Semester

Course Code	Title	Credits
BI 223	Anatomy and Physiology I	4
	PY 114 or PY 221	3-4
	Supporting SS I or II	3
	Component II C, M, or P course	3
	Component III course (S or V)	3
	Sub-Total Credits	**16-17**

Spring Semester

Course Code	Title	Credits
BI 224	Anatomy and Physiology II	4
	Supporting SS I or II	3
	Component II C, M, or P course	3
	Elective	3

	Elective	3
	Sub-Total Credits	**16**

Senior Year

Fall Semester

Course Code	Title	Credits
BI 333	Neuroscience	3
	Supporting SS I or II	3
	Supporting SS I or II	3
	Component III course (S or V)	3
	Elective	3
	Sub-Total Credits	**15**

APPLICATION VIA OTCAS SUBMITTED BY DECEMBER 31 OF THE SENIOR YEAR; MUST EARN A MINIMUM OF 120 CREDITS FOR THE DEGREE

DC 120, SO 111, DC 111, PS 102, EN 123, MA 113, PS 210, SS 221, PS 226: 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.

MA 225, BI 223, PY 221, BI 224, BI 333: 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 Pro-gram 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 University New York graduates are given preferential consideration over other equally qualified outside candidates.

	Total Credits	**105-106**

Social Work

Mission

The mission of the Dominican University New York 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, 333 John Carlyle Street, Suite 400, Alexandria, VA 22314.

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 policymaking 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. Preadmission 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 University with an interest in social work must contact the University Admissions Office first and be accepted by the University.

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 University New York. 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 University-administered placement examination is below an acceptable standard are required to take and pass the English and Math courses specified (see English curriculum, "University 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.

Social Work

Degree Type
B.S.W.

Summary of Requirements

Social Work Core

Sample Curriculum Pattern

Junior Year

Fall Semester

Course Code	Title	Credits
SW 200	Introduction to Social Work	3
SW 451	Person in Environment I	3
	Sub-Total Credits	**6**

Spring Semester

Course Code	Title	Credits
SW 452	Person in Environment II	3
SW 454	Social Work Practice I	3
SW 455	Social Work Junior Field Education I and Field Seminar	3
SW 462	Social Policy	3
	Sub-Total Credits	**12**

Senior Year

Fall Semester

Course Code	Title	Credits
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
	Sub-Total Credits	**12**

Spring Semester

Course Code	Title	Credits
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
	Sub-Total Credits	**12**

SW Elective

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

Course Code	Title	Credits
	Social Work Elective	3
	Sub-Total Credits	**3**

	Total Credits	**45**

Sociology

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.

Sociology

Degree Type
Minor

Required Courses

Course Code	Title	Credits
SO 111	Introduction to Sociology	3
	SO 226 or SO 320	3
	Sociology V Course	3
	Sociology Elective	9
	Total Credits	**18**

Teacher Education

Dominican University New York's Teacher Education programs are committed to preparing teacher candidates who will be able to meet the challenges of the 21st Century. The goals of these programs are reflective of the University's mission, informed by its heritage, and aligns its goals with the University-wide goals for every student in the following ways:

Educate the Mind – in keeping with this goal, we will produce teachers who have the knowledge/skills necessary to recognize their increasing responsibilities in the classroom and community.

Develop the Self – in keeping with this goal, we will produce teachers who are personally responsible, flexible and caring. They will be independent, reflective learners who demonstrate continuous growth.

Serve the Community – in keeping with this goal, we will produce teachers who have a multicultural perspective and have the knowledge/skills necessary to collaborate with colleagues and meet the unique developmental and educational needs of each learner.

Inspire Change - in keeping with this goal, we will produce teachers who demonstrate attitudes that promote positive human relationships and foster learning.

Through the Education programs, Dominican University New York 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 University who are interested in pursuing post-baccalaureate studies in one of these programs should consult their Faculty Advisors about the University's SYROP ("Senior Year Overlap") option, by which qualified seniors can finish their requirements for the baccalaureate degree while simultaneously be-ginning 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 under-graduate program.

Undergraduate Programs

Dominican University New York 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 University New York's programs in Teacher Education are accredited by the Council for the Accreditation of Educator Pro-grams (CAEP), 1140 19th St NW, Suite 400, Washington, DC 20036.

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

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

Pursuant to the Regulations (§52.21) of the New York Commissioner of Education, the educator preparation programs offered by Dominican University New York are considered continuously ac-credited 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/Child-hood 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 success-fully 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 ex-tended 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 two tests and a teaching performance assessment video is required for all students completing all program requirements:

- Educating All Students Test (EAS)
- 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.

Admission to the Programs:

1. Office of Admissions determines eligibility to matriculate at Dominican University New York. Candidates for the Teacher Education Program must first be admitted to the University 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 no later than the end of the first semester of their Sophomore year. Transfer students must file an application in their first semester at the University. 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 University 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 Edu-cation 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 mini-mum of a C in all Component I courses. All students must have a minimum C+ in all other courses used to fill program requirements.
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 University's writing proficiency requirements: see English curriculum, "University 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 University 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 University.
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 University's geographic area is available via inter-net at www.olasjobs.org.

General Program Requirements

- Completion of Dominican Curriculum 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 PRO-GRAMS. 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 228, Dawn of Mathematics, and one other course under advisement.
3. Six (6) credits in Natural Sciences: one course in the Bio-logical 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 451, HI 452, HI 453, PO 330, PO 337, SO 320; and either SO 226 or 224.
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 (CS111).

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 Bio-logical 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 451, HI 452, HI 453, PO 330, PO 337 or SO 320

Qualifications for Student Teaching

1. Candidates for student teaching must apply to the Coordinator of Field Placements one semester 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 University'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.

Childhood Education or in Childhood Education/Students with Disabilities

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 University New York 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 expo-sure 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 by the History program in conjunction with other programs and leads 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, philosophical, political, and social ideas that have shaped the American people.

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.

Adolescence Education

Degree Type
B.A.

Sample Curriculum Pattern

Sophomore Year

Fall Semester

Course Code	Title	Credits
ED 222	Educational Psychology	3
ED 223	School and Society	3
	Sub-Total Credits	**6**

Spring Semester

Course Code	Title	Credits
SE 221	Psychology of Individuals with Exceptionalities	3
	Sub-Total Credits	**3**

Junior Year

Fall Semester

Course Code	Title	Credits
ED 225	Technology in the Classroom	3
ED 328	Elements of Literacy	3
ED 330	Introduction to Teaching Methods	3
	Sub-Total Credits	**9**

Spring Semester

Course Code	Title	Credits
ED 332	Strategies for Literacy Development	3
SE 222	Inclusive Settings: Principles and Practices	3
	Sub-Total Credits	**6**

Senior Year

Fall Semester

Student enrolls in one of the following courses.

Course Code	Title	Credits
ED 465	Teaching English (Adolescence Education)	3
ED 466	Teaching Mathematics (Adolescence Education)	3
ED 467	Teaching Social Studies (Adolescence Education)	3
ED 468	Teaching Biology (Adolescence Education)	3
	Sub-Total Credits	**12**

Spring Semester

Course Code	Title	Credits
ED 473	Student Teaching (Adolescence Education)	10
ED 472B	Student Teaching Seminar (Adolescence)	2
	Sub-Total Credits	**12**

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 Psy-chology should be taken in the freshman year, prior to beginning professional coursework.

	Total Credits	**39**

Childhood Education

Degree Type
B.A.

Sample Curriculum Pattern

Sophomore Year

Fall Semester

Course Code	Title	Credits
ED 222	Educational Psychology	3
ED 223	School and Society	3
	Sub-Total Credits	**6**

Spring Semester

Course Code	Title	Credits
SE 221	Psychology of Individuals with Exceptionalities	3
	Sub-Total Credits	**3**

Junior Year

Fall Semester

Course Code	Title	Credits
ED 328	Elements of Literacy	3
ED 225	Technology in the Classroom	3
ED 330	Introduction to Teaching Methods	3
	Sub-Total Credits	**9**

Spring Semester

Course Code	Title	Credits
ED 332	Strategies for Literacy Development	3
SE 222	Inclusive Settings: Principles and Practices	3
	Sub-Total Credits	**6**

Senior Year

Fall Semester

Course Code	Title	Credits
ED 463A	Teaching Mathematics (Childhood Education)	2-3
ED 463B	Teaching Science (Childhood Education)	2
ED 463C	Teaching Social Studies (Childhood Education)	2-3
	Sub-Total Credits	**6-8**

Spring Semester

Course Code	Title	Credits
ED 472	Student Teaching (Childhood)	5-10
ED 472A	Student Teaching Seminar (Childhood)	2
	Sub-Total Credits	**7-12**

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

	Total Credits	**42**

Childhood Education/Early Education

Degree Type
B.A.

Sample Curriculum Pattern

Sophomore Year

Fall Semester

Course Code	Title	Credits
ED 222	Educational Psychology	3
ED 223	School and Society	3
	Sub-Total Credits	**6**

Spring Semester

Course Code	Title	Credits
ED 333	Infant/Toddler Development and Curriculum	3
SE 221	Psychology of Individuals with Exceptionalities	3

	Sub-Total Credits	**6**

Junior Year

Fall Semester

Course Code	Title	Credits
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
	Sub-Total Credits	**12**

Spring Semester

Course Code	Title	Credits
ED 332	Strategies for Literacy Development	3
ED 335	Early Childhood Curriculum II	3
SE 222	Inclusive Settings: Principles and Practices	3
	Sub-Total Credits	**9**

Senior Year

Fall Semester

Course Code	Title	Credits
ED 463A	Teaching Mathematics (Childhood Education)	2-3
ED 463B	Teaching Science (Childhood Education)	2
ED 463C	Teaching Social Studies (Childhood Education)	2-3
	Sub-Total Credits	**6-8**

Spring Semester

Course Code	Title	Credits
ED 471	Student Teaching (Early Childhood)	5
ED 472	Student Teaching (Childhood)	5-10
ED 472A	Student Teaching Seminar (Childhood)	2
	Sub-Total Credits	**12-17**

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

	Total Credits	**51**

Dual Certification in Adolescence Education/SWD Generalist (7-12)

Degree Type
B.A.

Sample Curriculum Pattern

Sophomore Year

Fall Semester

Course Code	Title	Credits
ED 222	Educational Psychology	3
ED 223	School and Society	3
	Sub-Total Credits	**6**

Spring Semester

Course Code	Title	Credits
SE 221	Psychology of Individuals with Exceptionalities	3
	Sub-Total Credits	**3**

Junior Year

Fall Semester

Course Code	Title	Credits
ED 225	Technology in the Classroom	3
ED 328	Elements of Literacy	3
ED 330	Introduction to Teaching Methods	3
SE 336	Introduction to American Sign Language	3
	Sub-Total Credits	**12**

Spring Semester

Course Code	Title	Credits
ED 332	Strategies for Literacy Development	3
SE 330	Psychology of Learners with Intellectual and Behavioral Challenges	3
SE 441	Psycho-Educational Diagnosis and Assessment	3
	Sub-Total Credits	**9**

Senior Year

Fall Semester

Students must take SE 465 and enroll in one of the following courses: ED 465, ED 466, ED 467, ED 468

Course Code	Title	Credits
SE 465	Instructional Strategies and Materials for the Exceptional Learner	3
ED 465	Teaching English (Adolescence Education)	3
ED 466	Teaching Mathematics (Adolescence Education)	3
ED 467	Teaching Social Studies (Adolescence Education)	3
ED 468	Teaching Biology (Adolescence Education)	3
	Sub-Total Credits	**15**

Spring Semester

Course Code	Title	Credits
ED 473	Student Teaching (Adolescence Education)	10
ED 472B	Student Teaching Seminar (Adolescence)	2
	Sub-Total Credits	**12**

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.

	Total Credits	**39**

Dual Certification in Childhood Education/Students with Disabilities

Degree Type
B.A.

Sample Curriculum Pattern

Sophomore Year

Fall Semester

Course Code	Title	Credits
ED 222	Educational Psychology	3
ED 223	School and Society	3
	Sub-Total Credits	**6**

Spring Semester

Course Code	Title	Credits
SE 221	Psychology of Individuals with Exceptionalities	3
	Sub-Total Credits	**3**

Junior Year

Fall Semester

Course Code	Title	Credits
ED 225	Technology in the Classroom	3
ED 328	Elements of Literacy	3
ED 330	Introduction to Teaching Methods	3
SE 336	Introduction to American Sign Language	3
	Sub-Total Credits	**12**

Spring Semester

Course Code	Title	Credits
ED 332	Strategies for Literacy Development	3
SE 330	Psychology of Learners with Intellectual and Behavioral Challenges	3
SE 441	Psycho-Educational Diagnosis and Assessment	3
	Sub-Total Credits	**9**

Senior Year

Fall Semester

Course Code	Title	Credits
ED 463A	Teaching Mathematics (Childhood Education)	2-3
ED 463B	Teaching Science (Childhood Education)	2
ED 463C	Teaching Social Studies (Childhood Education)	2-3
SE 465	Instructional Strategies and Materials for the Exceptional Learner	3
	Sub-Total Credits	**9-11**

Spring Semester

Course Code	Title	Credits
ED 472	Student Teaching (Childhood)	5-10
ED 472A	Student Teaching Seminar (Childhood)	2
	Sub-Total Credits	**7-12**

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

	Total Credits	**51**

American Studies Concentration/Education Program

Degree Type
B.S.

This is a 30-credit program, with the coursework distributed as follows:

Discipline	Credits
American History	12
American Literature	3
History Seminar	3
Designated Interdisciplinary Liberal Arts Electives	12

Section I Core Requirements

Course Code	Title	Credits
	EN 223 or EN 224	3
	HI 302 or HI 339	3
	HI 335 or HI 470	3
HI 472	Seminar in Historical Research	3
	Sub-Total Credits	**12**

Section II Political and Philosophical Studies

(9 credits with at least one History elective required)

Course Code	Title	Credits
EC 338	Wealth and Poverty: Contemporary Economic Issues	3
EN 336	Battle Pieces: Conflict and Commitment in Modern American Literature	3
HI 331	American Colonial Period	3
HI 409	Freedom & Liberty in America, 1607 to Present	3
HI 442	The Survival of the Native American	3
PH 226	American Pragmatism	3
PO 111	American National Government	3
RS 226	Religion in America: Great Awakenings	3
	Sub-Total Credits	**9**

Section III Culture and Society Studies

(9 credits with at least one History elective required)

Course Code	Title	Credits
AR 227	20th-Century Art: A Kaleidoscope of Styles	3
ED 223	School and Society	3
EN 325	American Jazz Age: Generations Lost & Found	3
EN 444	The Search for Identity: Multicultural American Fiction	3
FI 222	American Cinema	3
HI 292	History of Women in America	3
HI 446	War and Society	3
SO 226	Social Problems	3
TH 340	History of the American Musical	3
	Sub-Total Credits	**9**

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

	Total Credits	**30**

Natural Sciences Concentration/Education Program

Degree Type

B.S.

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

Course Code	Title	Credits
BI 113	Introductory Ecology	4
BI 221	General Biology I	4
BI 222	General Biology II	4
	BI 112 or BI 223	3
CH 221	General Chemistry I	4
CH 222	General Chemistry II	4
ES 111	Elements of Earth Science	3
PY 112	Elements of Space Science	3
	Sub-Total Credits	**29**

Recommended Electives

Course Code	Title	Credits
BI 224	Anatomy and Physiology II	4
BI 225	Introductory Microbiology	4
BI 226	Genetics	4
BI 227	Botanical Science	4
BI 228	Introductory Biochemistry	3
ES 112	Climate Science and Action	3
PY 221	General Physics I	4
PY 222	General Physics II	4
	Sub-Total Credits	**3-4**
	Total Credits	**32-33**

Theatre

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.

Theatre

Degree Type
Minor

Required Courses

Course Code	Title	Credits
TH 333	Introduction to Theatre and Drama	3
TH 335	Children's Theatre	3
	Theater Electives	12
	Total Credits	**18**

Undergraduate Courses

Accounting

AC 110: Principles of Financial Accounting

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.

Credits 3

Corequisites MA 113.

AC 111: Principles of Financial Accounting

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.

AC 111 includes a 1-credit QuickBooks lab that brings practical skills in accounting.

Credits 4

Corequisites MA 113.

AC 112: Principles of Managerial Accounting

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.

Credits 3

Prerequisites AC 110 or AC 111.

AC 241: Intermediate Accounting

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.

Credits 3

Prerequisites AC 112.

AC 242: Intermediate Accounting

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.

Credits 3

Prerequisites AC 112.

AC 254: Cost Accounting

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.

Credits 3

Prerequisites AC 112.

AC 333: Principles of Taxation

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.

Credits 3

Prerequisites AC 112.

AC 361: Advanced Accounting

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.

Credits 3

Prerequisites AC 241 and AC 242.

AC 448: Auditing and Assurance Services

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.

Credits 3

Prerequisites AC 241 and 242.

Allied Health

AH 221: Personal and Community Health

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.

Credits 3

AH 335: Principles of Nutrition

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.

Credits 3

Prerequisites BI 224; CH 221.

AH 336: Pharmacology

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.

Credits 3

Prerequisites BI 224; CH 221.

Anthropology

SO 110: The Origins of Human Society

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.

Credits 3

SO 111: Introduction to Sociology

This is an introductory course is 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.

SO 111 is a prerequisite for all CJ courses beyond CJ 113.

Credits 3

SO 112: Cultural Geography

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.

Credits 3

SO 200: Introduction to Social Work

This course is intended to introduce the evolution and present status of social welfare institutions and the profession of social. ork 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.

Credits 3

SO 221: Cultural Anthropology

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.
Credits 3

SO 224: Sociology of the Family

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.
Credits 3

SO 225: Folklore and Mythology

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.
Credits 3

SO 226: Social Problems

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.
Credits 3

SO 227: Law & Society

Credits 3

SO 244: Gender and Justice

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).
Credits 3
Prerequisites CJ 113 and SO 111.

SO 255: Sociological Perspectives on Religion and Cults

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.
Credits 3

SO 320: Global Interdependence

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.
Credits 3

SO 330: Ethnic Group Interaction

This course will focus on personal, institutional, and cultural levels of ethnic group formation, development, and maintenance in the United States. Several theoretical perspectives and current empirical studies with regard to ethnicity, ethnic group salience, prejudice, and discrimination will be discussed and examined in relation to behavior toward ethnic group members. Personal value positions and priorities will be discussed. Topics include immigration, intermarriage, social programs and affirmative action, civil rights movements and countermovements.
Credits 3

SO 331: Child Welfare and the Law

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.
Credits 3

SO 334: Deviance: Changing Sociological Perspectives on Race, Class, and Gender

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.
Credits 3
Prerequisites SO 111.

SO 335: Social Movements and Social Justice

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.
Credits 3

SO 336: Social Psychology

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.
Credits 3
Prerequisites PS 102.

SO 337: Group Dynamics

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.
Credits 3
Prerequisites PS 102.

SO 338: African-American Community Issues

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.
Credits 3

SO 339: Organizational Behavior: Uses and Abuses of Power and Authority

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.
Credits 3

SO 342: Perspectives on Aging

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.
Credits 3

SO 440: Perspectives On The Health Care System

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.
Credits 3

SO 442: Sociology of Sport

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.
Credits 3

SO 443: Women in Contemporary Society: Cross-Cultural Perspectives

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.
Credits 3

SO 446: Liberty and Leaders

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.
Credits 3

SO 451: Person in Environment I

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.

Credits 3

Prerequisites PS 102, SO 111, and BI 112.

SO 452: Person in Environment II

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.

Credits 3

Prerequisites PS 102 or equivalent, SO 111 or equivalent, and BI 112 or equivalent.

SO 462: Social Policy

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.

Credits 3

Art

AR 112: Essentials of Art

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.

Credits 3

AR 220: Pastels

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.

Credits 3

AR 222: History and Appreciation of Art I

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.

Credits 3

AR 223: History and Appreciation of Art II

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.

Credits 3

AR 226: The Foundations of Modernism

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.

Credits 3

AR 227: 20th-Century Art: A Kaleidoscope of Styles

An introduction to the major European and American artists of the past century, their stylistic contributions and major works of art. The course will focus on the individual expression of each artist and how this expression reflected the rapid development of the 20th century. Representative artists include Van Gogh, Picasso, Cezanne, Matisse, Dali, and O'Keefe.

Credits 3

AR 228: Art Around the World

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.

Credits 3

AR 229: Anonymous Was a Woman

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.

Credits 3

AR 232: Art of Spain

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.

Credits 3

AR 235: Mosaics

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.

Credits 3

AR 250: Digital Imaging Techniques

AR 255: Advanced Digital Imaging Techniques

AR 330: Life Drawing

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.

Credits 3

AR 331: The Language of Drawing

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.

Credits 3

AR 332: Sculpture I

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.

Credits 3

AR 333: Advanced Sculpture

Continuation of AR 332 with an expansion of ideas and the further development of sculpture skills.

Credits 3

Prerequisites AR 332 or permission of the instructor.

AR 334: Oil Painting

Exploration of varied painting techniques; emphasis on individual creativity; application of color and composition to a variety of themes.

Credits 3

AR 335: Advanced Oil Painting

Continuation of AR 224 with an expansion of ideas and the further development of painting skills.

Credits 3

Prerequisites AR 334 or permission of the instructor.

AR 336: Watercolors

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.
Credits 3

AR 337: Advanced Watercolors

Continuation of AR 336 with an expansion of ideas and the further development of skills.
Credits 3
Prerequisites AR 336 or permission of the instructor.

AR 338: Landscape Painting

This course will explore the landscape motif “en plein air,” a French term meaning open air or outdoors, using acrylic paints. In addition to learning how to work outdoors, formal aspects of drawing and painting, such as composition, light and space, will be introduced. Areas covered will include the proper use of materials, color theory, preparing different painting surfaces, and how to mix colors. Examples of masters and contemporary landscape artists will be presented and discussed. A supply list will be given before the start of classes.
Credits 3

AR 339: Introduction to Printmaking

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.
Credits 3

Biology

BI 100B: Fundamentals of Biology

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.
Credits 3

BI 111: Introductory Biology

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.
Credits 3

BI 112: Introductory Physiology

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.
Credits 3

BI 113: Introductory Ecology

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.
Credits 4

BI 114: Introductory Nutrition

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.
Credits 3

BI 116: Elements of Forensic Science

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.
Credits 4

BI 125: Germs and You

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.
Credits 1

BI 201: Pathways to Biology I

This is the first in a two-semester course series required for Biology majors. Students will explore biology through the lens of various professional careers. Content will emphasize scientific skills, inquiry, and communication as they relate to these careers and their General Biology coursework. Guest speakers will discuss their education and the integral role of the scientific process.

A minimum grade of C is required for Biology majors.
Credits 2
Corequisites BI 221; Biology majors only.

BI 202: Pathways to Biology II

This is the second in a two-semester course series required for Biology majors. Topics include principles, techniques, and skills needed to read, write and present scientific and professional information. Audience analysis, research techniques, information design, effective use of graphics, and preparation and presentation of oral reports will be covered.

A minimum grade of C is required for Biology majors.
Credits 2
Corequisites BI 222; Biology majors only.

BI 221: General Biology I

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.
Credits 4

BI 222: General Biology II

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.
Credits 4
Prerequisites BI 221.

BI 223: Anatomy and Physiology I

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).
Credits 4

BI 224: Anatomy and Physiology II

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).
Credits 4
Prerequisites BI 223.

BI 225: Introductory Microbiology

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).
Credits 4
Prerequisites BI 223; CH 220.

BI 226: Genetics

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.
Credits 4
Prerequisites BI 222.

BI 227: Botanical Science

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.
Credits 4
Prerequisites BI 222.

BI 228: Introductory Biochemistry

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).
Credits 3
Prerequisites CH220 or CH221.

BI 229: Molecular Microbiology

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.
Credits 4
Prerequisites BI 222; CH 222.

BI 230: Introduction to Immunology

This course introduces the principles of immunology in health and disease. Topics include the development of innate immunity and adaptive immunity; the immune response to pathogens and vaccination; immunologic tolerance and autoimmune disorders; the immune response to tumors and transplantation; hypersensitivity; and diseases caused by defective immunity.

A minimum grade of C is required for BI majors.
Credits 3

BI 323: Neuroscience Foundations

This course introduces students to the field of neuroscience, explores the cellular and molecular basis of neural systems, and discusses the neural basis of cognition. Students are expected to leverage their understanding of biology and chemistry to build a working knowledge of neuroscience fundamentals.

This online class features optional live sessions. This course requires departmental approval prior to enrollment.
Credits 3
Prerequisites BI 222; CH 222 or CH 331.

BI 325: Bioinformatics

The field of bioinformatics utilizes computational technologies to manipulate and analyze the rapidly growing amount of information. It is an interdisciplinary field of study that combines computer sciences, molecular biology, biotechnology, statistics and engineering. By relying on a robust collection of tools and techniques, we have the ability to address several key scientific questions of our time, allowing for innovations in such fields as medicine, agriculture, ecology, and biotechnology. Students will learn fundamental concepts of bioinformatics and, ultimately, explore its application to questions of their own design, all in the context of the biological sciences.

A minimum grade of C is required for BI majors.
Credits 4
Prerequisites BI 222, BI 226.

BI 326: Pathophysiology for the Health Professions

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, hyper-sensitivity, cancer, acid-base regulation and a system-by-system approach of major disease states.

A minimum grade of B- is required for Nursing majors.
Credits 3
Prerequisites BI 224, BI 225.

BI 327: Introduction to Forensic Science

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.
Credits 4
Prerequisites BI 221; CH 221.

BI 328: Studies in Biochemistry I

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. A minimum grade of C is required for CH minors.
Credits 4
Prerequisites CH 331.

BI 329: Field Ecology

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.
Credits 4
Prerequisites BI 113, BI 222.

BI 330: Molecular Biology

Understanding of the molecular biology of cells at the biochemical level will be achieved through lecture and lab. Topics to be dis-cussed 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.
Credits 4
Prerequisites BI 222, BI 226.

BI 332: Kinesiology

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.
Credits 3
Prerequisites BI 224.

BI 333: Neuroscience

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).
Credits 3
Prerequisites BI 224.

BI 334: Histology

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.
Credits 4
Prerequisites BI 222, BI 223.

BI 335: Vertebrate Biology

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.
Credits 4
Prerequisites BI 222.

BI 336: Animal Behavior

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.
Credits 3
Prerequisites BI 222 or BI 224.

BI 337: Evolution

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.
Credits 3
Prerequisites BI 222; BI 113 recommended.

BI 338: Physiology of Exercise

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.
Credits 3
Prerequisites BI 224.

BI 339: Cell Biology

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.
Credits 4
Prerequisites BI 222.

BI 340: Aquatic Biology

This course will focus on understanding lake and freshwater eco-systems, 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.
Credits 4
Prerequisites BI 222.

BI 341: Environmental Toxicology

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.
Credits 4
Prerequisites BI 222; CH 222.
Corequisites CH 331, CH 332.

BI 342: Human Physiology

This course integrates the fundamentals of human histology and anatomy with the fundamentals of organ system physiology. Focus will be on the musculoskeletal, cardiovascular, nervous and respiratory systems. The relationship between normal histology and physiology to pathology and pharmacology will also be explored.

Students who have taken BI 223 and BI 224 may not take this course.
Credits 4
Prerequisites BI 222.

BI 343: Biological Basis of Perception and Movement

Perception and Movement are fundamentally driven by biological processes. This course provides students with an understanding of the various systems and organs that play a role in the human ability to perceive the world and move through it. It builds upon BI 323: “Neuroscience Foundations” to allow students to understand the impact of core neuroscience foundations.

This course requires departmental approval prior to enrollment.
Credits 3
Prerequisites BI 222, BI 323; CH 222.

BI 400: Faculty Research Experience

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.
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.
Credits 1-3
Prerequisites BI 222; CH 222 plus permission of instructor.

BI 438: Proposal Writing

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.
Credits 1
Prerequisites BI 222, BI 226, BI 229; CH222.

BI 441: Research Seminar

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.
Credits 3
Prerequisites BI 438.

BI 442: Special Topics in Biology

This seminar style course will explore current topics in biology through reading and discussion of scientific literature. Topics vary by semester and may include pharmacology, immunology, plant development and evolution, and cancer biology. Readings will be based on recent primary research articles selected by students. As part of the course, students will also complete the CITI training program in the Responsible Conduct of Research (RCR). This course is required of all Biology majors in their junior year and is to be taken prior to their senior capstone research. Students should have junior class standing.

A minimum grade of C is required for BI majors.
Credits 2
Prerequisites BI 222, BI 226; CH222.

BI 443: Research Seminar I

In this course, students will work directly with faculty mentors to complete a literature review and develop their experimental plan for a project to be completed in Research Seminar II. Students will also have an opportunity to work in their research mentor's lab for the purposes of learning new methodologies and technologies and contributing to an ongoing research project. Students will need permission of the instructor with whom they are registering.

A minimum grade of C is required for BI majors.
Credits 3
Prerequisites BI 222, BI 226, BI 442; CH 222.

BI 444: Research Seminar II

This course provides an opportunity, under faculty mentorship, for students to design and perform original biological research, and to report their research to the public as both a poster and talk.

A minimum grade of C is required for Biology majors.
Credits 3
Prerequisites BI 443, permission of the instructor with whom they are registering.

BI 458: Teaching Science (Middle Childhood)

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.
Credits 3
Prerequisites ED 330 and admission to the Division.

BI 468: Teaching Biology (Adolescence Education)

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.
Credits 3
Prerequisites ED 330 and admission to the Division.

BI 532: Biomechanics/Kinesiology

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.
Credits 3

BI 533: Neuroscience

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.
Credits 3

BI 538: Physiology of Exercise

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.
Credits 3

BI 542: Gross Anatomy I

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.
Credits 3

LCMC: Clinical Neuropathology

Credits 3

Business Administration

BU 110: Introduction to Business

This course provides students an overview of the business world: accounting, customer services, economics, finance, international trade, information technology, management, marketing, and career opportunities.
Credits 3

BU 111: Exploring Organizational Issues through Film

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.
Credits 3

BU 125: International Business

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.
Credits 3

BU 213: Business Law I

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.
Credits 3

BU 323: Business Law II

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.
Credits 3
Prerequisites BU 213.

BU 343: International Law

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.
Credits 3

BU 345X: Corporate and White Collar Crimes

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.
Credits 3

BU 387: Business Practicum I

Similar to a Micro Internship, the Division of Business, Innovation and Leadership offers 1 credit per 40 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 various program internship requirements.

Approval of the student's academic advisor and the Director of the Business , Innovation and Leadership is required.
Credits 1

BU 388: Business Practicum II

Similar to a Micro Internship, the Division of Business, Innovation and Leadership offers 1 credit per 40 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 various program internship requirements.

Approval of the student's academic advisor and the Director of the Business , Innovation and Leadership is required.
Credits 1

BU 389: Business Practicum III

Similar to a Micro Internship, the Division of Business, Innovation and Leadership offers 1 credit per 40 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 various program internship requirements.

Approval of the student's academic advisor and the Director of the Business , Innovation and Leadership is required.
Credits 1

BU 393: Internship I

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 (some-times the case with non-profits).

A minimum of 120 hours of work experience is required to complete each course.

Approval of the student's academic advisor and the Director of Business, Innovation and Leadership Division is required. Interested students should contact the Division Director or the Director of Career Development.
Credits 6

BU 394: Internship II

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 (some-times the case with non-profits).

A minimum of 120 hours of work experience is required to complete the course.

The institution for the BU 394 can be the same institution as the one for BU 393, or it can be a completely different one.

Approval of the student's academic advisor and the Director of Business, Innovation and Leadership Division is required. Interested students should contact the Division Director or the Director of Career Development.
Credits 6

BU 395: Micro Internship I

Recognizing that some work experiences may entail less than the 120 hours required work for a regular internship, Micro Internships allow students to complete 40 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 Division of Business, Innovation, and Leadership is required. All internships and practicums require approval of the student's academic advisor. Additionally, practicums require the approval of the Director of the Business, Innovation, and Leadership Division. Interested students should contact their academic advisor, Division Director or the Director of Career Development.
Credits 1

BU 396: Micro Internship II

Recognizing that some work experiences may entail less than the 120 hours required work for a regular internship, Micro Internships allow students to complete 40 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 Division of Business, Innovation, and Leadership is required. All internships and practicums require approval of the student's academic advisor. Additionally, practicums require the approval of the Director of the Business, Innovation, and Leadership Division. Interested students should contact their academic advisor, Division Director or the Director of Career Development.
Credits 1

BU 397: Micro Internship III

Recognizing that some work experiences may entail less than the 120 hours required work for a regular internship, Micro Internships allow students to complete 40 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 Division of Business, Innovation, and Leadership is required. All internships and practicums require approval of the student's academic advisor. Additionally, practicums require the approval of the Director of the Business, Innovation, and Leadership Division. Interested students should contact their academic advisor, Division Director or the Director of Career Development.
Credits 1

Chemistry

CH 111: Introduction to Chemistry

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.
Credits 3

CH 220: Chemistry for the Health Professions

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.
Credits 4
Corequisites MA 112 or higher.

CH 221: General Chemistry I

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 NR majors.
Credits 4
Corequisites MA 113 or higher.

CH 222: General Chemistry II

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.
Credits 4
Prerequisites CH 221.

CH 223: General & Biochemistry

Credits 4

CH 328: Studies in Biochemistry I

A minimum grade of C is required for CH minors.
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.
Credits 4
Prerequisites CH 331.
Corequisites CH 332.

CH 329: Studies in Biochemistry II

This is a continuation of CH 328/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.
Credits 3
Prerequisites BI 328 or CH 328.

CH 330: Analytical Chemistry

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.
Credits 4
Prerequisites CH 222.

CH 331: Organic Chemistry I

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.
Credits 4
Prerequisites CH 222.

CH 332: Organic Chemistry II

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.
Credits 4
Prerequisites CH 222.

CH 400: Faculty Research Experience

This course if cross-referenced with BI 400. Students who opt to pursue their senior research project in the field of chemistry will registered for CH 400 rather than BI 400.
Credits 1-3
Prerequisites BI 222; CH 222, plus permission of instructor.

CH 438: Proposal Writing

This course is cross referenced with BI 438. Students who opt to pursue their senior research project in the field of chemistry will registered for CH 438 rather than BI 438.
Credits 1
Prerequisites BI 222; CH 222, plus permission of instructor.

CH 441: Research Seminar

This course is cross referenced with BI 441. Students who opt to pursue their senior research project in the field of chemistry will registered for CH 441 rather than BI 441. A minimum grade of C is required for BI majors.
Credits 3
Prerequisites CH 438.

Communication Studies

CS 111: Dynamics of Oral Communication

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 the University's Speech requirement.
Credits 3

CS 112: Effective Business Communications: Writing and Speaking

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.
Credits 3
Prerequisites DC 119 or DC 120, DC111.

CS 200: Business in Action: Communication, Marketing, Management

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.)
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).
Credits 3

CS 221: Persuasion and Argumentation

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 trough debates on several issues.
Credits 3
Prerequisites DC 111.

CS 222: Interpersonal Communication

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.
Credits 3

CS 223: Introduction to Mass Communication

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.
Credits 3

CS 225: Introduction to New Media

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.
Credits 3

CS 227: Documentary Film

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.
Credits 3

CS 229: Digital Media

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.
Credits 3

CS 231: Writing for the Media

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.
Credits 3

CS 232: Computer Mediated Communication

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.
Credits 3

CS 233: Visual Communication

This course is an exploration into the ways in which visual images inform, educate and persuade. In attempting to understand why some visual images are remembered and some are not, students will critically evaluate visual communication in newspapers, magazines, television, film and new media.
Credits 3

CS 266: Global Communication

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.
Credits 3

CS 275: Communication, Language, and Power

This course explores the role of language in articulating, maintaining, and subverting power relations in society. The course provides students with the tools to uncover, describe, and critically analyze the various (strategic) biases in language that create and reinforce power structures in society. We will consider the role of communication in impacting areas such as race/ethnicity, gender, and sexual orientation, as well as how it affects power relationships in the understanding of media, politics, and institutional structure.
Credits 3

CS 300: Messages of War: Propaganda in 20th Century Conflict

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.
Credits 3

CS 310: Social Media Marketing

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.
Credits 3

CS 311: Sexualization, Pop Culture, and the Media

This course examines male and female roles in popular culture and the media, particularly through advertising, television, and film. The ways these mediums shape prevalent stereotypes about sex roles in society and how these stereotypes affect one's self view will also be considered.
Credits 3

CS 325: Introduction to Communication Theory

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 inter-personal, small groups, mass media and organizations. This course emphasizes the understanding of theoretical principles and their application to real world problems.
Credits 3

CS 373: Leadership, Power and Influence

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.
Credits 3

CS 400: Crisis Communication

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.
Credits 3

CS 440: Critical Analysis of the Media

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.
Credits 3

CS 441: Introduction to Journalism I

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.
Credits 3

CS 442: Introduction to Journalism II

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.
Credits 3

CS 443: Public Relations

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.
Credits 3

CS 444: Freedom of the Press

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.

Credits 3

CS 445: Crime, Justice, and the Media

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.

Crosslisting: CJ 445 [c].

Credits 3

CS 446: Gender Communication

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.

Credits 3

CS 447: Communication within the Criminal Justice System

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.

Credits 3

CS 448: Broadcast Journalism for TV

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.

Credits 3

CS 449: Broadcast Journalism for TV II

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.

Credits 3

Prerequisites CS 448 and approval of the instructor.

CS 450: Organizational Communication

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.

Credits 3

CS 451: Communication Change in Organizations

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.

Credits 3

CS 455, 456: Journalism Practicum

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.

Credits 1

CS 471: Communication Research Techniques

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.

Credits 1

Prerequisites CS 221

Corequisites CS 325

CS 472: Communication Research Seminar

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.

Credits 3

CS 473: Senior Research in Communication Studies

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.

Credits 2

CS 491: Internship in Communication Studies

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.)

Credits 1-3

Criminal Justice

CJ/SO 227: Law and Society

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.

Credits 3

Prerequisites CJ 113 and SO 111.

CJ 113: Introduction to Criminal Justice

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 cyber-crime 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.

CJ 113 and SO 111 are prerequisites for all courses with a CJ designation.

Credits 3

CJ 116: Elements of Forensic Science

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.

Credits 4

CJ 150: Criminology

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.

Credits 3

Prerequisites CJ 113 and SO 111.

CJ 210: Corrections

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.

Credits 3

Prerequisites CJ 113; SO 111.

CJ 215: Principles of Criminal Investigation

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.

Credits 3

Prerequisites CJ 113; SO 111.

CJ 223: Forensic Psychology

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. he 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.

Credits 3

Prerequisites CJ 113, SO 111; PS 102.

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; SO 111.

CJ 225: Criminal Psychology

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.

Credits 3

Prerequisites CJ 113; SO 111.

CJ 226: The Police, the Citizen, and the Community

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.

Credits 3

Prerequisites CJ 113; SO 111.

CJ 230: Juvenile Justice

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.

Credits 3

Prerequisites CJ 113; SO 111.

CJ 235: Terrorism and Homeland Security

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.

Credits 3

Prerequisites CJ 113; SO 111.

CJ 244: Gender and Justice

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).

Credits 3

Prerequisites CJ 113; SO 111.

CJ 245: FBI: Past and Present

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.

Credits 3

Prerequisites CJ 113; SO 111.

CJ 250: Courts and the Judicial Process

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.

Credits 3

Prerequisites CJ 113; SO 111.

CJ 260: Victimology

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.
Credits 3
Prerequisites CJ 113; SO 111.

CJ 272: Introduction to Applied Statistics in Criminal Justice

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.
Credits 3
Prerequisites CJ 113; SO 111.

CJ 301: Domestic Violence and the Law

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.
Credits 3
Prerequisites CJ 113; SO 111.

CJ 320: Probation and Parole

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.
Credits 3
Prerequisites CJ 113; SO 111.

CJ 325: Criminal Justice in Film

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.
Credits 3
Prerequisites CJ 113; SO 111.

CJ 329: Mental Health Law

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.
Credits 3
Prerequisites CJ 113; SO 111.

CJ 331: The Constitution, Crime, and Civil Rights

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.

Credits 3

Prerequisites CJ 113; SO 111.

CJ 372: Research Methods in Criminal Justice

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.

Credits 3

Prerequisites CJ 113; SO 111.

CJ 400: Professional Ethics in Criminal Justice

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.

Credits 3

Prerequisites CJ 113, CJ 226, CJ 230; SO 111.

CJ 445: Crime, Justice, and the Media

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. Crosslisting: CS 445 [p].

Credits 3

CJ 450: Advanced Topics in Criminal Justice

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 re-earch project on an aspect of the topic being addressed in the course.

Credits 3

Prerequisites Permission of course instructor and program coordinator.

CJ 471: Criminal Justice Internship

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.

Credits 3

Prerequisites Permission of course instructor and program coordinator.

CJ 472: Capstone Seminar

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.

Credits 3

Prerequisites CJ 113, CJ 226, CJ 230, CJ 372; SO 111.

Dance

DA 101: Modern Dance

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.
Credits 3

DA 221: Modern Dance Technique

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.
Credits 3

DA 222: Modern Dance Improvisation & Composition

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.
Credits 3

DA 224: Dance Movements of Unique Cultures

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.
Credits 3

DA 225: Jazz/Tap I

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.
Credits 3

DA 226: Ballet I

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.
Credits 3

DA 229: Creative Movement for the Elementary Child

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.
Credits 3

DA 250: Dance Films: Social & Historical Perspectives

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.
Credits 3

Dominican Curriculum

DC-2: Roots of Our Contemporary Society

Students fulfill this requirement by passing one course from each of the following thematic groups. At least two of those four courses must be writing focused.

No duplication of disciplines.

DC 111: Persuasive Speaking

This course is the study of persuasion theory and rhetoric in personal, public, and professional arenas. Students will develop and present oral arguments based on ethical dilemmas or current issues at the social or global level. Emphasis will be placed on organization of arguments, incorporating persuasive devices, and using supporting evidence as a means of persuasion.
Credits 3

DC 119: Reading & Writing in the Academy With support Lab

This course focuses on the fundamentals of effective written expression, with emphasis on the development of thesis-directed essays that make use of evidence and argumentation. Students will engage in text-based research and incorporate the work of other writers for the development of their own writing. The content of the class will vary but the readings will be chosen such that students gain some exposure to and opportunity to explore ethical dilemmas and pressing social issues. The lab will allow structured time for practicing the reading and writing techniques examined in the lecture section of the course.

All students must earn a C- or higher in order to move on to Through Cultural Lenses. A student is subject to dismissal from the University if they fail three times to achieve the required minimum grade for DC 119 or DC 120.
Credits 4

DC 120: Reading & Writing in the Academy

This course focuses on the fundamentals of effective written expression, with emphasis on the development of thesis-directed essays that make use of evidence and argumentation. Students will engage in text-based research and incorporate the work of other writers for the development of their own writing. The content of the class will vary but the readings will be chosen such that students gain some exposure to and opportunity to explore ethical dilemmas and pressing social issues.

All students must earn a C- or higher in order to move on to Through Cultural Lenses. A student is subject to dismissal from the University if they fail three times to achieve the required minimum grade for DC 120 or DC 119.
Credits 3

DC 125: Quantitative Reasoning

This course focuses on the development of life-long critical thinking and quantitative reasoning skills and is designed to provide students with the quantitative literacy skills required to use mathematics critically and logically. The course will develop problem solving and applications of mathematical thinking skills in the real world by exploring ways in which we engage in the world through numbers.
Students whose majors require them to take MA 221 (Calculus I), MA 225 (Introduction to Statistics), or SS 221 (Quantitative Methods and Research) may use those courses in place of DC 125.
Credits 3

DC 130: Introductory Logic

This course offers an introduction to logical analysis and the study of reasoning, with special emphasis on the critical reading skills involved in understanding how the claims in a passage are related and on the construction of arguments. Topics covered may include: recognition and reconstruction of arguments, deductive and non-deductive arguments, criteria for validity, syllogistic reasoning, formal and informal fallacies.
Credits 3

DC 140: Through Cultural Lenses

Through Cultural Lenses is an interdisciplinary course that explores an object, idea, or concept from multiple perspectives and cultures to investigate its various meanings and to develop an awareness of those cultures. The course focuses on critical reading and writing and thus incorporates critical thinking and reading skills to analyze the meanings of the chosen theme. A special emphasis is on locating, reading, and using secondary sources as the course culminates in a research paper focusing on incorporation of appropriate sources and clear, concise writing. The course involves readings from a variety of disciplines from different historical periods and places around the world, including at least one literary text, through which the theme of the course is explored.

For transfer students only.
Credits 3

DC 150: Through Cultural Lenses: Baseball

The Game of Baseball is approximately 180 years old. It has traveled all over the world and taken on many forms. The cultures that have adopted it have given different meaning to various aspects of the Game, through race and gender relations, financial structures and labor relations, art, literature, movies, music, and, of course, athletics. Students will create their final projects through their research of how the American, Japanese, and Cuban cultures shine through their unique approaches to the Game.

In addition to focusing on multiple cultures, this course is the second in the writing sequence and will emphasize reading, research, and writing skills.
Credits 3
Prerequisites completion of DC 119 or DC 120 with a grade of C- or higher.

DC 155: Through Cultural Lenses: Chess

Chess remains one of the most popular games of strategy ever invented where outcomes are determined solely by human decision and not by chance. Originating in early medieval India, the game eventually spread to the Middle East and then to Europe. While the appearance of the game changed, its basic nature remains unchanged. In this course, students will explore the human and cultural dimensions of the transformations of chess to include issues of gender, social class, politics, religion, military organization, and game theory.

In addition to focusing on multiple cultures, this course is the second in the writing sequence and will emphasize reading, research, and writing skills.
Credits 3
Prerequisites completion of DC 119 or DC 120 with a grade of C- or higher.

DC 160: Through Cultural Lenses: Dragons

Dragons are universal in humanity's imagination and have both psychological and biological relations to ourselves. Present in virtually every belief system, they are reflective of human conceptions such as greed, mortality, and the conscious/subconscious mind. This course investigates the concept and meanings of the dragon from multiple perspectives, exploring the physical, spiritual, and symbolic associations of the dragon throughout world history, culminating in a research paper that examines how dragons reflect the values and worldviews of different cultures.

In addition to focusing on multiple cultures, this course is the second in the writing sequence and will emphasize reading, research, and writing skills.
Credits 3
Prerequisites completion of DC 119 or DC 120 with a grade of C- or higher.

DC 170: Through Cultural Lenses: Broadway

Broadway Theater has played a key role in shaping popular culture and personal identities. Through the chronological study of musicals/plays this course invites students to grapple with questions of race, gender, sexual orientation and identity as they think critically about these contemporary cultural perspectives. Students will learn about these historically changing perceptions while writing a series of reaction papers, ending with the culminating project involving a presentation of these culturally diverse issues across a selection of musicals/plays.

In addition to focusing on multiple cultures, this course is the second in the writing sequence and will emphasize reading, research, and writing skills.

Credits 3

Prerequisites ompletion of DC 119 or DC 120 with a grade of C- or higher.

DC 180: Through Cultural Lenses: Hair

From fashion to beauty to religious rites, hair plays a significant role in many lives. This course offers an interdisciplinary examination of hair and its many stories to tell. Students will focus on a critical reading of Entanglement: The Secret Lives of Hair by Emma Tarlo and write about that role in different cultures. Additional poems, essays, and articles will be examined. A research paper will be the major assignment in the course.

In addition to focusing on multiple cultures, this course is the second in the writing sequence and will emphasize reading, research, and writing skills.

Credits 3

Prerequisites ompletion of DC 119 or DC 120 with a grade of C- or higher.

DC 190: Through Cultural Lenses: The City

The city embodies a culture's hopes and dreams, and its stark realities, expressing in its layout the culture that built it. This course examines where cultures place houses of worship, financial institutions, schools, roads, downtowns, markets, cemeteries, etc. to understand what each culture sees in these long-term projects. In addition, students will identify a significant problem that their own "city" or community faces – one that will become the focus of a capstone project that will complete the Honors minor.

In addition to focusing on multiple cultures, this course is the second in the writing sequence and will emphasize reading, research, and writing skills.

Credits 3

Prerequisites ompletion of DC 119 or DC 120 with a grade of C- or higher.

DC 200: Cosmos

Cosmos is a course based in the ancient time-period, but connecting to other times, that looks at the development of a coherent intellectual framework that allowed people to make sense of human existence and the context in which humans lived. The cosmological framework that is studied must be explored in terms of its development and principal components. While the temporal focus of the course the 'ancient' period, the course also draws explicit and extended connections between the ancient period and the modern world.

For transfer students only.

Credits 3

DC 201: Human as Artist

While our gods have often been understood as artists sculpting human form, it is humans, in turn, who give shape to the divine. This course will explore humanistic and reason-centered aspects of ancient cultures as they inform and are expressed by art. By the end of the course, students consider idealized proportions and spatial relationships, expressing societal values of harmony and order, characterize ancient Greek religious and civic architecture and figural representation.

The primary discipline of this course is Art.

Credits 3

Prerequisites Through Cultural Lenses.

DC 203: Patterns in Nature

A study of the pre-Socratic intellectual revolution that contributed to the development of foundational ideas of modern scientific disciplines, such as biology, chemistry, mathematics and physics. Topics covered include early ideas of cosmology, geometry, atoms, and medicine.

The primary discipline of this course is physical science.
Credits 3
Prerequisites Through Cultural Lenses.

DC 210: Myth and Reason

This course focuses on the relation between mythic and rational explanations of the cosmos in the Classical period. Beginning with a study of creation myths, this course explores the emergence of rational enquiry into the cosmos, especially as seen in the works of Pre-Socratic philosophers, Plato, and Aristotle. Through a comparative examination of mythic and rational accounts, students will reflect on the diverse and yet intimately related modes in which humans make sense of the world around them. This course is writing focused.

The primary discipline of this course is Philosophy.
Credits 3
Prerequisites Through Cultural Lenses.

DC 212: Discovering Ancient Voices

The Hebrew Bible/Old Testament emerged as an organic meaning-making framework within the context of Ancient Near Eastern cultures, both borrowing from them and diverging from their worldviews. This course explores that emergence and its relationship to the "big questions" and investigates the texts' profound shaping of Western civilization through language, literature, art, legal principles, philosophical and theological discourse. Included in the study are examples of the impact of some of these texts and ideas on recent and contemporary cultures. This course is writing focused.

The primary discipline of this course is Religious Studies.
Credits 3
Prerequisites Through Cultural Lenses.

DC 214: Speaking of Jesus

The course focuses on the emerging and development of the Christian Scriptures/New Testament within the Jewish, Roman, and Greek cultures and on the impact it had and still has on contemporary cultures. The primary texts are analyzed and discussed with particular attention to the development of the concept of justice and its implications for our world today. This course is writing focused.

The primary discipline of this course is Religious Studies
Credits 3
Prerequisites Through Cultural Lenses.

DC 220: Institutions

Significant aspects of life get institutionalized, most notably in the religious, political, economic, and social realms. Institutions is a course that focuses on the creation and development of an institution at the core of the Western tradition. While the temporal focus must be in the 'medieval' period (i.e.; between the passing of the ancient world with the fall of Rome and the advent of the Enlightenment), the course also draws explicit and extended connections between the medieval period and the modern world.

For transfer students only.
Credits 3

DC 221: Culture and Tradition Through Art

This course focuses on the creation and development of religious institutions at the core of the Western tradition through the lens of Art history, while also exploring cultural practices and belief systems that are important to understanding art and art making. The temporal focus is on the Medieval Period, focusing on the passing of the ancient world, the fall of the Western Roman Empire, a merging into the Renaissance, and the advent of the Age of Discovery.

The primary discipline of this course is Art.
Credits 3
Prerequisites Through Cultural Lenses.

DC 224: Faith, Reason, and Knowledge in the Medieval World

The Medieval Era was a time in which various cultural and religious traditions entered into transformative dialogue. The Philosophical discussions that spanned the Medieval era laid the foundations for religious and philosophical institutions that continue to shape contemporary life. This course examines these millennium long discussions, with a focus on questions about God, human life, and the experience of suffering, though other topics (such as free will, the nature of knowledge, political life, faith and reason, and the soul) may also be included.

The primary discipline of this course is Philosophy.
Credits 3
Prerequisites Through Cultural Lenses.

DC 231: Married or Single? Medieval Women Speak Up

Women have played an important role in medieval intellectual life that until the last two decades was largely overlooked. Although the canon has been slow to recognize the contributions of women writers, lately their voices have captivated the scholarly and non-scholarly world. This course examines the sacred and secular voices of medieval women, how they helped shape their world, and how their reemergence can be used to help shape ours. This course is writing focused.

The primary discipline of this course is English.
Credits 3
Prerequisites Through Cultural Lenses.

DC 232: Walking on Two Feet

The Church as an institution profoundly shaped the Middle Ages, especially in Europe. This course investigates the emerging of the Church as an institution, its role in Medieval culture and society, and its conflicting relationship with Medieval Christian mystics. The theme of the course is two-pronged: the challenge of mystics to the institution of the Church and the enduring message of the mystics for today. The course aims at bridging the concepts developed by the mystics and their implications for contemporary life. This course is writing focused.

The primary discipline of this course is Religious Studies.
Credits 3
Prerequisites Through Cultural Lenses.

DC 240: Revolutions

Revolutions is a course that focuses on a major aspect of the changes that occurred from the American and French revolutions to the end of the nineteenth century that fundamentally altered important dimensions of European life. These revolutions led to significant changes for essentially all human societies. The transformations can be political, philosophical, religious, cultural, social, scientific, or industrial, or in the interplay of these various realms. Students will learn about why the important transformations occurred and what their significance was, focusing both on whose situation worsened—and on the nature of the losses—and on whose improved and how. While the temporal focus is on the 'revolutionary' time-period itself, the course also draws explicit and extended connections to modern world.

For transfer students only.
Credits 3

DC 241: Industrial Revolutions

This course focuses on the fundamental transformations in the United States in the Gilded Age and Progressive Era. This time in history revolutionized every aspect of life as the United States, and much of the world, made the transition into the modern period. The industrialization of America is a major force for dynamic changes. In this course, students explore a period in history when new technologies, ideologies, social developments, and cultural changes revolutionized society.

The primary discipline of this course is History.
Credits 3
Prerequisites Through Cultural Lenses.

DC 242: Ferment of Revolutions

Beginning in the sixteenth century the Western world experienced a rapid succession of revolutions over a 300-year period that radically transformed human knowledge and social organization and, in the process, ushered in our modern world. This course examines the interconnection of four great revolutionary movements from 1543 to 1848—the Scientific Revolution, Enlightenment, Industrial Revolution, and Socio-Political Revolution—and explores how these movements collectively have fashioned the modern Western mind and way of life.

The primary discipline of this course is History.
Credits 3
Prerequisites Through Cultural Lenses.

DC 251: Enlightenment and the Age of Revolutions

This course focuses on world literature from the 18th and 19th centuries, with particular emphasis on the role of Enlightenment thought in the development of European literary forms. Beginning with the scientific revolution and the emergence of reason, equality, and independence as key cultural values, the course will trace the emergence of modern ideas of humanitarianism, tolerance, empiricism, and the social contract, as well as the failure of these same Enlightenment ideals visible in emergence of colonialism, slavery, and warfare. This course is writing focused.

The primary discipline of this course is English.
Credits 3
Prerequisites Through Cultural Lenses.

DC 252: We the People

This course focuses on a fundamental transformation of political life in the modern era, namely, the shift to locating political authority in "the people." Through careful reflection on the emergence of the concept of "the people," students will gain an appreciation for the recognition of human autonomy involved in this transformation, as well as an understanding of the hierarchies it perpetuated or created and the fragility of democratic norms. Students will be asked to situate these ideas with respect to historical revolutions and contemporary political landscapes. This course is writing focused.

The primary discipline of this course is Philosophy.
Credits 3
Prerequisites Through Cultural Lenses.

DC 260: Innovations

Innovations is a course that focuses on an aspect of the rise of new technologies in the first half of the twentieth century, and the effects they have had on wars, the creation of the modern world of human affairs, how humans interrelate, or on the environment. While the temporal focus must be on the first half of the twentieth century, this course also draws explicit and extended connections between the time-period under study and the modern world.

For transfer students only.
Credits 3

DC 261: Global Interactions

This course looks at the expansion of human capabilities as they play out in virtually all aspects of human existence. Since the growth of these connections is a mixed-bag of benefits and costs experienced differentially both within and between countries, these changes engender responses. Thus, for all of the dimensions of interconnection there is no simple linear path or a clear endpoint and, instead, there is a hard to predict series of phases that play out over time and that will continue indefinitely.

The primary discipline of this course is Sociology.
Credits 3
Prerequisites Through Cultural Lenses.

DC 262: International Relations

The development of global governance is an ever-changing and contentious matter. This course focuses on efforts to create a global governing system that began in the nineteenth century and that received a boost with the two world wars and the development of nuclear weapons, concerns about global warming, pandemics, population movements, and a host of other non-localized issues. Significant and numerous impediments to global governance will also be investigated.

The primary discipline of this course is Political Science.
Credits 3
Prerequisites Through Cultural Lenses.

DC 263: Biotechnology

This course explores various discoveries and movements within biotechnology throughout the early twentieth century, focusing on three major events: the discovery of genetic material (DNA), advances in microbiology (antibiotics, vaccinations, aseptic surgery, chemotherapies), and agricultural biotechnology (hybrid crop genetics, farm chemicals). In addition to these major events, the context in which they occurred, and how they were perceived at the time, the course will explore their modern-day implications and the reality that biotechnology, at times, can misalign with human welfare.

The primary discipline of this course is Biology.
Credits 3
Prerequisites Through Cultural Lenses.

DC 271: Cinema, Story, and Society

Motion pictures have become a pervasive medium of artistic and social expression—reflecting as well as determining our attitudes about military conflict, social values, gender identity, crime politics, economics, and religion (among many other concepts). Focusing on developments in the first half of the 20th century—from early motion pictures, through the advent of sound (and ultimately color and 3D)—this course explores cinema's development and significant impacts, both positive and negative, on culture and society. This course is writing focused.

The primary discipline of this course is Film Studies.
Credits 3
Prerequisites Through Cultural Lenses.

DC 274: Intercultural American Modernism

Poet Ezra Pound defined modernism as a 'world in fragments' and 'making it new' in response to the technological innovations that created mass culture. Entertainment- radio, jazz, theater, phonographs, film and television-- played decisive roles in blending cultures and revealing the deep, wide differences based on race, gender, social class and political issues. Course readings across genres and ethnic/racial lines ca. 1910-1950 will be organized chronologically and thematically, blending literary texts and newspaper/radio/television commentary: from social fads to world-shaking events. This course is writing focused.

The primary discipline of this course is English.
Credits 3
Prerequisites Through Cultural Lenses.

DC 472: Experimental Design

This course serves as the culmination of the Biorisks minor and the Dominican Curriculum. Based on what they have learned in the core courses of the minor, students will develop tools and strategies for ethical and equitable responses to biorisks. Students are encouraged to use this course to focus on their own interests while making use of multiple disciplinary lenses, including at least one value-focused lens. Students will produce a reflective e-portfolio, annotated bibliographies, a persuasive white paper written in such a way that the problem and response are articulated using a multidisciplinary framework, and a classroom lesson to be taught as an interactive case study that also explores how the biorisk and intervention or response might differentially impact diverse peoples and groups. In producing these things, students "close the loop" by which they envision a world in which we take responsibility for these risks and develop and evaluate concrete proposals for doing so.
Credits 3
Prerequisites All other Dominican Curriculum requirements must be met before a student takes DC 472.

DC 475: Ethnic and Racial Relations

This course serves as the culmination of the Ethnic and Racial Relations minor and the Dominican Curriculum. Based on what they have learned in the core courses of the minor, as well as their other coursework, students will develop tools and strategies for addressing or improving ethnic or racial relations. The precise topic and focus of the capstone project will be left to individual students. Students are encouraged to use this course to focus on their own interests while making use of multiple disciplinary lenses, including at least one value-focused lens. Among the things students will produce in this course are a carefully constructed and substantive research paper, an oral presentations of their findings, and an e-portfolio. In producing these things, students "close the loop" by developing and evaluating concrete proposals for addressing issues at the heart of ethnic and racial relations.
Credits 3
Prerequisites All other Dominican Curriculum requirements must be met before a student takes DC 475.

DC 476: Gender, Justice, and Equity

This course serves as the culmination of the Gender, Justice, and Equity minor and the Dominican Curriculum. This course involves an examination of issues of interest to the students as well as an exploration of theories of social movements and actions that can be taken to address social issues. Understanding how social movements come about, gain strength, and create change allows students to explore how they can take action in the realm of their identified issue related to gender, justice, and equity. Students are encouraged to use this course to focus on their own interests while making use of multiple disciplinary lenses, including at least one value-focused lens. Based on what they have learned in the core courses of the minor, as well as their other coursework, students will work with a faculty member on a service-learning project, a research paper, or a creative project. Among the things students will produce in this course are an e-portfolio, paper, and presentation related to their selected project. In their projects, students "close the loop" by proposing and evaluating courses of action to address the issues directly.
Credits 3
Prerequisites All other Dominican Curriculum requirements must be met before a student takes DC 476.

DC 499: Honors Project

DC 499 is the second course in the capstone sequence. In DC 499, students complete the honors project which was proposed in HO 399 while working under the direct supervision of a faculty mentor. 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.
Credits 3
Prerequisites All other Dominican Curriculum requirements must be met before a student takes DC 499.

Earth Sciences

ES 111: Elements of Earth Science

Considers the earth, its materials, processes, history, and environment in space on an introductory and lab-oriented level.
Credits 3

ES 112: Climate Science and Action

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.
Credits 3

Economics

EC 211: Macroeconomics

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.
Credits 3
Prerequisites AC 111.

EC 212: Microeconomics

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.
Credits 3
Prerequisites EC 211.

EC 321: Intermediate Macroeconomics

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.
Credits 3
Prerequisites EC 211.

EC 322: Intermediate Microeconomics

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.
Credits 3
Prerequisites EC 212.

EC 331: Money and Banking

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.
Credits 3
Prerequisites EC 212.

EC 338: Wealth and Poverty: Contemporary Economic Issues

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.
Credits 3

EC 340: Global Economic Issues

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.
Credits 3

EC 435: World Economics

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.
Credits 3

EC 442: Urban Economics

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.
Credits 3
Prerequisites EC 212.

EC 443: Public Finance

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.
Credits 3
Prerequisites EC 212.

EC 445: American Economic Development

An overview of the development of the American economy in the twentieth century, including both economic and political considerations.
Credits 3
Prerequisites EC 212.

English

EN 108: Fundamentals of Reading and Writing

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 DC 120.
Students who earn grades between a C- and B- must take DC 119.

A student is subject to dismissal from the University if he or she fails to achieve the required minimum grade in EN 108 within two attempts.
Credits 4

EN 114: Writing the Research Paper

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.
Credits 1

EN 115: Enhanced Writing

A course designed to enhance the student's mastery of skills appropriate for all written communications, with attention to specific strategies appropriate for various disciplines and professions.

Reserved for students who have completed EN 123 (or the equivalent for transfer students).

A minimum grade of C- is required.

A student is subject to dismissal from the University if he or she fails three times to achieve the required minimum grade in EN 115.
Credits 3

EN 116: Editing and Revising Bootcamp

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.
Credits 1

EN 118: Strategies for Vocabulary Development

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.
Credits 1

EN 201: Single Author or Topic

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.
Credits 1
Corequisites EN 123.

EN 202: Single Author or Topic

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.
Credits 1
Corequisites EN 123.

EN 203: Single Author or Topic

This 1-credit course 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.
Credits 1
Corequisites EN 123.

EN 220: Literary Studies

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.
Credits 3
Prerequisites Through Cultural Lenses.

EN 221: The Making of Myths and Cults

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.
Credits 3
Corequisites EN 123.

EN 223: The American Dream I: 1620–1865

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 .

Credits 3

Corequisites EN 123.

EN 224: The American Dream II: 1865 – Present

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.

Credits 3

Corequisites EN 123.

EN 225: Classical Literature: Balancing Duty and Desire

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.

Credits 3

Corequisites EN 123.

EN 226: Masks and Morals: Values in World Literature

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.

Credits 3

Corequisites 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.

Prerequisites EN 123.

EN 228: Irish Literature

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.

Credits 3

Prerequisites EN 123.

EN 230: Crime in Fiction

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.

Credits 3

Prerequisites EN 123.

EN 231: British Literature I: Beowulf-Enlightenment

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.

Credits 3

Prerequisites EN 123.

EN 232: British Literature II 1798-Present

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.

Credits 3

Prerequisites EN 123.

EN 260: Survey of African-American Literature

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.

Credits 3

Prerequisites EN 123.

EN 285: Literature and the Environment

Credits 3

EN 325: American Jazz Age: Generations Lost & Found

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.

Credits 3

Prerequisites EN 123.

EN 327: Science Fiction, Fantasy & Horror

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.

Credits 3

Prerequisites EN 123.

EN 330: Chaucer

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.

Credits 3

Prerequisites EN 123.

EN 331: Metaphorical Journeys: Literature of the Middle Ages

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.

Credits 3

Corequisites EN 123.

EN 332: The Age of Exploration

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.
Credits 3
Corequisites EN 123.

EN 333: Literature in the Age of Enlightenment

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.
Credits 3
Corequisites EN 123.

EN 334: The Age of Revolution

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.
Credits 3
Corequisites EN 123.

EN 335: Modern British Literature: Repression & Rebellion

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. The course includes literary works in genres such as poetry, drama, works of fiction by major writers of the era.
Credits 3
Corequisites EN 123.

EN 336: Battle Pieces: Conflict and Commitment in Modern American Literature

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.
Credits 3
Corequisites EN 123.

EN 337: Literary Realism: The Trend Toward Social Inquiry

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.
Credits 3

EN 338: Courtly Love: Ladies, Gentlemen, Men and Women

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.
Credits 3
Corequisites EN 123.

EN 339: Medieval Women Writers: Domestic and Peaceful Contributions

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.
Credits 3
Corequisites EN 123.

EN 340: Studies in Individual Authors

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.
Credits 3

EN 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 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.
Credits 3
Prerequisites EN 123.

EN 342: Voices of Authority: The Life and Times of Joan of Arc

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.
Credits 3
Prerequisites EN 123.

EN 350: Studies in the Novel

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.
Credits 3
Prerequisites EN 123.

EN 352: Studies in Tragedy

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.
Credits 3
Prerequisites EN 123.

EN 353: Studies in Drama

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.
Credits 3
Prerequisites EN 123.

EN 355: Philosophy in Literature

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.
Credits 3

EN 359: Literature and Film

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.
Credits 3

EN 442: Women Come of Age

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.

Credits 3

Corequisites EN 123.

EN 443: Culture and Conscience: Literature of the United Kingdom

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.

Credits 3

Corequisites EN 123.

EN 444: The Search for Identity: Multicultural American Fiction

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.

Credits 3

Corequisites EN 123.

EN 445–446: Shakespeare I, II

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.

Credits 6

EN 450: Studies in Poetry

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.

Credits 3

Prerequisites EN 123.

EN 452: Composition and Grammar

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.

Credits 3

Prerequisites EN 123.

EN 453: History of the English Language

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.

Credits 3

Prerequisites EN 123.

EN 454: Literature for Children

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.

Credits 3

Prerequisites EN 123.

EN 456: Writing Practicum

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.

Credits 3

Prerequisites English & English/Education majors only, by advisement.

EN 457: Young Adult Literature

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.
Credits 3
Prerequisites EN 123.

EN 458: Creative Writing

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 University literary journal.

Class is open to freshmen.
Credits 3

EN 460: Creative Writing and Performance

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.
Credits 3
Prerequisites EN 458.

EN 461: Publishing Creative Writing

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.
Credits 3
Prerequisites EN 458.

EN 463: Expository Writing and Research

This course focuses on the more complex writing, analytical, and research skills needed to address a variety of audiences, purposes, and genres. Students will create a cumulative portfolio of writing including articles, blogs, reviews, editorials, and critical essays. The instructor will designate a special topic for the course such as sports writing, workplace writing, travel writing, memoir writing, writing about film, etc. The special topic will be identified in Course Listings.
Credits 3
Prerequisites EN 123.

EN 472: Seminar

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 University-wide mini-conference.
Credits 3
Prerequisites EN 452.

EN 491: Internship in English

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.

This course is graded on a Pass/Fail basis.
Interested students should contact the Coordinator of the English Program or the Director of Career Development.
Credits 3

EN 492: Teaching Practicum in English

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 peer assistants for English faculty in first-year courses. They will meet with faculty independently and will attend each session of the class in which they assist.
Credits 3
Prerequisites Senior standing and instructor's permission.

Environmental Studies

EV 221: Introduction to Environmental Science

A one semester introduction to the basic principles of environmental science. We will examine environmental issues affecting our world today and what impact our past has had on the present situation. We will understand and define terminology used in the field; be able to summarize environmental processes at the global, regional and landscape levels; and be able to explain the basic chemistry and biology behind environmental issues.

A minimum grade of C is required for Environmental Studies majors.
Credits 3
Corequisites DC 120.

EV 491: Environmental Studies Internship

This course provides the student with the opportunity to intern and learn about careers in environmental studies as well as begin to develop a network of colleagues in the field.
Credits 1-3

Film Studies

FI 101: Film Studies Interdisciplinary Survey

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.
Credits 1

FI 155: Introduction to Film Studies

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.
Credits 3

FI 222: American Cinema

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.
Credits 3

FI 225: World Cinema

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.
Credits 3

FI 250: Dance Films: Social & Historical Perspectives

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.
Credits 3

FI 299: Special Topics in Film

This content-varying course is an investigation of a specific aspect of film not covered in our regular offerings. Topics could be genre, techniques, persons, themes, or industry related to film. The course is credit varying, depending on the topic and semester.
Credits 1-3

FI 343: Playwriting/Screenwriting

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.
Credits 3

FI 355: Film Genres

Credits 3

FI 359: Literature and Film

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.
Credits 3

Finance

FN 111: Basic Finance and Investing

Students will receive a general overview of the financial industry, with a focus on key players, institutions, and markets such as commercial banks, the Federal Reserve, and financial markets. The class will also introduce the many career paths within the financial sector and what responsibilities they encompass. Financial concepts such as the time value of money, compounding interest, and annualized returns will be taught as a foundation for future Finance, Economics, and Accounting courses. Students will then learn about common financial instruments including stocks, bonds, mutual funds, and ETFs, and will be introduced to derivatives.
Credits 3

FN 118: Personal Finance

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.
Credits 3

FN 226: Principles of Finance

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.
Credits 3
Prerequisites AC 110 or AC 111.

FN 331: Money & Banking

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.
Credits 3
Prerequisites EC 212.

FN 340: Corporation Finance

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.
Credits 3
Prerequisites FN 226.

FN 344: Investment Analysis

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.
Credits 3
Prerequisites FN 226.

FN 370: Economic and Financial Aspects of Sports Management

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.
Credits 3

FN 435: International Finance

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.
Credits 3

FN 450: Risk Management and Performance Evaluation

This course considers two highly linked issues in the investment world: performance evaluation and risk management. Risk management is first reviewed to examine investment, operational, and compliance risks and the strategies used to respond and mitigate such risks. Risk management functions are then defined, and multi-layer lines of defense are studied – including the costs and benefits of various risk mitigating strategies. Historical examples of risk failures are studied to illustrate potential risks and to identify potential solutions. Performance evaluation is then analyzed. Students are given actual fund performance data to evaluate and compare across various passive and active management strategies.
Credits 3
Prerequisites FN 344.

FN 460: Investment Planning

This course studies the financial planning industry. Students create sample investment plans for either individual investors of varying backgrounds or institutional investors with a wide range of goals. To start, the investment needs of a broad range of investors is covered – from individuals in different phases of their life and having varied levels of wealth, financial knowledge and risk tolerance, to institutional endowments, pension plans, government funds and insurance company accounts. Students learn to identify investor needs and goals, including required returns, risk tolerance and time horizons. Student will also study the basics of asset allocation and asset-liability matching concepts.
Credits 3
Prerequisites FN 344.

FN 470: Advanced Investing

An advanced seminar where students invest a portfolio (typically paper) using ETFs to gain access to a wide range of asset classes. Students must adhere to an investment policy and are expected to report on the results and efficacy of their strategy.
Credits 3
Prerequisites FN 450, FN 460.

FN 474: Senior Business Capstone

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 University New York's "Doing Business Right" award based on research done in the class.
Credits 3
Prerequisites All other Business core courses, EC 211- EC 212, and Senior standing.

FN 485: Real Estate Finance

This course provides an overview of the real estate industry and the finance issues within it. The course will be taught from the perspective of a real estate investor, but will cover topics from the perspective of the real estate lender as well. Both residential and commercial real estate topics will be covered. Topics covered include the basic legal concepts of real estate, promissory notes and mortgages (fixed rate and adjustable), investing in residential and commercial markets, markets for real estate capital, the use of leverage, and income tax considerations.
Credits 3

FN 490: Topics in Investing

An advanced seminar on current issues impacting the financial and investment markets.
Credits 3
Prerequisites FN 340, FN 344.

Health Sciences

HL 101: Emergency Medical Preparedness & Response

This introductory course is designed for anyone with little or no medical training who wants to be prepared for an emergency in any setting. This course will train participants to provide first aid, including CPR, and to use an automated external defibrillator (AED) in a safe, timely and effective manner. Training in Stop the Bleed, Blood Borne Pathogens and general emergency preparedness and response is included. Successful completion of exams results in Heart Saver certification from the American Heart Association and Stop the Bleed certification from American College of Surgeons Committee on Trauma.
Credits 1

HL 111: Religion, Spirituality, and Healthcare

The course fosters cultural sensibility from an interfaith perspective. It provides students with the knowledge, tools, and skills to navigate the complex situations they encounter in their training and pro-fession at the intersection of religion and healthcare.

Credits 1

HL 150: History of Public Health

Students will develop an understanding of public health, public health informatics, and health information technology within the context of the US health ecosystem. Relevant policy, regulatory, legal and ethical issues will be reviewed. Students will identify challenges and use cases that can be addressed through PHIT; review standards and systems available, including the institutions that develop and use them; and develop an understanding of the types of data needed to support public health priorities.

Credits 3

HL 201: Introduction to Health Care & Health Professions

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.

Credits 3

Prerequisites CS 111; DC 119 or DC 120.

HL 202: Intro to Public Health Informatics and Technology

This course will help students develop an understanding of public health, public health informatics, and health information technology within the context of the US health ecosystem. The course will review relevant policy, regulatory, legal, and ethical issues; identify challenges and use cases that can be addressed through PHIT; review standards and systems available, including the institutions that develop and use them; and develop an understanding of the types of data needed to support public health priorities.

Credits 3

HL 210: Lifespan Human Development

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.

This course cannot be used by Psychology majors to fulfill program requirements.

Credits 3

HL 225: Advanced Writing/Composition in the Health Sciences

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.

Credits 3

Prerequisites Through Cultural Lenses.

HL 240: Health Psychology

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.

Credits 3

Prerequisites PS 102

HL 301: Medical Terminology

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.

Credits 3

HL 311: Promotion of Health and Disease Prevention

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.

Credits 3

Corequisites BI224.

HL 321: Crafting Health: Craft and Creative Media

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.

Credits 3

Prerequisites HL 201.

HL 322: Health Information Exchange and Data Literacy

Credits 3

HL 332: Kinesiology

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.

Credits 3

Prerequisites BI 223 with a minimum grade of C-.

HL 338: Exercise Physiology

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.

Credits 3

Prerequisites BI 224 with minimum grade of C-.

HL 401: Professionalism within the Health Sciences

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.

Credits 3

Prerequisites HL 201.

HL 411: Health Information Management

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.

Credits 3

Prerequisites HL 201, HL 301 or by permission of the Health Sciences/PHIT Program Coordinator.

HL 421: Health Sciences Seminar and Research

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.
Credits 3
Prerequisites All HL 300-level courses.

HL 422: PHIT for Emergency Preparedness & Surveillance

This course will explore the ways in which better data can aid emergency preparedness at the local, state and national levels. Students will understand the special needs of vulnerable populations in an emergency and how advance preparations are required to identify those individuals in a crisis situation; how creating information bridges between community-based partners and the healthcare and emergency preparedness system can lead to better health outcomes for impacted population; and understand how public health agencies can contribute to health service continuity in emergency situations.

Students will participate in a tabletop exercise simulating a public health emergency.
Credits 3
Prerequisites HL 202.

HL 471: Internship in the Health Sciences

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.
Credits 3
Prerequisites Permission of the program coordinator.

History

HI 101: Introduction to History and Methods

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.
Credits 3

HI 109: Introduction to American History, 1900-Present

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.
Credits 3

HI 110: Issues in American History, 1900-Present

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.
Credits 3

HI 114: Biography in American History

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.
Credits 3

HI 222: Classical History and Civilization

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.

Credits 3

HI 223: Medieval Europe

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.

Credits 3

HI 224: Renaissance and Reformation Europe

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.

Credits 3

HI 225: Nineteenth-Century European History

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.

Credits 3

HI 226: Hitler's Third Reich

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.

Credits 3

HI 227: The American Revolution

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.

Credits 3

HI 228: Coming Apart: American Society, 1960–1974

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.

Credits 3

HI 229: History of the American West

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.

Credits 3

HI 230: History of the Byzantine Empire

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.
Credits 3

HI 233: History Through Film: Renaissance Humanism

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.
Credits 3

HI 270: History of Sports

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.
Credits 3

HI 283: Conflict and Crisis in Modern American History

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.
Credits 3

HI 292: History of Women in America

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.
Credits 3

HI 301: Women in the Middle Ages

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.
Credits 3

HI 302: Race and Ethnicity in America

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.
Credits 3

HI 327: Age of Chivalry

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.
Credits 3

HI 330, 440, 450: Advanced Study

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.
Credits 3

HI 331: American Colonial Period

A study of the political, economic, social, religious, and cultural institutions of the English colonies from settlement to independence.
Credits 3

HI 332: American National Period

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."
Credits 3

HI 333: Sectionalism, Civil War, and Reconstruction

A study of the political, economic, and social forces which contributed to American sectionalism and the Civil War; examines Reconstruction and its consequences.
Credits 3

HI 334: American Society 1877-1920: Progress & Reform

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.
Credits 3

HI 335: The American Consensus: 1932 to the Present

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.
Credits 3

HI 336: America: Transformation and Reaction, 1920-1945

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.
Credits 3

HI 337: Twentieth-Century Europe

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.
Credits 3

HI 338: History of New York State

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.
Credits 3

HI 339: Ethnicity in America

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.
Credits 3

HI 340: From Berlin to Baghdad: America, 1980 to the Present

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.
Credits 3

HI 348: Great Books in History

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.
Credits 3

HI 349: Disease & History: Pathogens, Parasites, & Pandemics

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.
Credits 3

HI 350: Food & Civilization

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.
Credits 3

HI 395: The Holocaust

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.
Credits 3

HI 409: Freedom & Liberty in America, 1607 to Present

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.
Credits 3

HI 441: The African-American Experience

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.

Credits 3

HI 442: The Survival of the Native American

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.

Credits 3

HI 443: American Diplomatic History: Democracy and Diplomacy

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.

Credits 3

HI 444: American Social Thought: Continuity and Change

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.

Credits 3

HI 445: American Economic Development

An overview of the development of the American economy in the twentieth century, including both economic and political considerations.

Credits 3

Prerequisites EC 212.

HI 446: War and Society

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.

Credits 3

HI 451: Middle Eastern History

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.

Credits 3

HI 452: East Asian History

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.

Credits 3

HI 453: History of Developing Nations

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.

Credits 3

HI 454: Latin American History

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.
Credits 3

HI 461: Public History

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, docu-dramas, 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.
Credits 3

HI 462: History of Terrorism

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.
Credits 3

HI 471: History Internship

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.
Credits 3

HI 472: Seminar in Historical Research

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 in-structor. This course is required of all History majors and is open to seniors or to juniors with the permission of program coordinator.
Credits 3

Honors Program

HO 399: Honors Tutorial

HO 399 is the first course in a 7-credit capstone sequence which completes both the Honors Minor: Longtermism and the requirements for graduation from the Honors Program. In HO399, students research an area of interest, develop a proposal for the honors minor capstone project, and present the results of that research in the form of an abstract and annotated bibliography. Proposed projects can be applied, experimental or creative, but must exceed what is expected in a non-Honors course.
Credits 3

HO 490: Become a Changemaker

In the final course of the honors capstone, students will build upon their research to create a specific course of action to answer a challenging social or environmental issue. Moving beyond background research or even primary research, the honors capstone will challenge students to take their capstone project research out of the academy and into their community, initiating a course of action that grows out of their project. This 5-week course (first 5 weeks of fall semester of senior year) will provide support to student change-makers – providing human and other resources to our change-makers as they put their research to use in the community.
Credits 1

Humanities

HU 110: Introduction to Humanities

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.

Credits 3

HU 225: Introduction to Gender Justice

This course still needs to be added. Description to be put here when it is official.

Credits 3

HU 252: Topics in Humanities

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.

Credits 3

HU 362: Readings in Humanities

Covers the High Middle Ages through the Renaissance. Emphasis is placed on improving reasoning and writing skills necessary for advanced critical analysis.

Credits 3

HU 472: Writing and Research in Humanities

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.

Credits 3

Information Technology

CYS II: Cybercrime and Governance

Credits 3

CYS III: Modern Cybersecurity

Credits 3

CYS IV: Network System Security

Credits 3

CYS V: Ethical Hacking

Credits 3

IX 120: MS Word

This course provides a thorough foundation in 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.

Credits 1

IX 130: MS PowerPoint

This course provides a thorough foundation in MS PowerPoint, an industry standard for presentation software. Topics include slide show creation, entering and formatting text, adding graphics and photos, adding audio and narration, creating slide transitions and animations, using master slides, and presenting shows.

Credits 1

IX 140: Introduction to the Internet

This course provides background on the origins, growth and management of the Internet. Topics covered include Domain Name Service, internet based applications, web 1.0 and 2.0, e-commerce, internet security, video and music services. Students will create their own websites.

Credits 1

IX 150: Office Tech

There are many technologies used in business to improve office productivity. Topics vary by semester but may include Visio, diagraming software, and other popular Microsoft applications.

Credits 1

IX 160: Project Management Tech

This course provides a thorough foundation in Project Management software and applications, including creating goals, tasks, assigning people and equipment to tasks, and creating schedules, dependencies and reports.

Credits 1

IX 170: Publishing Tech

Using Microsoft Publisher or other technology, students will learn how to create, personalize, and share a wide range of professional-quality publications; swap pictures; add pictures directly from online albums; and use special effects to make publications stand out.
Credits 1

IX 180: Communications Tech

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.
Credits 1

IX 190: MS Excel

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.
Credits 1

IX 200: Computer-Based Systems

This course provides a foundation on computer systems and an introduction to all other courses in the program. An overview of computers and technology applications. Includes overview of PC technology, Internet technology, operating systems, applications, I/O, USB, video systems, computer viruses, and more.
Credits 3

IX 202: Intro to Public Health Informatics and Technology

This course will help students develop an understanding of public health, public health informatics, and health information technology within the context of the US health ecosystem. The course will review relevant policy, regulatory, legal, and ethical issues; identify challenges and use cases that can be addressed through PHIT; review standards and systems available, including the institutions that develop and use them; and develop an understanding of the types of data needed to support public health priorities.
Credits 3

IX 220: Cyber Security

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.
Credits 3

IX 222: Computer Forensics

This course will study classifications of crimes and levels of law enforcement/investigations related to computer forensics. Various physical and virtual devices that data can be recovered from are examined. The course will also cover ways in which people try to hide data and their identities.
Credits 3

IX 224: Artificial Intelligence

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.
Credits 3

IX 226: Digital Design

Topics include digital design, digital imaging technology, image capture, digital cameras, scanning and digital workflow. Typical software used is Adobe Photoshop.
Credits 3

IX 235: Project Management

This course develops the competencies and skills needed for planning and controlling projects and an understanding of the varied and complex issues that drive successful project outcomes. Focusing on the introduction of new products and processes, students will examine the project management life cycle, define project schedule and scope, identify and analyze management challenges, gain effective project management tools and techniques, and understand the role of a project manager.
Credits 3

IX 240: Programming I

This course covers basic to mid-level programming topics. It provides students with an understanding of how software is designed, developed and tested. Topics include the software development environment, functions, variables, IF statements, forms, in-put/output, loops, structures and class objects. Different programming languages, including Python, C# and C++, may be explored.
Credits 3

IX 250: Principles of Systems and Technology

This course provides students with foundational knowledge of types of enterprises and how data is shared by and flows through enterprises, connecting all departments together. Students will learn the four main components of information systems, four major functions in organizations, and the concepts of data, information, and knowledge. Other concepts covered include digital transformation, Enterprise Resource Planning (ERP) Software, business processes, data storage, and knowledge management.
Credits 3

IX 266: Information Technology Management

Every business relies heavily on their IT department. This course will review all aspects of operating an effective IT department. Roles of the Chief Information Officer, IT organizational structure, ERP systems, cybersecurity, and customer satisfaction are all covered. Elements of planning, budgeting, staffing, implementing, tracking, upgrading, marketing, automating, measuring performance, and improving the facilities are included.
Credits 3
Prerequisites IX 200.

IX 300: Technology Hardware and Software

This course will help students prepare for and pass the A CompTIA A+ 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. All IX majors are encouraged to complete the A+ certification before graduation.
Credits 3
Prerequisites IX 250.

IX 302: Data Literacy

This comprehensive course serves as a foundational exploration into the world of data literacy, encompassing key aspects of the data analytic process, public health informatics, business intelligence, excel visualizations, and basic SQL skills. Students will develop a fundamental understanding of the role data plays in contemporary society, gaining insights into its sources and applications across various domains. Students will complete a final research project using data sets to create presentations to explain trends and findings through context, data visualization, and interpretation on a public health or business topic.
Credits 3

IX 310: Network Technology

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 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.
Credits 3
Prerequisites IX 300.

IX 312: Epidemiology

Credits 3

IX 320: Business Data Communications

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.
Credits 3
Prerequisites IX 200.

IX 330: Windows Server Management

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.
Credits 3
Prerequisites IX 310.

IX 340: Intermediate Programming

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.
Credits 3
Prerequisites IX 240.

IX 350: Mobile App Development

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.
Credits 3
Prerequisites IX 240.

IX 360: Programming for the Internet

This course covers website development, 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.
Credits 3

IX 370: Advanced Programming

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.
Credits 3
Prerequisites IX 340.

IX 380: Database Organization and Systems

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.
Credits 3
Prerequisites IX 200.

IX 400: Game Programming

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.
Credits 3
Prerequisites IX 340.

IX 410: Transact SQL Programming

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.
Credits 3
Prerequisites IX 380.

IX 411: Health Information Management

Credits 3

IX 422: PHIT for Emergency Preparedness

Credits 3

IX 454: Quantitative Analysis for Business Decisions

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.
Credits 3
Prerequisites MA 114 or MA 116, MA 225.

IX 490: Senior Project

This course will result in a capstone applied systems development project completed with a team. It is the culmination of all courses leading up to it and synthesizes and applies information in course projects.
Credits 3
Prerequisites IX 240 and IX 380.

Interdisciplinary Studies

IS 453: Elective Internship(s)

Credits 3

Latin

LA 111: Basic Latin

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.
Credits 3

Management

MG/CS 373: Leadership, Power, and Influence

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.
Credits 3
Prerequisites Prerequisite for Management majors: MG 211.

MG 200: Business in Action

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).

Credits 3

MG 210: Introduction to Sports Management

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.

Credits 3

MG 211: Introduction to Management

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.

Credits 3

MG 221: Emerging Market Management

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.

Credits 3

MG 223: Management CEE Countries

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 covered include cultural, political, economic aspects; foreign direct investment; production; operation; importing and exporting; and manufacturing and technology transfers.

Credits 3

MG 235: Project Management

This course develops the competencies and skills needed for planning and controlling projects and an understanding of the varied and complex issues that drive successful project outcomes. Focusing on the introduction of new products and processes, students will examine the project management life cycle, define project schedule and scope, identify and analyze management challenges, gain effective project management tools and techniques, and understand the role of a project manager.

Credits 3

MG 246: Small Business Management

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.

Credits 3

Prerequisites MG 211, AC 111.

MG 252: Principles of Systems and Technology

This course provides students with foundational knowledge of types of enterprises and how data is shared by and flows through enterprises, connecting all departments together. Students will learn the four main components of information systems, four major functions in organizations, and the concepts of data, information, and knowledge. Other concepts covered include digital transformation, Enterprise Resource Planning (ERP) Software, business processes, data storage, and knowledge management.

Credits 3

MG 264: Information Technology Management

Credits 3

MG 265: Entrepreneurship

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.

Credits 3

Prerequisites MG 211, MK 114.

MG 266: Information Technology Management

Every business relies heavily on their IT department. This course will review all aspects of operating an effective IT department. Roles of the Chief Information Officer, IT organizational structure, ERP systems, cybersecurity, and customer satisfaction are all covered. Elements of planning, budgeting, staffing, implementing, tracking, upgrading, marketing, automating, measuring performance, and improving the facilities are included.

Credits 3

Prerequisites IX 200.

MG 271: Hospitality: Restaurants

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.

Credits 1

Prerequisites MK 114 and MG 211.

MG 272: Hospitality: Resorts and Hotels

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.

Credits 1

Prerequisites MK 114 and MG 211.

MG 273: Hospitality: Spas and Fitness Centers

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.

Credits 1

Prerequisites MK 114 and MG 211.

MG 310: Business, Society, and Corporate Values

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.

Credits 3

MG 311: Business in Film

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.

Credits 3

MG 315: Social Media Marketing and Management

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.

Credits 3

MG 324: Retailing

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.

Credits 3

Prerequisites MK 114.

MG 325: The Fashion Business

This 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.
Credits 3
Prerequisites MK 114

MG 331: Human Resource Management

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.
Credits 3

MG 341: Human Relations of Management/ Organizational Behavior

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, the small-business entrepreneur, and for those who deal with the patterned interactions of people in business.
Credits 3
Prerequisites MG 211.

MG 343: Sales / CRM Management

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.
Credits 3
Prerequisites MG211, MK 114.

MG 345: Marketing Management

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.
Credits 3
Prerequisites MG 211, MK 114.

MG 351: Managerial Economics

Application of economic concepts to management decision-making and problem-solving. Topics include demand analysis, forecasting, pricing, and capital budgeting.
Credits 3
Prerequisites MG 211, FN 226, EC 212, and MA 225.

MG 355: International Management

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.
Credits 3

MG 360: Windows Server Management

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.
Credits 3
Prerequisites IX 310.

MG 364: Business Ethics in Film and Literature

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.
Credits 3

MG 366: Managing Global E-Commerce

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.
Credits 3
Prerequisites MG 211 and IX 250.

MG 369: Organization Development and Change

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.
Credits 3
Prerequisites MG 211.

MG 371: Economic and Financial Aspects of Sports Management

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.
Credits 3

MG 375: Leadership Styles: Presidents and Generals

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.
Credits 3

MG 410: Industrial Relations

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.
Credits 3
Prerequisites MG 331.

MG 447: Sustainability

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.
Credits 3

MG 453: Theatre Management: Principles of Performing Arts Management

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.
Credits 3

MG 454: Quantitative Analysis for Business Decisions

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.
Credits 3
Prerequisites MA 114 or 116, and MA 225.

MG 456: Database Organization & Systems

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.
Credits 3
Prerequisites IX 200.

MG 474: Senior Business Capstone

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 University New York's "Doing Business Right" award based on research done in the class.
Credits 3
Prerequisites all other Business core courses, EC 211-212, and Senior standing.

Marketing

MK 114: Basic Marketing

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.
Credits 3

MK 165: Introduction to Entrepreneurship

Credits 3

MK 229: Digital Media

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.
Credits 3

MK 271: Hospitality: Restaurants

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.
Credits 1
Prerequisites MK 114 and MG 211.

MK 272: Hospitality: Resorts and Hotels

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.
Credits 1
Prerequisites MK 114 and MG 211.

MK 273: Hospitality: Spas and Fitness Centers

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.
Credits 1
Prerequisites MK 114 and MG 211.

MK 280: Viral and Organic Growth

"Going Viral" is the goal of most web-based marketing content. Companies that generate content that can spread through the internet organically are the most successful in growing their brand. This course will teach you what drives people to share content and how to build content that is shareable and meme-worthy. By the end of this course, you will understand what drives viral sharing and learn how to facilitate it. This online class has optional live sessions.
Credits 3
Prerequisites MK 114.

MK 310: Social Media Marketing

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.
Credits 3

MK 323: Consumer Behavior

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.
Credits 3
Prerequisites MK 114

MK 324: Distribution

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.
Credits 3
Prerequisites MK 114.

MK 325: The Fashion Business

This 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.
Credits 3
Prerequisites MK 114

MK 326: Global Marketing

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.
Credits 3
Prerequisites MK 114.

MK 330: Email Marketing

Email marketing is vital to modern businesses and a primary tool in any skilled marketer's toolkit. In this course, you'll learn how to craft successful email marketing campaigns for sales, engagement, and activation. By the end of this course, you'll know how to write emails that drive customers to take desired actions and how to structure campaigns for maximum effect. You'll also build your own marketing campaign. This online class has optional live sessions.
Credits 3

MK 332: Advertising

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.
Credits 3
Prerequisites MK 114.

MK 333: Sales

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.
Credits 3

MK 340: Sports Media and Promotion

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.
Credits 3
Prerequisites SM 210

MK 343: Sales Management

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.
Credits 3
Prerequisites MK 114 and MG 211

MK 345: Innovation and Product Development

This 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.
Credits 3
Prerequisites MK 114

MK 350: Content Creation

This 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.
Credits 3
Prerequisites MK 114

MK 361: Supply-Chain Management

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.
Credits 3
Prerequisites MK 114 and MG 211.

MK 367: Fashion/Beauty Marketing

Explore the dynamic intersection of style and commerce in our Fashion and Beauty Marketing course. Dive into the strategies and tactics that drive successful campaigns in these thriving industries. From trend analysis and consumer behavior to social media mastery, students will develop a comprehensive understanding of how to captivate audiences and build iconic brands. Through case studies and hands-on projects, participants will refine their skills in market research, branding, and digital engagement. Join us to unravel the art and science behind the allure of fashion and beauty, equipping yourself for a career at the forefront of style-driven marketing.

Credits 1

Prerequisites MK 114

MK 368: Music Industry Marketing

Embark on a journey into the dynamic realm of the music business with our Music Industry Marketing course. Uncover the strategic intricacies behind successful artist promotion, record label management, and event marketing. Delve into the digital landscape, exploring social media, streaming platforms, and emerging technologies shaping the industry. Through case studies and real-world projects, students will refine their skills in brand building, audience engagement, and revenue generation within the ever-evolving music landscape. Join us to navigate the fusion of creativity and commerce, and prepare for a dynamic career at the forefront of music industry marketing.

Credits 1

Prerequisites MK 114

MK 369: Food/Beverage Marketing

Take a delectable journey through our Food and Beverage Marketing course, where students explore the art and strategy behind culinary brand promotion. Dive into the unique challenges and opportunities within this vibrant industry, from restaurant marketing and food product branding to culinary events and social media campaigns. Through case studies and hands-on projects, participants will develop a nuanced understanding of consumer tastes, market trends, and effective storytelling in the world of gastronomy. Equip yourself with the skills to craft compelling culinary narratives, engage diverse audiences, and succeed in the ever-evolving landscape of Food and Beverage marketing.

Credits 1

Prerequisites MK 114

MK 380: SEO and SEM

How do you find what you're looking for on the internet? Chances are you turn to Google or another search engine. Companies use Search Engine Optimization (SEO) and Search Engine Marketing (SEM) to make sure you see them first every time you turn to a search engine. By the end of this course, you'll learn how to optimize a website so that it shows up first on a search, and how to build search ads that will drive customers to your website. This online class has optional live sessions.

Credits 3

Prerequisites MK 114, MK 229.

MK 441: Market Research

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.

Credits 3

Prerequisites MK 114 and MA 225

MK 443: Public Relations

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 forprofit and not-for-profit organizations.

Credits 3

MK 451: Mission and Vision Statements as Symbols of Ethical Priorities

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.

Credits 3

MK 474: Senior Business Capstone

Credits 3

MK 480: Digital Marketing Analytics

Marketing professionals today have access to incredible amounts of data. The ability to use this data is what differentiates successful marketing efforts from failed ones. This course will teach you how to analyze digital customer behavior data using a range of tools and use that data to test marketing hypotheses and improve customer acquisition. This online class has optional live sessions.

Credits 3

Prerequisites MK 114, MA 225, MK 310, MK 441.

Mathematics

MA 112: Introduction to College Mathematics

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 (Level A) 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-.

Credits 3

MA 113: College Algebra

Polynomials and factoring; linear and quadratic equations; functions and graphs.

Credits 3

Prerequisites Level B Placement, or MA 112 (C- or better) 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

Real functions; linear and higher order functions; conic sections; trigonometric functions; exponential and logarithmic functions; sequences and series.

Credits 3

Prerequisites Level C placement, or MA 113 (C- or better) 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

Linear equations and inequalities; matrix algebra and linear programming; the mathematics of finance; Markov chains and probability.
This course does not serve as a pre-requisite for any other course.

Credits 3

Prerequisites Level C or D placement, or MA 113 (C- or better) or equivalent.

MA 117: Discrete Mathematics

Set theory and mathematical logic; recurrence relations; combinatorics; graphs and trees.
This course does not serve as a prerequisite for any other course.

Credits 3

Prerequisites Level C or D placement, MA 113 (C- or better) or equivalent.

MA 118: Enhanced Mathematics

Real number computations and properties; basic algebra; dimensional analysis; problem solving; mixed application.
Reserved for transfer students with placement scores of Level A (MA 112) or Level B (MA 113) who have transferred in a math class at that level or higher.

Credits 3

MA 120: Math, Money and You: Mathematics of Financial Literacy

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.
This course does not serve as a prerequisite for any other course.

Credits 3

Prerequisites Level C or D placement, or MA113 (C- or better) or equivalent.

MA 221: Calculus I

Analytic geometry and functions, including trigonometric; limits and continuity; derivatives; and applications of derivatives.

Credits 3

Prerequisites Level C placement, or MA 114 (C- or better) 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

Integrals; the definite integral; exponential, logarithmic and trigonometric functions; formal methods of integration; basic properties of continuous and differentiable functions; area and volume.
In order to proceed to the next course in the sequence, a minimum grade of C - (C for Math majors) is required.
Credits 3
Prerequisites MA 221 (C- or better) or equivalent.

MA 224: Probability

Elements of probability theory, including set theory, sampling, and combinatorics; random variables, discrete and continuous; probability functions, expected value; probability distributions and modeling.
Credits 3
Prerequisites MA 222 (C- or better).

MA 225: Introduction to Statistics

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.
Credits 3
Prerequisites Level C or D placement, MA 113 (C- or better) or equivalent.

MA 226: Inferential Statistics

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.
Credits 3
Prerequisites MA 225 (C- or better) or equivalent.

MA 227: Classical Greece: The Vision of Geometry

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.
Credits 3

MA 228: The Dawn of Mathematics

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.
Credits 3

MA 229: The Mathematical Universe: Pascal, Newton, and the Modern World

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 is needed.
Credits 3

MA 235: Biostatistics and Epidemiology

This course offers the student methods and use of statistics as they apply to scientific studies. It begins with collecting and displaying the distribution of data where the student will pay attention to central tendencies and correlation. Students will examine study designs, data relationships, confidence intervals, correlation, and run appropriate tests and analyses (t-tests, ANOVA, chi-squared, regression). Focus will be on the statistics of epidemiology, incidence and prevalence, and measures of risk. A minimum grade of C is required for BI majors.
Credits 3
Prerequisites Level C or D placement, MA 113 (C- or better) or equivalent.

MA 331: Abstract Algebra

Groups, sub-groups, rings, integral domains and fields.
Credits 3
Prerequisites MA 221 (C or better) or equivalent.

MA 332: Linear Algebra

Matrices and their operations; determinants; linear equations and linear dependence; vector spaces and linear transformations.
Credits 3
Prerequisites MA 221 (C or better) or equivalent.

MA 333: Calculus III

Improper integrals; vectors and parametric equations; polar coordinates; multivariable calculus; sequences and series.
Credits 3
Prerequisites MA 222 (C or better) or equivalent.

MA 334: Advanced Calculus

Foundations of analysis; limits, and proof; differentiation, integration, and series from a theoretical perspective.
Credits 3
Prerequisites MA 222 (C or better) or equivalent.

MA 335: Differential Equations

Solutions of first order equations; modeling applications; equations of higher order; series solutions; Laplace transforms.
Credits 3
Prerequisites MA 222 (C or better) or equivalent.

MA 336: Numerical Analysis

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.
Credits 3
Prerequisites MA 222 (C or better) or equivalent.

MA 455: Mathematics Practicum

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.
Credits 1
Prerequisites Consent of the instructor.

MA 456: Teaching Mathematics (Middle Childhood)

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.
Crosslisting: ED 456 [p].
Credits 3
Prerequisites ED 330 and admission to the Division.

MA 465: Topics in Mathematics

A seminar course emphasizing topics and problem-solving techniques of particular interest to students preparing for careers in Mathematics or Mathematics education.
Credits 3
Prerequisites MA 333 or consent of instructor.

MA 466: Teaching Mathematics (Adolescence Education)

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.
Credits 3
Prerequisites MA 222 and MA 455 or equivalent. ED 330 and admission to the Division.

Music

MU 112: Basic Music Theory

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.
Credits 3

MU 221: Essentials of Music: Basic Music Appreciation

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.
Credits 3

MU 222: History and Appreciation of Music

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.
Credits 3

MU 226: Music in the Age of Enlightenment

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.

Credits 3

MU 227: Music in the Age of Revolution

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.

Credits 3

MU 331: Choral Music

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.

Credits 3

MU 336, 336A, 336B: Chorus

The Dominican University New York 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.

Credits 1

Nursing

NR 101: Transition to Nursing I

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.

Credits 3

Prerequisites BI 223 & CH 220 with grades of B- or higher, or permission of Nursing advisor.

NR 223: Introduction to Professional Nursing I

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 University skills laboratory and continues in health care agencies where faculty provide individualized as well as group instruction. (Three-hour lecture, six-hour Clinical Lab.)

Credits 5

Prerequisites Anatomy & Physiology I & II; Chemistry 220; Biochemistry or equivalent.

NR 224: Introduction to Professional Nursing II

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 University laboratory and select healthcare settings. (Three-hour lecture, six-hour Clinical Lab.)

Credits 5

Prerequisites NR 223 or equivalent; Microbiology.

NR 231: Professional Practice Concepts

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.)

Credits 2

Prerequisites NR 224.

NR 235: Principles of Health Assessment

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.)

Credits 3

Prerequisites A&P I and II.

NR 320: Psychiatric Mental Health Nursing

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.

Credits 5

Prerequisites NR 340 or equivalent, NR 345.

NR 329: Pharmacologic Agents and Nursing Practice

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.)

Credits 3

Prerequisites NR 223 or equivalent, or instructor permission.

NR 330: Parent-Child Nursing

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.)

Credits 5

Prerequisites Pathophysiology, NR 224, NR 329 or equivalent.

NR 340: Adult Nursing I

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.)

Credits 5

Prerequisites NR 231, NR 235, NR 330 or equivalent.

NR 345: Family Health Nursing

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.)

Credits 5

Prerequisites or Corequisites NR 340 or equivalent.

NR 353: Nursing Research

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.)

Credits 3

Prerequisites NR 231, NR 235, NR 330.

NR 450: Adult Nursing II

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.)

Credits 5

Prerequisites NR 340 or equivalent, NR 345, NR 353.

NR 463: Community Health Nursing

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.)

Credits 5

Prerequisites NR 353, NR 320 or equivalent, NR 450.

NR 465: Nursing Leadership/Management

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.)

Credits 5

Prerequisites NR 450, NR 460 or equivalent, NR 463.

NR 467: Nursing Seminar

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.)

Credits 2

Prerequisites NR 450, NR 463, NR 353.

Philosophy

PH 112: Logic

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.

Credits 3

PH 113: Critical Thinking

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.

Credits 3

PH 114: Philosophy in the Real World

Nearly every issue facing our society today has philosophical concepts at its core. This course in and introduction to philosophy by means of exploration of philosophical concepts or questions as they arise through a discussion of current-day issues. Specific topics will vary according to student interest, but will include issues and concepts such as: racism, biological research, health care, equality, knowledge, freedom, justice.

Credits 3

PH 221: The Discovery of Reason

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.

Credits 3

PH 224: God and the Medieval Mind

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.

Credits 3

PH 225: Freedom in Modernity

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.

Credits 3

PH 226: American Pragmatism

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.

Credits 3

PH 332: Social Ethics

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.

Credits 3

PH 334: Business Ethics

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.
Credits 3

PH 335: Identities and Inequalities

This course investigates social identities such as race, ethnicity, gender, class, and ability from a philosophical perspective. Through the study of ethical and political theories, the course examines a range of questions about these identities—e.g., questions about how identities are constructed, how they are bound up with a range of social, political, and economic inequalities, and what we can and should do to address these inequalities. Open to Sophomores, Juniors, and Seniors only.
Credits 3

PH 337: Bioethics

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.
Credits 3

PH 339: Philosophy of Death and Dying

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.
Credits 3

PH 355: Philosophy in Literature

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.
Credits 3

PH 375: 20th Century Philosophy

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.
Credits 3

Physics

PY 111: Elements of Physics

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.
Credits 3

PY 112: Elements of Space Science

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.
Credits 3

PY 114: Topics in Physics

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.
Credits 3

PY 221: General Physics I

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.
Credits 4
Prerequisites: MA 114; a high school Physics course or PY 111 is highly recommended as well.

PY 221-222: General Physics I, II

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.
Credits 8
Prerequisites MA 114; a high school Physics course or PY 111 is highly recommended as well.

PY 222: General Physics II

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.
Credits 4
Prerequisites MA 114; a high school Physics course or PY 111 is highly recommended as well.

Political Science

PO 110: Introduction to Politics

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.
Credits 3

PO 111: American National Government

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.
Credits 3

PO 112: State and Local Government

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.
Credits 3

PO 221: American Political Parties

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.
Credits 3

PO 222: American Presidency

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.
Credits 3

PO 270: Civil Law

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.
Credits 3

PO 300: Messages of War: Propaganda in 20th Century Conflict

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.
Credits 3

PO 320: Global Interdependence

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.

Credits 3

PO 330: Origins of Modern Africa

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).

Credits 3

PO 331: The Constitution, Crime and Civil Rights

Credits 3

PO 332: Gender and Politics

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.

Credits 3

PO 333: The Supreme Court and the Constitution

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.

Credits 3

PO 334: The Medieval World

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.

Credits 3

PO 336: Ancient Political Thought: The Search for Justice

An analysis of the political thought of Ancient Greece in the 5th century B.C. with an eye to its relevance to contemporary societies. Within the central focus of exploring issues of what a just society is and how one might be achieved, specific topics are: the aims of the state; the concept and practice of democracy; tyranny and totalitarianism; and the nature and objectives of power, class structure, and justice. Special emphasis will be placed on a comparison of the political ideas of Plato and Aristotle with those of more modern political philosophers such as Niccolo Machiavelli, John Locke, Edmund Burke, and John Stuart Mill.

Credits 3

PO 337: World Politics

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.

Credits 3

PO 339: Latin American Politics and Economics

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.
Credits 3

PO 443: American Diplomatic History

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.
Credits 3

Psychology

PS 101: General Psychology I: Biological Bases of Human Behavior

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. PS 101 must be taken at Dominican University New York for programs that have this course as a requirement.
Credits 3

PS 102: General Psychology II: Social Bases of Human Behavior

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.
Credits 3

PS 210: Lifespan Human Development

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.
This course cannot be used by Psychology majors to fulfill program requirements.
Credits 3

PS 213: Developmental Psychology I: Infancy to Adolescence

An introduction to the physical, cognitive, intellectual, emotional, social, moral, and personality development of the child from the pre-natal period through early adolescence and adolescence. Study of current theoretical approaches: psychoanalysis, learning theory, cognitive-adaptive theory, Piaget and Erikson. Emphasis on historically significant topics: the concept of attachment, language and cognitive development, the concept of critical period, stability and change in intelligence, fear and anxiety, and socialization.
Credits 3

PS 214: Developmental Psychology II: Adulthood and Aging

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.

Credits 3

PS 215: Adolescent Psychology

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.

Credits 3

PS 221: Psychology of the Exceptional Individual

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.

Credits 3

PS 222: Educational Psychology

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.

Credits 3

PS 223: Forensic Psychology

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 pro-filing, police and investigative psychology, and criminal psychology. he 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.

Credits 3

Prerequisites PS 102.

PS 224: Psychology of Personality

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.

Credits 3

Prerequisites PS 102.

PS 225: Criminal Psychology

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.

Credits 3

Prerequisites PS 102.

PS 226: Abnormal Psychology

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 orientation, in particular psychodynamic and behavioral, discussed with reference to etiological, nosological, and therapeutic problems.
Credits 3
Prerequisites PS 102.

PS 227: Industrial Psychology

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.
Credits 3
Prerequisites PS 102.

PS 228: Religion and Psychology: Psyche and Spirit

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.
Credits 3

PS 229: Psychology of Gender

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).
Credits 3

PS 230: Death, Society, and the Human Experience

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.
Credits 3

PS 236: Social Psychology

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; inter-personal attraction; prejudice, discrimination, and stereotyping; aggression and antisocial behavior; conformity, compliance and obedience; leadership and group behavior; and environmental psychology.
Credits 3
Prerequisites PS 102.

PS 237: Group Dynamics

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.
Credits 3
Prerequisites PS 102.

PS 239: Sports Psychology

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.
Credits 3
Prerequisites PS 102S.

PS 240: Health Psychology

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.

Credits 3

Prerequisites PS 102

PS 248: Perspectives on Chemical Dependency

Perspectives on Chemical Dependency provides a basic introduction to the study of substance use, abuse, and dependency. This course will familiarize students with the fundamentals of drug-specific information. In addition, the course will outline the theories and models of why individuals abuse substances. Environmental factors and their impact on substance usage will be examined. These factors include economic, social, cultural, and family systems. Prevention, intervention, and treatment programs for substance usage will be analyzed.

Formerly SW/PS 238.

Credits 3

Prerequisites PS 102 or permission of instructor.

PS 250: Cultural Psychology

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.

Credits 3

Prerequisites PS 102

PS 258: Perspectives on Human Sexuality

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.

Credits 3

Prerequisites PS 102.

PS 280: Developmental Disabilities

Credits 3

PS 330: Psychology of the Intellectually & Behaviorally Challenged

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.

Credits 3

Prerequisites SE 221.

PS 331: Introduction to Psychological Statistics

An applied introduction to basic, descriptive and inferential statistics, including z-tests, t-tests, 1-way and 2-way ANOVAs, correlations, 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.

Credits 3

Prerequisites PS 101 or PS 102, and SS 221 with a grade of C or higher.

PS 342: Counseling and Psychotherapy

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.

Credits 3

Prerequisites PS 102 and PS 224 or PS 226.

PS 343: History and Systems of Psychology

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.

Credits 3

Prerequisites PS 101.

PS 344: Biopsychology

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.
Credits 3
Prerequisites PS 101.

PS 345: Learning Theory

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.
Credits 3
Prerequisites PS 101.

PS 346: Cognitive Psychology

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.
Credits 3
Prerequisites PS 101.

PS 350: Motivation Psychology

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.
Credits 3
Prerequisites PS 101 & PS 102.

PS 360: Sensation/Perception

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.
Credits 3
Prerequisites PS 101.

PS 410: Faculty Research Experience

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.
Credits 1-6
Prerequisites PS 101 or PS 102 and permission of instructor.

PS 440, 450: Independent Study

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.
Credits 3

PS 441: Introduction to Experimental Psychology

An introduction to the formulation of experimental problems, testing of hypotheses, selection of appropriate methods of investigation, preparation of experimental reports.
Credits 3
Prerequisites PS 101, 102, 331 and SS 221.

PS 452: Person in Environment II

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.
Credits 3
Prerequisites PS 102 or equivalent, SO 111 or equivalent, and BI 112 or equivalent.

PS 472: Senior Seminar and Research

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 University New York each spring. Open to Psychology majors in their senior year or to juniors with permission of the program coordinator.

Credits 3

Prerequisites PS 101, 102, 331, 441, and SS 221.

PS 480: Advanced Topics in Psychology

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.

Credits 3

Prerequisites at least one 300-level course and Junior or Senior standing.

PS 491: Internship in Psychology

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.

Credits 3

Prerequisites Permission of internship coordinator. Minimum 3.0 GPA required.

PS 492: Practicum in Psychology

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.

Credits 3

Prerequisites Permission of course instructor and program coordinator.

Religious Studies

RS 111: Religion, Spirituality, and Healthcare

The course fosters cultural sensibility from an interfaith perspective. It provides students with the knowledge, tools, and skills to navigate the complex situations they encounter in their training and profession at the intersection of religion and healthcare.

Credits 1

RS 221: The Making of Myths and Cults

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.

Credits 3

Corequisites EN 123.

RS 222: Old Testament: Story and Culture

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.

Credits 3

RS 223: New Testament: The Social World of Early Christianity

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.

Credits 3

RS 224: Religion & Human Experience: Mystics, Mentors, & Warriors

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.

Credits 3

RS 226: Religion in America: Great Awakenings

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.
Credits 3

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

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.
Credits 3

RS 337: World Religions

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.
Credits 3

RS 339: Medieval Women Writers

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 nonscholarly 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.
Credits 3
Corequisites EN 123.

RS 443: Images of Christ and the Church

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.
Credits 3

Social Sciences

SS 114: Cultural History

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.
Credits 2

SS 221: Quantitative Methods & Research

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.
Credits 3
Prerequisites Open to sophomores, juniors and seniors only.

SS 457: Teaching Social Studies (Middle Childhood)

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.
Credits 3
Prerequisites ED 330 and admission to the Division.

SS 467: Teaching Social Studies (Adolescence Education)

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.
Credits 3
Prerequisites ED 330 and admission to the Division.

SS 472: Social Science Seminar

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.
Credits 3

SS 481: An Ethnographic Study: A Global Perspective

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 demo-graphic analysis of the community will provide the basis for examination as students engage in field observations as they participate in the service learning experience.
Credits 3

SS 491: Social Science Internship

Supervised internship in a public or non-profit agency.
Credits 3

Social Work

SW 200: Introduction to Social Work

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.
Credits 3

SW 230: Death, Society and Human Experience

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.
Credits 3

SW 244: Gender and Justice

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).
Credits 3
Prerequisites CJ 113 and SO 111.

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.

Prerequisites PS 102 or permission of instructor.

SW 250: Topics in Social Work: Social Welfare and Social Justice

This introductory level course in social work focuses on social processes, social institutions, and social change. The student will 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.

Credits 1

SW 251: Topics in Social Work: Introduction to Eating Disorders

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.

Credits 1

SW 252: Topics in Social Work: Scholarly Writing and APA for Social Sciences and Helping Professionals

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.

Credits 1

SW 253: Topics in Social Work: Counseling Adolescents

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.

Credits 1

SW 254: Topics in Social Work: Play Therapy

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.

Credits 1

SW 255: Topics in Social Work: Understanding Autism and Neurodiversity

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.

Credits 1

SW 330: Ethnic Group Interaction

This course will focus on personal, institutional, and cultural levels of ethnic group formation, development, and maintenance in the United States. Several theoretical perspectives and current empirical studies with regard to ethnicity, ethnic group salience, prejudice, and discrimination will be discussed and examined in relation to behavior toward ethnic group members. Personal value positions and priorities will be discussed. Topics include immigration, intermarriage, social programs and affirmative action, civil rights movements and countermovements.

Credits 3

SW 331: Child Welfare and the Law

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.

Credits 3

SW 334: Deviance: Changing Sociological Perspectives on Race, Class, and Gender

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.

Credits 3

Prerequisites SO 111.

SW 335: Theories of Social Movements and Social Justice

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.

Credits 3

SW 342: Perspectives on Aging

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.

Credits 3

SW 440: Perspectives on the Health Care System

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.

Credits 3

SW 443: Women in Contemporary Society: Cross-Cultural Perspectives

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.

Credits 3

SW 451: Person in Environment I

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.

Credits 3

Prerequisites PS 102, SO 111, and BI 112.

SW 452: Person in Environment II

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.

Credits 3

Prerequisites PS 102 or equivalent, SO 111 or equivalent, and BI 112 or equivalent.

SW 454: Social Work Practice I

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.

Credits 3

Prerequisites SW 200, SW 451.

SW 455: Social Work Junior Field Education I and Field Seminar

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.

Credits 3

Prerequisites SW 200, SW 451.

SW 461: Methods of Social Research I

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.

Credits 3

Prerequisites MA 113 or higher or PH 113.

SW 462: Social Policy

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.

Credits 3

SW 463: Social Work Practice II

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.
Credits 3

SW 464: Social Work Practice III

The course is designed to continue the process of generalist practice as it integrates theory, research, policy and practice with micro, mezzo, and macro systems. Content of the Practice III course expands techniques for intervention and practice research with individual, group and community systems, with a specific focus on organizational and community change theory and practice. Must be taken concurrently with SW 466.
Credits 3
Prerequisites SW 454, SW 463 and SW 461.

SW 465a: Senior Field Education and Seminar IIa

Credits 3

SW 465a/b, SW 466a/b: Field Education II and Field Education III

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.
Credits 6

SW 465b: Senior Field Education and Seminar IIb

Credits 3

SW 466a: Senior Field Education and Seminar IIIa

Credits 3

SW 466b: Senior Field Education and Seminar IIIb

Credits 3

SW 467: Methods of Social Research II

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 publicly available). This project is presented at an annual spring conference. Ultimately, students learn how research informs practice and practice informs research.
Credits 3
Prerequisites SW461

Sociology

SO 110: The Origins of Human Society

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.
Credits 3

SO 111: Introduction to Sociology

This is an introductory course is 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.
SO 111 is a prerequisite for all CJ courses beyond CJ 113.
Credits 3

SO 112: Cultural Geography

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.
Credits 3

SO 200: Introduction to Social Work

This course is intended to introduce the evolution and present status of social welfare institutions and the profession of social. ork 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.
Credits 3

SO 221: Cultural Anthropology

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.
Credits 3

SO 224: Sociology of the Family

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.
Credits 3

SO 225: Folklore and Mythology

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.
Credits 3

SO 226: Social Problems

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.
Credits 3

SO 227: Law & Society

Credits 3

SO 244: Gender and Justice

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).
Credits 3
Prerequisites CJ 113 and SO 111.

SO 255: Sociological Perspectives on Religion and Cults

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.
Credits 3

SO 320: Global Interdependence

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.

Credits 3

SO 330: Ethnic Group Interaction

This course will focus on personal, institutional, and cultural levels of ethnic group formation, development, and maintenance in the United States. Several theoretical perspectives and current empirical studies with regard to ethnicity, ethnic group salience, prejudice, and discrimination will be discussed and examined in relation to behavior toward ethnic group members. Personal value positions and priorities will be discussed. Topics include immigration, intermarriage, social programs and affirmative action, civil rights movements and countermovements.

Credits 3

SO 331: Child Welfare and the Law

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.

Credits 3

SO 334: Deviance: Changing Sociological Perspectives on Race, Class, and Gender

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.

Credits 3

Prerequisites SO 111.

SO 335: Social Movements and Social Justice

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.

Credits 3

SO 336: Social Psychology

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.

Credits 3

Prerequisites PS 102.

SO 337: Group Dynamics

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.

Credits 3

Prerequisites PS 102.

SO 338: African-American Community Issues

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.
Credits 3

SO 339: Organizational Behavior: Uses and Abuses of Power and Authority

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.
Credits 3

SO 342: Perspectives on Aging

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.
Credits 3

SO 440: Perspectives On The Health Care System

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.
Credits 3

SO 442: Sociology of Sport

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.
Credits 3

SO 443: Women in Contemporary Society: Cross-Cultural Perspectives

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.
Credits 3

SO 446: Liberty and Leaders

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.
Credits 3

SO 451: Person in Environment I

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.

Credits 3

Prerequisites PS 102, SO 111, and BI 112.

SO 452: Person in Environment II

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.

Credits 3

Prerequisites PS 102 or equivalent, SO 111 or equivalent, and BI 112 or equivalent.

SO 462: Social Policy

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.

Credits 3

Spanish

SP 111-112: Basic Spanish

An introduction to the four basic language skills in Spanish with emphasis on conversation and aural comprehension.
In order to proceed to the next course in this sequence, a minimum grade of C- is required.

Credits 6

Prerequisites Prerequisite for SP 112: SP 111 or equivalent preparation.

SP 115: Spanish for Heritage Speakers

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.

Credits 3

SP 118: Spanish for Professionals

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.

Credits 3

SP 221-222: Intermediate Spanish

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.
In order to proceed to the next course in this sequence, a minimum grade of C- is required.

Credits 6

Prerequisites Pre-requisite for SP 222: SP 221 or equivalent preparation.

SP 225: Conversation and Composition

Intensive phonetic practice and development of spontaneous conversational skills and fluency; analysis of problems in writing and speaking Spanish.

Credits 3

SP 226: Cinema for Spanish Conversation

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.
Credits 3

SP 232: Art of Spain

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.
Credits 3

SP 331: Hispanic Civilization

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.
Credits 3

SP 332: Readings in Hispanic Literature

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.
Credits 3
Prerequisites SP 221 or 222.

SP 335: Literature of the Spanish Golden Age

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.
Credits 3
Prerequisites SP 332.

SP 337: 20th Century Latin American Literature

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.
Credits 3
Prerequisites 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.
Prerequisites EN 123.

SP 401: Cervantes & the Quioxte

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.
Prerequisites SP 221/SP222 and SP 332.

Special Education: Students with Disabilities

SE 221: Psychology of Individuals with Exceptionalities

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.
Credits 3

SE 222: Inclusive Settings: Principles and Practices

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 class-room. Exposure to the NYS Learning Standards. Field experience required.

Credits 3

Prerequisites SE 221 or permission of instructor.

SE 330: Psychology of Learners with Intellectual and Behavioral Challenges

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.

Credits 3

Prerequisites SE 221.

SE 336: Introduction to American Sign Language

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.

Credits 3

SE 337: American Sign Language II

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.

Credits 3

SE 441: Psycho-Educational Diagnosis and Assessment

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.

Credits 3

Prerequisites SE 330.

SE 465: Instructional Strategies and Materials for the Exceptional Learner

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.

Credits 3

Prerequisites SE 441.

SE 472: Student Teaching (Childhood)

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.

Crosslisting: ED 472 [p].

Credits 10

Corequisites ED 472A.

SE 473: Student Teaching (Adolescence)

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.
Credits 10
Corequisites ED 472B.

Sports Management

SM 210: Introduction to Sports Management

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.
Credits 3

SM 240: Sports and Society

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.
Credits 3

SM 273: Hospitality: Spas and Fitness Centers

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.
Credits 1
Prerequisites MK 114 and MG 211.

SM 311: Legal and Ethical Aspects of Sports and Recreation Management

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.
Credits 3

SM 320: Facilities and Events Management

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.
Credits 3

SM 321: Collegiate Sports

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."
Credits 3

SM 340: Sports Media and Promotion

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.
Credits 3

SM 350: Sports in the Global Arena

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.
Credits 3

SM 360: Labor and Management in Sports

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.
Credits 3

SM 370: Economic and Financial Aspects of Sports Management

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.
Credits 3

SM 380: Sports Analytics

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.
Credits 3
Prerequisites MA 113.

Teacher Education

ED/EN 455: Teaching English (Middle Childhood)

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.
Credits 3
Prerequisites ED 330 and admission to the Division.

ED 222: Educational Psychology

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.
Credits 3

ED 223: School and Society

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.
Credits 3

ED 225: Technology in the Classroom

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.
Credits 3
Prerequisites ED 222, ED 223, admission to the Division; PS 213.

ED 328: Elements of Literacy

This course focuses on developing literacy (speaking, listening, reading, writing, and viewing) in children from Birth-6th grade with extension into the middle/high school grades. Emphasis is placed on the integration of all dimensions of literacy in the classroom as well as the integration of learning and teaching theories with practical applications. Students will review the latest research about literacy development and explore the following components of literacy in detail: Oral language, word study, comprehension, reading, writing and ESL strategies.

Field experience required.
Credits 3
Prerequisites Admission to the Division.

ED 330: Introduction to Teaching Methods

This course includes studying diagnosis of instructional needs; long and short-term planning, assessment, and implementation of instruction; There will be particular attention on acquiring a range of teaching and classroom management strategies appropriate for diverse ages and types of learners. The course will provide an introduction to NYS Learning Standards.

Field experience required.
Credits 3
Prerequisites ED 222, ED 223, ED 225; PS 213; SE 221.

ED 332: Strategies for Literacy Development

An extension and refinement of the communication processes involved with listening, speaking, reading, and writing as they pertain to differentiated instruction and evaluation. Attention will be paid to reading in the content areas. The course has an emphasis on the diagnostic/prescriptive model of reading.

Students are required to work with individual learners in the assessment and remediation of reading difficulties.

Field experience required.
Credits 3
Prerequisites ED 330, ED 328 and admission to the Division.

ED 333: Infant/Toddler Development and Curriculum

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.
Credits 3
Prerequisites Admission to the Division.

ED 334: Early Childhood Curriculum I

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.
Credits 3
Prerequisites Admission to the Division.

ED 335: Early Childhood Curriculum II

An extension of the previous course (ED 334), 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.
Credits 3
Prerequisites ED 334, ED 328.

ED 456: Teaching Mathematics (Middle Childhood)

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.
Crosslisting: MA 456 [c].
Credits 3
Prerequisites ED 330 and admission to the Division.

ED 457: Teaching Social Studies (Middle Childhood)

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.
Credits 3
Prerequisites ED 330 and admission to the Division.

ED 458: Teaching Science (Middle Childhood)

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.
Credits 3
Prerequisites ED 330 and admission to the Division.

ED 463A: Teaching Mathematics (Childhood Education)

Study and implementation of instructional materials, planning, methods, and assessment procedures appropriate for teaching mathematics to diverse learners. This course has a 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 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.

Field experience required.

Credits 2-3
Prerequisites ED 225, ED 300, admission to the Division.

ED 463B: Teaching Science (Childhood Education)

This course offers a study and implementation of instructional materials, planning, methods, and assessment procedures appropriate for teaching science to diverse learners. It focuses on strategies for NYS Standards-based instruction.

Field experience required.
Credits 2
Prerequisites ED 225, ED 330, admission to the Division,

ED 463C: Teaching Social Studies (Childhood Education)

This course offers a study and implementation of instructional materials, planning, methods, and assessment procedures appropriate for teaching social studies to diverse learners. Its focus is 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.
Credits 2-3
Prerequisites ED 225, ED 230, admission to the Division.

ED 465: Teaching English (Adolescence Education)

This course centers on 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.
Credits 3
Prerequisites ED 330, admission to the Division.

ED 466: Teaching Mathematics (Adolescence Education)

This course centers on diagnosing instructional needs; planning, implementing, and evaluating instruction in Mathematics. It pays special 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.
Credits 3
Prerequisites ED 330, admission to the Division.

ED 467: Teaching Social Studies (Adolescence Education)

This course focuses on 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.
Credits 3
Prerequisites ED 330, admission to the Division.

ED 468: Teaching Biology (Adolescence Education)

The course focuses on 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.
Credits 3
Prerequisites ED 330, admission to the Division.

ED 471: Student Teaching (Early Childhood)

The course offers a supervised observation and student teaching in an approved early childhood setting and under a certified teacher for a five-week period. It is done through gradual movement from observation to total responsibility for planning and implementing instruction. This course also provides a refinement of teaching skills, and experience with written logs, lesson plans, video or audio taping, self-reflection, individual conferences, as well as involvement to all aspects of school life relevant to teaching.
Credits 5
Corequisites ED 472A.

ED 472: Student Teaching (Childhood)

This course offers 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. There is gradual movement from observation to total responsibility for planning and implementing instruction. The course offers refinement of teaching skills, and experience with written logs, lesson plans, video or audio taping, self-reflection, individual conferences. It also offers 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.

For students seeking dual certification, one of the eight-week experiences is in a special education placement.

Credits 5-10
Corequisites ED 472A.

ED 472A: Student Teaching Seminar (Childhood)

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.
Credits 2

ED 472B: Student Teaching Seminar (Adolescence)

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.
Credits 2

ED 473: Student Teaching (Adolescence Education)

This course offers supervised observation and student teaching in an approved secondary school. Eight weeks in grades 7–9 and eight weeks in grades 10–12. 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.

For students seeking dual certification, one of the eight-week experiences is in a special education placement (see SE 472).

Credits 10
Corequisites ED 472B.

Theatre

TH 333: Introduction to Theatre and Drama

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.
Credits 3

TH 334: Script Analysis

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.
Credits 3

TH 335: Children's Theatre

Students enrolled in this course will learn and apply theatre games and improvisations for pre-school through adolescence audiences. Formal playmaking for children and principles of organization, direction, and production of plays for young audiences will be covered. Storytelling will culminate with the Children's Theatre experience.
Credits 3

TH 336: Drama in Performance

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. May from time to time be used as English elective; see English faculty.
Credits 3
Prerequisites No prerequisite, but SH 333 strongly recommended.

TH 337: Technical Theatre

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.
Credits 3

TH 338: Creative Drama

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.

Credits 3

TH 340: History of the American Musical

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.

Credits 3

TH 343: Playwriting/Screenwriting

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.

Credits 3

TH 453: Theatre Management: Principles of Performing Arts Management

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.

Credits 3

Graduate Programs of Study

Entry-Level 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 pa-tients, 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 in-crease 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 sup-portive environment, congruent with the mission of Dominican University New York, 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 University New York 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.

The professional courses are scheduled on a trimester system — sum-mer, 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 week-end. 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 pro-mote 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.

Admission to the Entry-Level Doctor of Physical Therapy

To apply to the program, applicants must hold a baccalaureate degree in any field. The baccalaureate degree must be completed prior to the start of the Doctor of Physical Therapy Program.

The following prerequisites must be completed prior to admission to the entry-level Doctor of Physical Therapy Program.

Course	Credits
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 University New York in a traditional semester-based weekday schedule. Although the pre-requisite courses may be taken at other accredited colleges or univer-sities, 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 ac-cepted 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 re-quired 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 mini-mum score of 550 on the Test of English as a Foreign Language (T.O.E.F.L.) or 213 on the computer-based T.O.E.F.L. (C.B.T.).

All candidates must apply online utilizing the APTA's Centralized Application Service (www.ptcas.org).

Admission to Bachelor of Arts in Biology (Pre-Med)/Doctor of Physical Therapy

Dominican University New York traditional students and transfer stu-dents have the option to satisfy some of the requirements of the Bache-lor of Arts in Biology (Pre-Med track) while fulfilling the prerequisites of the Physical Therapy Program in the first three years of their aca-demic 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 require-ments and formally apply to the Entry-Level Doctor of Physical Ther-apy 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 Biol-ogy.

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.

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 en-compass 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 exami-nations that cover all material in the courses and learning experiences prior to the scheduled examination. Typically, the alternate week-ends 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 demon-strate 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 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.

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. Evi-dence 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.
The Dominican University New York 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 University 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 sched-uled 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. See the section above regarding requesting a leave of absence before submitting a with-drawal request to ensure that a student’s seat in the program is held.

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.

Biology (Pre- Med) to Entry-Level Physical Therapy Program

Degree Type

B.A./D.P.T.

Curricular Outline and Plan

Freshman Year

Semester I (Fall)

Course Code	Title	Credits
	DC 119/120	3-4
BI 221	General Biology I	4
CH 221	General Chemistry I	4

MA 221	Calculus I	3
FS 111	Freshman Seminar	2
	Sub-Total Credits	**16-17**

Semester II (Winter/Spring)

Course Code	Title	Credits
BI 222	General Biology II	4
CH 221	General Chemistry I	4
MA 222	Calculus II	3
CS 111	Dynamics of Oral Communication	3
	Sub-Total Credits	**17**

Sophomore Year

Semester I (Fall)

Course Code	Title	Credits
BI 223	Anatomy and Physiology I	4
PY 211	General Physics I	4
CH 331	Organic Chemistry I	4
	GEC II	3
	GEC II	3
	Sub-Total Credits	**18**

Semester II (Winter/Spring)

Course Code	Title	Credits
BI 224	Anatomy and Physiology II	4
PY 222	General Physics II	4
CH 332	Organic Chemistry II	4
	GEC II	3
	Sub-Total Credits	**15**

Summer Session

Course Code	Title	Credits
PS 213	Developmental Psychology I: Infancy to Adolescence	3
PS 214	Developmental Psychology II: Adulthood and Aging	3
	Sub-Total Credits	**6**

Junior Year

Semester I (Fall)

Course Code	Title	Credits
BI 226	Genetics	4
BI 228	Introductory Biochemistry	3
MA 225	Introduction to Statistics	3
BI 440	Research Techniques	3
	GEC III	3
	Sub-Total Credits	**16**

Semester II (Winter/Spring)

Course Code	Title	Credits
BI 225	Introductory Microbiology	4
BI 334	Histology	4
MA 226	Inferential Statistics	3
BI 441	Research Seminar	3
	GEC II	3
	Sub-Total Credits	**17**

Professional Sequence (Weekend Format: Start of PT Sequence)

Trimester I (Fall)

Course Code	Title	Credits
BI 542	Gross Anatomy I	3
PT 540	Overview of the Physical Therapy Profession	2
PT 544	Introduction to Critical Inquiry	3
	Sub-Total Credits	**8**

Trimester II (Winter/Spring)

Course Code	Title	Credits
BI 532	Biomechanics/Kinesiology	3
BI 533	Neuroscience	3
PT 541	Basic Principles of Physical Therapy	4
PT 546	Clinical Education Seminar I	2
	Sub-Total Credits	**12**

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.

	Total Credits	**125-126**

Entry-Level Physical Therapy

Degree Type

D.P.T.

Curricular Outline and Plan

Year One

Summer

Course Code	Title	Credits
BI 542	Gross Anatomy I	3
PT 540	Overview of the Physical Therapy Profession	2
PT 544	Introduction to Critical Inquiry	3
	Sub-Total Credits	**8**

Fall

Course Code	Title	Credits
BI 532	Biomechanics and Kinesiology	3
BI 533	Neuroscience	3
PT 541	Basic Principles of Physical Therapy	4
PT 546	Clinical Education Seminar I	2
	Sub-Total Credits	**12**

Winter/Spring

Course Code	Title	Credits
BI 538	Physiology of Exercise	3
PT 564	Musculoskeletal Assessment and Treatment I	4
PT 556	Clinical Education Seminar II	2
PT 611	Motor Learning and Control	2
	Sub-Total Credits	**11**

Year Two

Summer

Course Code	Title	Credits
PT 560	Physical Agents, Mechanical and Electro-Therapeutic Modalities	2
PT 614	Musculoskeletal Assessment and Treatment II	4
PT 621	Cardiopulmonary Assessment and Treatment	4
PT 623	Teaching and Learning	1
	Sub-Total Credits	**11**

Fall

Course Code	Title	Credits
PT 562	Clinical Medicine I: Musculoskeletal Management	4
PT 566	Clinical Education Seminar III	1
PT 624	Neuromuscular Assessment and Treatment I	4
PT 862	Physical Therapy Pharmacology	2
	Sub-Total Credits	**11**

Winter/Spring

Course Code	Title	Credits
PT 637	Clinical Experience I	3
PT 634	Neuromuscular Assessment and Treatment II	4
PT 639	Research I	3
	Sub-Total Credits	**10**

Year Three

Summer

Course Code	Title	Credits
PT 742	Special Topics in Physical Therapy I	2
PT 616	Clinical Education Seminar IV	1
PT 882	Diagnostic Imaging	2
PT 846	Advanced Principles of Physical Therapy	3
	Sub-Total Credits	**8**

Fall

Course Code	Title	Credits
PT 757	Clinical Experience II	4
PT 884	Medical Screening	2

PT 844	Advanced Clinical Seminar	3
PT 842	Special Topics in Physical Therapy II	2
	Sub-Total Credits	**11**

Winter/Spring

Course Code	Title	Credits
PT 740	Physical Therapy Administration and Management	2
PT 767	Clinical Experience III	3
PT 789	Research II	3
PT 860	Health Promotion and Wellness	2
	Sub-Total Credits	**10**

Year Four

Summer

Course Code	Title	Credits
PT 770	Professional Development	2
PT 797	Clinical Experience IV	4
PT 889	Research III	2
	Sub-Total Credits	**8**

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.

	Total Credits	**100**

Family Nurse Practitioner

The program holds national accreditation approval through the Commission on Collegiate Nursing Education (CCNE):

CCNE
One Dupont Circle, NW, Suite 530
Washington, DC, 20036-1120
Phone: (202) 887-6791

The Division of Nursing offers a Master of Science degree, Family Nurse Practitioner. The graduate program builds on the philosophy and organizing framework of Dominican's undergraduate nursing program. The Division emphasizes the pursuit of truth and academic excellence. The program is designed around an evolving body of knowledge that encompasses life processes of unitary human beings in their environment. Emphasis is placed on integration of practice and theory across diverse settings where primary care is delivered.

Students complete the 42-credit program in four academic semesters and two summer sessions. Lecture courses are offered in an evening format. Students must complete all course requirements within a 5 year timeframe. Students who have completed graduate courses, with a B or better, that fulfill some of the master's requirements may transfer up to 6 graduate credits into the program.

At the end of the program students will:

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

Admissions

Students are admitted to Dominican University New York 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 a place for the following year's class.

Academic Requirements and Standards

Students accepted into the Master of Science Nurse Practitioner pro-gram must adhere to the standards and policies set forth by the University 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 achieve-ments 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.

Procedures

Students are advised to refer to the Dominican University New York Student Handbook and the Family Nurse Practitioner Student Hand-book 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.

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/University, 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 Pro-gram 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.

Family Nurse Practitioner

Degree Type

M.S.

Curricular Outline and Plan

A sample Master of Science, Family Nurse Practitioner Program sequence is included below:

Part-time 2 Years

Year 1

Summer

Course Code	Title	Credits
NR 520	Principles of Pathophysiology	4
NR 560	Role Differentiation in Advanced Practice Nursing	2
	Sub-Total Credits	**6**

Fall

Course Code	Title	Credits
NR 500	Comprehensive Health Assessment	4
NR 540	Pharmacology in Health and Disease	4
	Sub-Total Credits	**8**

Spring

Course Code	Title	Credits
NR 580	Theoretical Foundations of Nursing	3
NR 660	Advanced Practice Family Nursing II: Focus on Middlescence	4
	Sub-Total Credits	**7**

Year 2

Summer

Course Code	Title	Credits

NR 600	Research Praxis I	3
NR 680	Advanced Practice Family Nursing III: Focus on Elder Care	4
	Sub-Total Credits	**7**

Fall

Course Code	Title	Credits
NR 610	Research Praxis II	3
NR 640	Advanced Practice Family Nursing I: Focus on Children, Adolescents, Young Adults	4
	Sub-Total Credits	**7**

Spring

Course Code	Title	Credits
NR 700	Integrated Advanced Practice Nursing	4
	Elective	3
	Sub-Total Credits	**7**

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.

	Total Credits	**42**

Graduate 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 2029/2030 under “The Standards for an Accredited Educational Therapy Program for the Occupational Therapist – 2018” by the Accreditation Council for Occupational Therapy Education (ACOTE):

Accreditation Council for Occupational Therapy Education (ACOTE)
c/o Accreditation Department American Occupational Therapy Association (AOTA)
6116 Executive Boulevard, Suite 200,
North Bethesda, MD 20852-4929
Phone: (301) 652-6611 X2042 or www.acoteonline.org

Students enter the program with a strong liberal arts and sciences foundation. The entry-level Master’s Occupational Therapy curriculum requires students to participate in seven trimesters of academic work followed by two (2) 12-week full-time clinical fieldwork experiences. Level II fieldwork must be completed within 18 months of the completion of all academic coursework.

The OT Program of Dominican University New York 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 University New York 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 ap-ply for entry into the OT professional curriculum with a mini-mum of 93 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 University 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 University New York undergraduate 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 University New York prior to applying to the Graduate Occupational Therapy Program are given preference in the admission selection process over candidates from outside of the University.

How to Apply:

1. Applicants not currently Dominican University New York students must first apply to Dominican University New York as a transfer student, to have prerequisite courses verified as qualifying toward OT Program prerequisites.
2. DUNY health science and social science students should contact the pre-occupational therapy office for guidance on applying to the program. 845-848-6000 or preOT.advise-menduny.edu
3. Submit official transcripts from all post-secondary course-work
4. 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: Introduction*to Occupational Therapy Practice, and Kinesiology in OT* (* - in-dicates a course that must be taken at Dominican University). Candidates actively enrolled in Physics and/or Neuro-science at the time of application will be considered.
5. The OTCAS Graduate Occupational Therapy application process for the Dominican University New York OT pro-gram opens in mid-July and is rolling until the cohort is filled.
6. Complete the online Altus Suite Assessment which includes Casper and Snapshot. This is an online test which assesses for non-cognitive skills and interpersonal characteristics. Please go to TakeAltus.com to sign up for the American Professional Health Sciences test (CSP10101) and have re-sults sent to Dominican University New York.

7. Eligible applicants will be invited to interview with OT Faculty.
8. Final decisions for offers of admission occur on a rolling ba-sis until the cohort is filled.

General Minimaum Admission Consideration Standards

1. Minimum overall GPA 3.0 (B) of all post-secondary course-work
2. Minimum Science GPA 3.0 (B) with no grade lower than a B- in a prerequisite science course or a C in any undergraduate liberal arts prerequisite course
3. Anatomy and Physiology I and II within the last five years.
4. No grade lower than a B in OT 532 (Kinesiology in OT) and OT 521 (Introduction to OT)
5. Minimum TOEFL scores, if required, per subtest:
   Reading – 22; Listening – 18; Speaking – 21; Writing - 24

NOTE: There is a 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 (application essays)
- 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.
- Altus Suite components specified by the Dominican Uni-versity New York OT Program. Altus Suite includes CAS-Per Test and Snapshot for OT programs in the US.
- Interview (by invitation only).

IMPORTANT NOTE: All applicants must undergo a criminal background check before being admitted to the program. Addition-ally, 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.

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 University New York 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 University policy, the program is not able to accept any more than 6 graduate credits earned from the prior program toward meeting the Dominican University New York Graduate Occupational Therapy Program requirements.

Credits from Occupational Therapy Assistant (OTA) program are also not transferrable which the exception of those credits specified in special contractual articulation agreements between Dominican University New York and respective OTA programs.

Deferment:

Once accepted to the Graduate Occupational Therapy Program, deferral of start date is not permitted except under extraordinary circumstances. Requests for deferral must be made in writing to the Program Director. Deferrals are granted only until the next entering cohort. Failure to enter the program at the end of the deferral period will result in withdrawal of acceptance to the program and requires the candidate to reapply to the program, if desired at a later time.

Academic Requirements and Standards

- The first-year students entering the program in the Fall are required to attend the program orientation.
- The Graduate Occupational Therapy program requires all students to attain and maintain a minimum GPA of 3.0, with no course grade below a C+ to remain in good stand-ing
- A grade of C in any course requires the student to repeat at the next available offering of the course. A grade of F in any course may result in dismissal from the program.

- A student may repeat a specific 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-cam-pus portion of the program, there are no excused absences. Failure to attend the entirety of the first session of any course in each trimester may 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 200% of the normal length of the curriculum.
- The Level II Fieldwork portion must be completed within 18 months of the completion of the didactic (academic) portion of the curriculum
- Failure to complete either the academic or Level II Field-work portion of the program in a timely manner for any reason will result in dismissal from the program Failure to attain and maintain the program's academic, in-tegrity, and professional behavior standards and require-ments will likely result in dismissal from the program
- The complete set of policies and procedures regarding aca-demic 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 es-say 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. NOTE: Due to the continued pandemic, for the 2021-2022 Level I Fieldwork, "visits" are virtual simulations which are scheduled and must be completed each week of the term in between instructional weekends.
- Level II Fieldwork is a minimum of 24 weeks of full-time clinical placement, typically consisting of two (2) twelve-week full-time experiences. Students must complete the academic coursework portion of the curriculum before beginning Level II Fieldwork. A student must have a cumulative GPA of 3.0 to progress into Level II Fieldwork as the end of the academic course sequence. Usually, 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 en-try-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 18 months of completing the didactic academic coursework portion of the program.
- NOTE: All students are required to undergo a criminal background check before beginning fieldwork.

Procedures

Students are advised to refer to the Dominican University New York Student Handbook and the Graduate Occupational Therapy Program Student Handbook for additional information.

Advisement:

- Students accepted to Dominican University New York 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 Graduate Pre-Occupational Therapy Advisement 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 Graduate Pre-Occupational Therapy Advisement and Admissions.
- Dominican University New York undergraduate students are advised by the faculty of their selected undergraduate major; those students who are close to qualifying to apply to the OT program will be offered several opportunities to meet with the Coordinator of Graduate Pre-Occupational Therapy Advisement and Admissions in small group infor-mation sessions, virtually or in-person as scheduled. Individual meetings may also be arranged by appointment.
- 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 University, 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 and if the LOA will not result in the student exceeding the maximum allowable time to complete the program requirements.

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 coursework in only two separate trimesters 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.

Occupational Therapy

Degree Type
M.S.

Prerequsites

Course Code	Title	Credits
CS 111	Dynamics of Oral Communication	3
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: Social Bases of Human Behavior	3
PS 210	Lifespan Human Development	3
PS 226	Abnormal Psychology	3
	SO 111 or an Introductory Anthropology course	
BI 333	Neuroscience	3
	PY 114 or PY 221	3-4
	Sub-Total Credits	**29-30**

** BI 223 & BI 224 must have been passed with the minimum required grade within five years. 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 University

OT 521 Introduction to Occupational Therapy Practice (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.

Year 1

Fall

Course Code	Title	Credits
OT 534	Tools of Practice	6
OT 536	Foundations of Occupational Therapy	3
	Sub-Total Credits	**9**

Spring

Course Code	Title	Credits
OT 545	Professional Practice Skills 1	6
OT 544	Clinical Conditions in Occupational Therapy Practice	3
	Sub-Total Credits	**9**

Summer

Course Code	Title	Credits
OT 542	Childhood and OT Practice	6
OT 664	Research in Occupational Therapy	3
	Sub-Total Credits	**9**

Year 2

Fall

Course Code	Title	Credits
OT 643	Adolescence and OT Practice	6
OT 662	Fieldwork Level I Seminar	3
	Sub-Total Credits	**9**

Spring

Course Code	Title	Credits
OT 653	Adulthood I	
OT 756	Research Symposium	3
	Sub-Total Credits	**3**

Summer

Course Code	Title	Credits
OT 654	Adulthood II	
OT 649	Management and Leadership in Occupational Therapy Practice	3
	Sub-Total Credits	**3**

Year 3

Fall

Course Code	Title	Credits
OT 753	Maturity and OT Practice	6
OT 754	Advanced Practice	3
	Sub-Total Credits	**9**

Spring/Summer

Course Code	Title	Credits
OT 764	Fieldwork Level II A	3
OT 765	Fieldwork Level II B	3
	Sub-Total Credits	**6**

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 pro-gram.
- 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 Confirma-tion Notices, refer to the NBCOT Web site: https://www.nbcot.org/get-certified/take-exam
- 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 licen-sure.

Many, but not all states allow practitioners to practice on a temporary license or limited permit while waiting to take or receive the re-sults 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.

	Total Credits	**86-87**

Master in Business Administration

Dominican University New York has received specialized accreditation for its business programs through the International Accreditation Council for Business Education (IACBE), located at 11960 Quivara Road, Suite 300, Overland Park, KS 66213.

The Master in Business Administration (MBA) is a 39-credit pro-gram, with most courses being offered on an eight-week accelerated basis, that can be completed in less than 2 years. Up to 9 credits of the Foundation courses will be considered for waiver based on prior undergraduate academic work and work experience.

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 University New York Office of Graduate Admissions. To be considered for admission to the program, all students must submit the following materials:

Admissions

All candidates for the MBA Program must apply for admission to the program through the Dominican University New York 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 aver-age 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 University New York Office of Graduate Admissions
- 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.) or accepted equivalent as determined by the Graduate Admissions Office is required for admission.

Waivers

Up to a maximum of 9 credits previously taken at Dominican University New York or other accredited institutions may be waived based on the following criteria:

- 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 Graduate Programs in the Division of Business, Innovation, and Leadership 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 University New York. However, a maximum of six credits from other institutions may be considered for transfer, at the discretion of the Director of the Graduate Programs in the Division of Business, Innovation, and Leadership.

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 University New York.
- Courses must have been completed within the past 7 years.

Good Standing

Once accepted into the MBA program, students must meet the follow-ing standards to remain in good standing:

- Adherence to all of the University'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 2.7 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 require-ments 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.

MBA Pathway for Physical Therapy Students

The goal of the DPT program is to provide "real-world" training for its students. In support of this mission, and in partnership with the MBA program, the University provides a pathway for DPT students to gain a vital and practical education in business management by earning an

MBA degree with a concentration in Health Care Management. This pathway is designed for those who wish to pursue a managerial career or open their own practice. It provides enrolled DPT students with the opportunity to receive 6 MBA credits for courses already taken in the DPT program. Moreover, students have the option of taking an additional 6 credits of MBA courses while enrolled in the DPT program. Thus, students may complete up to 12 credits towards the MBA in Health Care Management at the time of their graduation from the DPT program. These students may complete their MBA degree at the University after earning their DPT degrees.

An option is also available for those who wish to pursue the Certificate in Healthcare Management. Students who elect to begin the Certificate may subsequently apply their coursework towards the MBA in Health Care.

Business: Health Care Management Concentration

Degree Type
M.B.A.

The MBA in Health Care Management program is a 42 credit (14 course) program that can be completed in less than 2 years.

The MBA in Health Care Management program is an ACHE Higher Education Network member.

Waivers

Up to a maximum of 9 credits previously taken at Dominican Uni-versity New York or other accredited institutions may be waived based on the following criteria:

- A minimum grade of B for each course considered as a ba-sis 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 appro-priate 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 Graduate Programs in the Division of Business, Innovation, and Leadership in consultation with other program faculty. The determination of course equivalencies for waiver purposes will be made on the basis of transcript evaluation.

Required Courses

Course Code	Title	Credits
MB 500	Critical & Ethical Decision Making	3
MB 503	Economics for Managers	3
MB 505	Marketing Management	3
MB 508	The Global Manager	3
MB 515	Financial Decision Making for Managers	3
MB 525	Entrepreneurship for Managers	3
HC 510	Dynamics of Health Care System	3
HC 625	Medical Group Practice Management	3
	Total Credits	**24**

Business: Management Concentration

Degree Type
M.B.A.

13 courses (39 credits) are chosen in consultation with the program advisor):

Curricular Outline and Plan

Course Code	Title	Credits
MB 500	Critical & Ethical Decision Making	3
MB 503	Economics for Managers	3
MB 505	Marketing Management	3
MB 508	The Global Manager	3
MB 509	Management of Technology	3
MB 515	Financial Decision Making for Managers	3
MB 525	Entrepreneurship for Managers	3
MB 606	Human Resource Management	
MB 607	The Dynamics of Effective Leadership	3
MB 610	Project & Portfolio Management	3
MB 611	Managers & the Law	3
MB 613	Organizational Communication	3
MB 614	Current Topics in Management	3

MB 620	Graduate Internship	3
	Sub-Total Credits	**39**

Capstone**

Course Code	Title	Credits
MB 707	Business Models	3
	Sub-Total Credits	**3**

*Students who are not working professionals must complete an experi-ential learning requirement.

**All other courses must be completed before a student can move on to the Capstone Experience.

	Total Credits	**39**

MBA Pathway for Physical Therapy Students

Degree Type

M.B.A.

Options for Pursing the MBA in Health Care Management

Option 1: Pathway to the MBA Available to All DPT Students

Without incurring additional tuition costs, DPT students may earn 6 MBA credits from courses already taken in the DPT program. Those who have successfully completed PT 544: “Introduction to Critical Inquiry” and PT 740: “Administration and Management” may apply these credits towards the MBA program replacing MB 500: “Critical & Ethical Decision Making” and MB 520: “Management & Organizational Behavior,” respectively.

Option 2: Accelerated Pathway to the MBA Available to Those Meeting Specific Criteria

In addition to receiving the 6 credits indicated through Option 1 above, DPT students who seek an expedited pathway, and meet the criteria outlined below, may earn up to 6 additional MBA credits by taking two MBA courses during their final year in the DPT program.

MBA course availability, DPT student course load, and clinical requirements will dictate which two courses a student may complete. The standard tuition rate for MBA students will be applied at the time these courses are taken. DPT students will then have accrued 12 credits towards the MBA degree upon graduation from the DPT program.

In order to pursue this option, students must meet the following criteria:

- A minimum GPA of 3.4;
- A minimum score of “80” on both the Capstone 1 and 2 written tests;
- Good academic standing throughout the program (i.e., having never been placed on academic probation); and
- Approval of their academic advisor.

Option 3: Accelerated Pathway to the Certificate in Health Care Management Available to Those Meeting Specific Criteria

While the advanced standing awarded to DPT students in Option 1 does not apply to the HCM Certificate, DPT students in good academic standing who also meet the criteria outlined below may enroll in HCM Certificate courses and take 6 credits of HCM certificate courses during the final year of their DPT program. The criteria to pursue this option are the same as for Option 2 above.

DPT/MBA Program sequence

- DPT: Trimester 3
  - Those interested in pursuing Option 1 I apply to the MBA degree program at the end of the 3rd Trimester.
  - Accepted student will be granted 3 credits (towards MB 500) for having taken PT 544 in their 1st Trimester.
- DPT: Trimester 7 through 10
  - In order to pursue Option 2 or 3, the student must be in good academic standing and receive advisor approval. Once approval is granted, students may take up to two MBA courses.
- DPT: Trimester 9
  - Students pursuing either Option 1 or Option 2 will earn 3 credits in lieu of MB 520 for successful completion of PT 740.
- DPT: Post-Graduation
  - Students may complete their MBA degree or Certificate in Health Care Management after completing their DPT requirements.

	Total Credits	**0**

Master of Science Degree in 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.

The undergraduate and graduate programs in Teacher Education at Dominican University 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.

Dominican University New York offers six programs of study lead-ing 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 (Mathemat-ics, 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 content area requirements in their certification areas.

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 their respective content areas.

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 ½ 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 compo-nents.

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 University New York website (www.dc.edu) or from the Office of Graduate Admissions.

- Completed form, accompanied by the application fee (non-refundable), must be returned to the Office of Graduate Admissions together with

- a current resume
- three letters of recommendation (at least one from former professor)
- official transcripts (not student copies) of all undergraduate and graduate records
- results of the GRE/MAT/SAT or ACT scores.
- A self-reflective essay highlighting the reasons for the applicant's desire to become an educator and to pursue the program, as well as highlighting strengths/challenges that the candidate recognizes is required.

Graduates of Dominican University New York 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 University New York. 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 University'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 University New York. 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 University 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 fiveyear 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 University.

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 University 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 content area credits and all graduate coursework prior to student teaching. In order to receive NYS certification all candidates must complete, in addition to all Dominican University New York 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.

Procedures

Students are advised to refer to the Dominican University New York 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-go-ing 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.

Teacher of Adolescence Education

Degree Type

M.S.

Curricular Outlines and Plans

Year 1

Quarter 1

Course Code	Title	Credits
ED 520	Foundations of Education	3
ED 522	Educational and Developmental Psychology	3
	Sub-Total Credits	**6**

Quarter 2

Course Code	Title	Credits
ED 531	Fundamentals of Literacy	3
SE 510	Psychosocial Aspects of Exceptionality	3
	Sub-Total Credits	**6**

Quarter 3

Course Code	Title	Credits
ED 542	Inclusive Literacy Strategies for the Adolescent Learner	3

SE 511	Strategies for the Inclusive Classroom	3
	Sub-Total Credits	**6**

Quarter 4

Course Code	Title	Credits
ED 519	Growth, Development and Cognition in the Adolescent Learner	3
	Education 566-580	3
	Sub-Total Credits	**6**

Year 2

Quarter V

Course Code	Title	Credits
ED 674	Student Teaching	3
ED 675	Integrative Seminar	3
ED 616	Research in Education	3
	Sub-Total Credits	**9**

Certification

Satisfactory completion of all requirements for the MS in Education programs in Childhood Education, Childhood Education/Students with Disabilities, Adolescence Education, Adolescence Education/Students with Disabilities, Students with Disabilities with Annotation Extension in Severe/Multiple Disabilities and Teachers of the Blind/Visually Impaired lead to institutional recommendation for both initial and professional certification through the NYS Education Department. In addition to degree conferral, all candidates for certification must meet NYS Education Department requirements as follows:

Initial Certification:

- Application to www.nysed.gov for TEACH account
- Satisfactory completion of the following mandated tests:
  - Educating All Students (EAS)
  - Content Specialty Tests-per certification area:
    - Childhood Education: Multisubject Grades 1-6
    - Adolescence Education: Content Spe-cialty Test in Academic Area—English, Math, Science, Social Studies, World Languages
    - Students with Disabilities
    - Multisubject Grades 7-12/SWD Gener-alist (Adolescence)
    - Teacher of the Blind/Visually Impaired
  - Educative Teacher Performance Assessment (edTPA)
- Successful fingerprinting clearance through https://www.identogo.com/
- Completion of mandated seminars in Child Abuse Identification/Reporting, Project SAVE, Dignity for All Students Act (DASA)

Professional Certification:

- 3 years of compensated teaching experience
- Verification of first year mentorship

- Application to www.nysed.gov for additional certification
- Content Specialty Tests in additional certification area

	Total Credits	**33**

Teacher of Adolescence Education/Students with Disabilities

Degree Type

M.S.

Curricular Outlines and Plans

Year 1

Quarter 1

Course Code	Title	Credits
ED 520	Foundations of Education	3
ED 522	Educational and Developmental Psychology	3
	Sub-Total Credits	**6**

Quarter 2

Course Code	Title	Credits
ED 531	Fundamentals of Literacy	3
SE 510	Psychosocial Aspects of Exceptionality	3
	Sub-Total Credits	**6**

Quarter 3

Course Code	Title	Credits
ED 542	Inclusive Literacy Strategies for the Adolescent Learner	3
SE 511	Strategies for the Inclusive Classroom	3
	Sub-Total Credits	**6**

Quarter 4

Course Code	Title	Credits
ED 519	Growth, Development and Cognition in the Adolescent Learner	3
	Education 566-580	3
	Sub-Total Credits	**6**

Year 2

Quarter V

Course Code	Title	Credits
SE 537	Introduction to American Sign Language (A.S.L.)	3
SE 541	Psychoeducational Diagnosis and Assessment	3
	Sub-Total Credits	**6**

Quarter VI

Course Code	Title	Credits
SE 565	Curriculum and Instructional Strategies for Teaching Students with Disabilities	3
SE 623	Positive Behavior Approaches	3
	Sub-Total Credits	**6**

Quarter VI (extended)

Course Code	Title	Credits
ED 674	Student Teaching	3
ED 675	Integrative Seminar	3
ED 616	Research in Education	3
	Sub-Total Credits	**9**

Certification

Satisfactory completion of all requirements for the MS in Education programs in Childhood Education, Childhood Education/Students with Disabilities, Adolescence Education, Adolescence Education/Students with Disabilities, Students with Disabilities with Annotation Extension in Severe/Multiple Disabilities and Teachers of the Blind/Visually Impaired lead to institutional recommendation for both initial and professional certification through the NYS Education Department. In addition to degree conferral, all candidates for certification must meet NYS Education Department requirements as follows:

Initial Certification:

- Application to www.nysed.gov for TEACH account
- Satisfactory completion of the following mandated tests:
    - Educating All Students (EAS)
    - Content Specialty Tests-per certification area:
        - Childhood Education: Multisubject Grades 1-6
        - Adolescence Education: Content Spe-cialty Test in Academic Area—English, Math, Science, Social Studies, World Languages
        - Students with Disabilities
        - Multisubject Grades 7-12/SWD Gener-alist (Adolescence)
        - Teacher of the Blind/Visually Impaired
    - Educative Teacher Performance Assessment (edTPA)
- Successful fingerprinting clearance through https://www.identogo.com/

- Completion of mandated seminars in Child Abuse Identification/Reporting, Project SAVE, Dignity for All Students Act (DASA)

Professional Certification:

- 3 years of compensated teaching experience
- Verification of first year mentorship
- Application to www.nysed.gov for additional certification
- Content Specialty Tests in additional certification area

	Total Credits	**45**

Teacher of Childhood Education

Degree Type

M.S.

Curricular Outlines and Plans

Year 1

Quarter 1

Course Code	Title	Credits
ED 520	Foundations of Education	3
ED 522	Educational and Developmental Psychology	3
	Sub-Total Credits	**6**

Quarter 2

Course Code	Title	Credits
ED 531	Fundamentals of Literacy	3
SE 510	Psychosocial Aspects of Exceptionality	3
	Sub-Total Credits	**6**

Quarter 3

Course Code	Title	Credits
ED 532	Strategies for Literacy Growth	3
SE 511	Strategies for the Inclusive Classroom	3
	Sub-Total Credits	**6**

Quarter 4

Course Code	Title	Credits
ED 563	Methods for Mathematics Instruction	2
ED 564	Methods for Science Instruction	2

ED 565	Methods for Social Studies Instruction	2
	Sub-Total Credits	**6**

Year 2

Quarter V

Course Code	Title	Credits
ED 672	Student Teaching	3
ED 673	Integrative Seminar	3
ED 616	Research in Education	3
	Sub-Total Credits	**9**

Certification

Satisfactory completion of all requirements for the MS in Education programs in Childhood Education, Childhood Education/Students with Disabilities, Adolescence Education, Adolescence Education/Students with Disabilities, Students with Disabilities with Annotation Extension in Severe/Multiple Disabilities and Teachers of the Blind/Visually Impaired lead to institutional recommendation for both initial and professional certification through the NYS Education Department. In addition to degree conferral, all candidates for certification must meet NYS Education Department requirements as follows:

Initial Certification:

- Application to www.nysed.gov for TEACH account
- Satisfactory completion of the following mandated tests:
  - Educating All Students (EAS)
  - Content Specialty Tests-per certification area:
    - Childhood Education: Multisubject Grades 1-6
    - Adolescence Education: Content Spe-cialty Test in Academic Area—English, Math, Science, Social Studies, World Languages
    - Students with Disabilities
    - Multisubject Grades 7-12/SWD Gener-alist (Adolescence)
    - Teacher of the Blind/Visually Impaired
  - Educative Teacher Performance Assessment (edTPA)
- Successful fingerprinting clearance through https://www.identogo.com/
- Completion of mandated seminars in Child Abuse Identification/Reporting, Project SAVE, Dignity for All Students Act (DASA)

Professional Certification:

- 3 years of compensated teaching experience
- Verification of first year mentorship
- Application to www.nysed.gov for additional certification
- Content Specialty Tests in additional certification area

	Total Credits	**33**

Teacher of Childhood Education/Students with Disabilities

Degree Type
M.S.

Curricular Outlines and Plans

Year 1

Quarter 1

Course Code	Title	Credits
ED 520	Foundations of Education	3
ED 522	Educational and Developmental Psychology	3
	Sub-Total Credits	**6**

Quarter 2

Course Code	Title	Credits
ED 531	Fundamentals of Literacy	3
SE 510	Psychosocial Aspects of Exceptionality	3
	Sub-Total Credits	**6**

Quarter 3

Course Code	Title	Credits
ED 532	Strategies for Literacy Growth	3
SE 511	Strategies for the Inclusive Classroom	3
	Sub-Total Credits	**6**

Quarter 4

Course Code	Title	Credits
ED 563	Methods for Mathematics Instruction	2
ED 564	Methods for Science Instruction	2
ED 565	Methods for Social Studies Instruction	2
	Sub-Total Credits	**6**

Year 2

Quarter V

Course Code	Title	Credits
SE 537	Introduction to American Sign Language (A.S.L.)	3

SE 541	Psychoeducational Diagnosis and Assessment	3
	Sub-Total Credits	**6**

Quarter VI

Course Code	Title	Credits
SE 565	Curriculum and Instructional Strategies for Teaching Students with Disabilities	3
SE 623	Positive Behavior Approaches	3
	Sub-Total Credits	**6**

Quarter VI (extended)

Course Code	Title	Credits
ED 672	Student Teaching	3
ED 673	Integrative Seminar	3
ED 616	Research in Education	3
	Sub-Total Credits	**9**

Certification

Satisfactory completion of all requirements for the MS in Education programs in Childhood Education, Childhood Education/Students with Disabilities, Adolescence Education, Adolescence Education/Students with Disabilities, Students with Disabilities with Annotation Extension in Severe/Multiple Disabilities and Teachers of the Blind/Visually Impaired lead to institutional recommendation for both initial and professional certification through the NYS Education Department. In addition to degree conferral, all candidates for certification must meet NYS Education Department requirements as follows:

Initial Certification:

- Application to www.nysed.gov for TEACH account
- Satisfactory completion of the following mandated tests:
  - Educating All Students (EAS)
  - Content Specialty Tests-per certification area:
    - Childhood Education: Multisubject Grades 1-6
    - Adolescence Education: Content Spe-cialty Test in Academic Area—English, Math, Science, Social Studies, World Languages
    - Students with Disabilities
    - Multisubject Grades 7-12/SWD Gener-alist (Adolescence)
    - Teacher of the Blind/Visually Impaired
  - Educative Teacher Performance Assessment (edTPA)
- Successful fingerprinting clearance through https://www.identogo.com/
- Completion of mandated seminars in Child Abuse Identification/Reporting, Project SAVE, Dignity for All Students Act (DASA)

Professional Certification:

- 3 years of compensated teaching experience
- Verification of first year mentorship
- Application to www.nysed.gov for additional certification

- Content Specialty Tests in additional certification area

	Total Credits	**45**

Teacher of Students Who Are Blind/Visually Impaired

Degree Type

M.S.

Curricular Outlines and Plans

Year 1

Quarter 1

Course Code	Title	Credits
VI 532	Psychosocial Aspects and Evaluation of Blindness and Visual Impairment	3
VI 535	Literary Braille and Instructional Strategies	3
	Sub-Total Credits	**6**

Quarter 2

Course Code	Title	Credits
VI 535	Literary Braille and Instructional Strategies	3
	Sub-Total Credits	**3**

Quarter 3

Course Code	Title	Credits
VI 533	Assessment and Functional Implications of Visual Impairment	3
VI 538	Nemeth and Other Specialized Braille Codes	2
VI 539	Assistive Technology for Students Who Are Blind or Visually Impaired	1
	Sub-Total Credits	**6**

Quarter 4

Course Code	Title	Credits
VI 534	Orientation and Mobility for Teachers	3
VI 641	Methods for Academic Learners Who Are Blind or Visually Impaired	3
	Sub-Total Credits	**6**

Year 2

Quarter V

Course Code	Title	Credits
SE 621	Adaptive Methods for Developing Motor Skills in Students with Health and/or Physical Disabilities	3
VI 717	Student Teaching and Advanced Seminar	3
	Sub-Total Credits	**6**

Quarter VI

Course Code	Title	Credits
SE 623	Positive Behavior Approaches	3
VI 642	Methods for Young and/or Multiply Impaired Learners Who Are Blind or Visually Impaired	3
	Sub-Total Credits	**6**

Quarter VI

Course Code	Title	Credits
SE 537	Introduction to American Sign Language (A.S.L.)	3
SE 616	Research in Special Education	3
	Sub-Total Credits	**6**

Certification

Satisfactory completion of all requirements for the MS in Education programs in Childhood Education, Childhood Education/Students with Disabilities, Adolescence Education, Adolescence Education/Students with Disabilities, Students with Disabilities with Annotation Extension in Severe/Multiple Disabilities and Teachers of the Blind/Visually Impaired lead to institutional recommendation for both initial and professional certification through the NYS Education Department. In addition to degree conferral, all candidates for certification must meet NYS Education Department requirements as follows:

Initial Certification:

- Application to www.nysed.gov for TEACH account
- Satisfactory completion of the following mandated tests:
  - Educating All Students (EAS)
  - Content Specialty Tests-per certification area:
    - Childhood Education: Multisubject Grades 1-6
    - Adolescence Education: Content Spe-cialty Test in Academic Area—English, Math, Science, Social Studies, World Languages
    - Students with Disabilities
    - Multisubject Grades 7-12/SWD Gener-alist (Adolescence)
    - Teacher of the Blind/Visually Impaired
  - Educative Teacher Performance Assessment (edTPA)
- Successful fingerprinting clearance through https://www.identogo.com/
- Completion of mandated seminars in Child Abuse Identification/Reporting, Project SAVE, Dignity for All Students Act (DASA)

Professional Certification:

- 3 years of compensated teaching experience
- Verification of first year mentorship
- Application to www.nysed.gov for additional certification
- Content Specialty Tests in additional certification area

	Total Credits	**39**

Teacher of Students with Disabilities with Severe/Multiple Extension Annotation

Degree Type

M.S.

Curricular Outlines and Plans

Year 1

Quarter 1

Course Code	Title	Credits
SE 530	Psychology of Learners with Academic and Behavioral Challenges	3
SE 537	Introduction to American Sign Language (A.S.L.)	3
	Sub-Total Credits	**6**

Quarter 2

Course Code	Title	Credits
SE 565	Curriculum and Instructional Strategies for Teaching Students with Disabilities	3
SE 623	Positive Behavior Approaches	3
	Sub-Total Credits	**6**

Quarter 3

Course Code	Title	Credits
SE 622	Collaboration and Teaming to Support all Students	3
SE 624	Linking Curriculum, Assessment, and Instruction for Students	3
	Sub-Total Credits	**6**

Quarter 4

Course Code	Title	Credits
SE 616	Research in Special Education	3

SE 617	Student Teaching and Seminar	3
	Sub-Total Credits	**6**

Year 2

Quarter V

Course Code	Title	Credits
SE 541	Psychoeducational Diagnosis and Assessment	3
SE 621	Adaptive Methods for Developing Motor Skills in Students with Health and/or Physical Disabilities	3
	Sub-Total Credits	**6**

Quarter VI

Course Code	Title	Credits
SE 625	Communication, Technology, and Literacy	3
SE 717	Student Teaching and Advanced Seminar: Person Centered Planning	3
	Sub-Total Credits	**6**

Certification

Satisfactory completion of all requirements for the MS in Education programs in Childhood Education, Childhood Education/Students with Disabilities, Adolescence Education, Adolescence Education/Students with Disabilities, Students with Disabilities with Annotation Extension in Severe/Multiple Disabilities and Teachers of the Blind/Visually Impaired lead to institutional recommendation for both initial and professional certification through the NYS Education Department. In addition to degree conferral, all candidates for certification must meet NYS Education Department requirements as follows:

Initial Certification:

- Application to www.nysed.gov for TEACH account
- Satisfactory completion of the following mandated tests:
  - Educating All Students (EAS)
  - Content Specialty Tests-per certification area:
    - Childhood Education: Multisubject Grades 1-6
    - Adolescence Education: Content Spe-cialty Test in Academic Area—English, Math, Science, Social Studies, World Languages
    - Students with Disabilities
    - Multisubject Grades 7-12/SWD Gener-alist (Adolescence)
    - Teacher of the Blind/Visually Impaired
  - Educative Teacher Performance Assessment (edTPA)
- Successful fingerprinting clearance through https://www.identogo.com/
- Completion of mandated seminars in Child Abuse Identification/Reporting, Project SAVE, Dignity for All Students Act (DASA)

Professional Certification:

- 3 years of compensated teaching experience
- Verification of first year mentorship

- Application to www.nysed.gov for additional certification
- Content Specialty Tests in additional certification area

	Total Credits	36

Master of Science in Organizational Leadership and Communication

(845) 848-4038

The M.S. in Organizational Leadership and Communication will prepare students to lead change within organizations, to become effective communicators, resolve conflicts, and create strategic plans to accom-plish organizational goals. This program supports the University 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 con-sists 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 organi-zations. 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 curric-ulum 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 University New York 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 University New York; 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 University New York,
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 University,
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 B-.

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 require-ments 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.

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 University New York to be able to graduate from the program.

Organizational Leadership and Communication

Degree Type

M.S.

Curricular Outline and Plan

Fall

Session 1

Course Code	Title	Credits
OL/MB 607	The Dynamics of Leadership	3
OL 610	Research and Writing	3
	Sub-Total Credits	**6**

Session II

Course Code	Title	Credits
OL 611	Organizational Change and Development/Transformational Leadership	3
OL/MB 500	Critical and Ethical Decision Making	3
	Sub-Total Credits	**6**

Spring

Session III

Course Code	Title	Credits
OL 612	Research Methods and Design	3
OL 614	Strategic Planning and Leadership	3
	Sub-Total Credits	**6**

Session IV

Course Code	Title	Credits
OL/MB 613	Organizational Communication	3
OL 617	Technology for Leaders	3
OL 618	Organization Culture and Team Building	3
	Sub-Total Credits	**9**

Summer

Session V

Course Code	Title	Credits
OL 615	Leadership and Diversity	3

OL 616	Conflict Resolution and Negotiation	3
	Sub-Total Credits	**6**

Session VI

Course Code	Title	Credits
OL 625	Capstone	3
	Sub-Total Credits	**3**

	Total Credits	**36**

Post-Baccalaureate Doctor of Nursing Practice (DNP)

The program holds national accreditation approval through the Com-mission 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 82-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 40-credit DNP program can be completed in four academic se-mesters 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 improve-ment 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 82Board of Trustees-credit Post-BSN DNP program in 4-8 years.

Students are admitted to Dominican University New York through the Office of Graduate Admissions on a competitive basis:

A candidate will:

a. be a graduate of a fully accredited, license-qualifying bacca-laureate 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 nurs-ing 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 appli-cant's intellectual ability, academic achievements, leader-ship skills, and professional commitment, including one from a professional colleague who holds a doctoral degree
h. submit a personal goal statement describing career objec-tives 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 appli-cation 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.

Students must be board certified as an FNP (ANCC or AANP) and maintain employment as an FNP prior to starting the 3rd semester of the DNP program. This is necessary to complete the DNP capstone and residency requirements.

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 pro-gram.

Deferment:

Any student accepted into the program who wishes to defer enroll-ment 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 University 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 grad-uate students must achieve a "B" in all courses and maintain a cumu-lative 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 pro-gram.

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 re-quired documents have been approved and presented to the faculty mentor in digital form.

Procedures

Students are advised to refer to the Dominican University New York 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/University, 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.

Nursing Practice

Degree Type

D.N.P.

Curricular Outline and Plan

A sample Post-Baccalaureate Doctor of Nursing Practice (DNP) sequence is included below:

2 Year Sequence

Year 1

Fall

Course Code	Title	Credits
NR 800	Informatics	3
NR 805	Scholarly Writing in Nursing	1
NR 810	Translating Evidence into Practice	3
	Sub-Total Credits	**7**

Spring

Course Code	Title	Credits
NR 820	Epidemiology and Biostatistics	3
NR 840	Clinical Genomics	3
	Sub-Total Credits	**6**

Summer

Course Code	Title	Credits
NR 830	Bioethics	3
NR 850	Contemporary Innovative Leadership	3
NR 860	Introduction to Residency/Capstone	1
	Sub-Total Credits	**7**

Year 2

Fall

Course Code	Title	Credits
NR 870	Global Health and Social Justice	3
NR 880	Health Care Management	3
	Sub-Total Credits	**6**

Spring

Course Code	Title	Credits
NR 890	Capstone I	3
NR 900	Residency I	4
	Sub-Total Credits	**7**

Summer

Course Code	Title	Credits
NR 910	Capstone II	3
NR 920	Residency II	4
	Sub-Total Credits	**7**

3 Year Sequence

Year 1

Fall

Course Code	Title	Credits
NR 800	Informatics	3
NR 805	Scholarly Writing in Nursing	1
	Sub-Total Credits	**4**

Spring

Course Code	Title	Credits
NR 820	Epidemiology and Biostatistics	3
	Sub-Total Credits	**3**

Summer

Course Code	Title	Credits
NR 830	Bioethics	3
	Sub-Total Credits	**3**

Year 2

Fall

Course Code	Title	Credits
NR 810	Translating Evidence into Practice	3
	Sub-Total Credits	**3**

Spring

Course Code	Title	Credits
NR 840	Clinical Genomics	3
	Sub-Total Credits	**3**

Summer

Course Code	Title	Credits
NR 850	Contemporary Innovative Leadership	3
NR 860	Introduction to Residency/Capstone	1
	Sub-Total Credits	**4**

Year 3

Fall

Course Code	Title	Credits
NR 870	Global Health and Social Justice	3

NR 880	Health Care Management	3
	Sub-Total Credits	**6**

Spring

Course Code	Title	Credits
NR 890	Capstone I	3
NR 900	Residency I	4
	Sub-Total Credits	**7**

Summer

Course Code	Title	Credits
NR 910	Capstone II	3
NR 920	Residency II	4
	Sub-Total Credits	**7**

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.

	Total Credits	**40**

Transitional Doctor of Physical Therapy Program

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

The program is fully accredited by CAPTE. (Commission on Ac-creditation 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 in-crease 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.

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 Transitional Doctor of Physical Therapy (T-DPT) Program

The physical therapist who has previously received an entry-level Bach-elors 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 Pro-gram courses are 2-credit, fully online courses. The student must re-ceive 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 curricu-lum, 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 University, 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 in-struction. Psychomotor skill assessments are adapted from the Clinical Performance Instrument (CPI) and assessed through the use of profi-ciency check-outs as well as lab practical exams. Lab Practical Assess-ments 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 Compo-nent, 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 Eth-ics, The APTA Standard of Practice, and Guide for Professional Conduct. (See the APTA Guide to Physical Therapy Practice.) A se-rious 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 Domin-ican University New York Student Code of Conduct. Refer to the Dominican University New York 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 en-compass 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 exami-nations that cover all material in the courses and learning experiences prior to the scheduled examination. Typically, the alternate week-ends 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 demon-strate 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 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.

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. Evi-dence 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.
The Dominican University New York 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 University 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 sched-uled 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. See the section above regarding requesting a leave of absence before submitting a with-drawal request to ensure that a student’s seat in the program is held.

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.

Transitional Doctor Physical Therapy

Degree Type

D.P.T.

Curricular Outline and Plan

Fall/Spring/Summer Trimesters

Course Code	Title	Credits
PT 772t	Independent Study: Focus - Scientific Writing	2

PT 860t	Health Promotion and Wellness	2
PT 862t	Physical Therapy Pharmacology	2
PT 864t	Healthcare Leadership	2
PT 866t	Critical Inquiry	2
PT 882t	Diagnostic Imaging	2
PT 884t	Medical Screening and Referral	2
PT 888t	Evidence Based Practice	2
	Sub-Total Credits	**16**

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.

	Total Credits	**16**

Graduate Courses

Entry-Level Physical Therapy Program

BI 532: Biomechanics and Kinesiology

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.

Credits 3

BI 533: Neuroscience

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.

Credits 3

BI 538: Physiology of Exercise

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.

Credits 3

BI 542: Gross Anatomy

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.

Credits 4

PT 540: Overview of the Physical Therapy Profession

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.

Credits 2

PT 541: Basic Principles of Physical Therapy

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.

Credits 4

PT 544: Introduction to Critical Inquiry

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.

Credits 3

PT 546: Clinical Education Seminar I

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.

Credits 2

PT 556: Clinical Education Seminar II

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.

Credits 2

PT 560: Physical Agents, Mechanical and Electro-Therapeutic Modalities

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.

Credits 2

PT 562: Clinical Medicine I: Musculoskeletal Management

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, cardio-pulmonary 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.

Credits 4

PT 564: Musculoskeletal Assessment and Treatment I

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.

Credits 4

PT 566: Clinical Education Seminar III

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.

Credits 1

PT 611: Motor Learning and Control

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.

Credits 2

PT 614: Musculoskeletal Assessment and Treatment II

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.

Credits 4

PT 616: Clinical Education Seminar IV

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.

Credits 1

PT 621: Cardiopulmonary Assessment and Treatment

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.

Credits 4

PT 623: Teaching and Learning

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.

Credits 1

PT 624: Neuromuscular Assessment and Treatment I

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.

Credits 4

PT 634: Neuromuscular Assessment and Treatment II

Normal and abnormal movement patterns in children are presented and the developmental and long term effects of neuromuscular and musculoskeletal dysfunction, as they relate to movement, are reviewed. Emphasis is placed the examination and intervention techniques of selected movement problems and explores use of adaptive equipment and the role of the pediatric physical therapist in a variety of contexts and environments. Examination and interventions for subtle and complex neurological conditions will be explored. Interventions appropriate for a variety of service delivery settings including NICU, home-based EI, and schools are considered. The physical therapist role in transitions between delivery settings is also addressed. Students will examine evidence for therapeutic methodology as well as that of alternative and complementary therapeutic regimes. Video and paper cases will be integrated throughout the course to foster clinical decision making skills, as well as differential diagnosis, based on best available evidence.

Credits 4

PT 637: Clinical Experience I

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.

Credits 3

PT 639: Research I

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.

Credits 3

PT 740: Physical Therapy Administration and Management

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.

Credits 2

PT 742: Special Topics in Physical Therapy I

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.

Credits 2

PT 757: Clinical Experience II

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.

Credits 4

PT 767: Clinical Experience III

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.
Credits 3

PT 770: Professional Development

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.
Credits 2

PT 772: Independent Study

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.
Credits 2

PT 789: Research II

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.
Credits 3

PT 797: Clinical Experience IV

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.
Credits 4

PT 842: Special Topics in Physical Therapy II

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.
Credits 2

PT 844: Advanced Clinical Seminar

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.
Credits 3

PT 846: Advanced Principles of Physical Therapy

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 interventions(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.

Credits 3

PT 860: Health Promotion and Wellness

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.

Credits 2

PT 862: Physical Therapy Pharmacology

This course presents a description of the most commonly used pharmacologic agents seen in physical therapy practice. The basic principles of pharmacodynamics and pharmacokinetics will be reviewed. The purpose, action and side effects of medications used to manage cardiac, pulmonary, neurologic, pain, endocrine, psychiatric and other disorders will be presented. Recognition and management of drug side effects and interactions will be presented.

Credits 2

PT 864: Healthcare and Leadership

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.

Credits 2

PT 882: Diagnostic Imaging

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.

Credits 2

PT 884: Medical Screening

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.

Credits 2

PT 889: Research III

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..

Credits 2

Family Nurse Practitioner

NR 500: Comprehensive Health Assessment

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.)

Credits 4

NR 520: Principles of Pathophysiology

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.

Credits 4

NR 540: Pharmacology in Health and Disease

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 pharmacoanthropology as well as ethical/legal considerations in managing drug therapy.

Credits 4

Prerequisites NR 520

NR 560: Role Differentiation in Advanced Practice Nursing

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.

Credits 2

NR 580: Theoretical Foundations of Nursing

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.

Credits 3

NR 600: Research Praxis I

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.

Credits 3

NR 610: Research Praxis II

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.

Credits 3

NR 640: Advanced Practice Family Nursing I: Focus on Children, Adolescents, Young Adults

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.)

Credits 4

Clinical Hours 150

Prerequisites NR 500, NR 520, NR 540

NR 660: Advanced Practice Family Nursing II: Focus on Middlescence

The focus of this course is primary, secondary, and tertiary levels of prevention in middlescent adults within the context of family-centered care. Health promotion, adult health risks, maturational and situational crises of middlescence are emphasized. The role of the advanced practice nurse in anticipatory guidance, particularly affecting women's health, is explored. Course content includes biopsychological phenomena and cultural and ethnic variations in middlescent populations. Students engage in in-depth clinical experiences that provide venues for family nurse practitioner role enactment.

Credits 4

Clinical Hours 150

Prerequisites NR 500, NR 520, NR 540

NR 680: Advanced Practice Family Nursing III: Focus on Elder Care

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.

Credits 4

Clinical Hours 150

Prerequisites All 500 and 600 level courses.

NR 700: Integrated Advanced Practice Nursing

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.

Credits 4

Clinical Hours 300

Prerequisites All 500 and 600 level courses.

NR 730: Power, Politics, and Policy

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.

Credits 3

NR 750: Financing Health Care Delivery Systems

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.

Credits 3

NR 770: Curriculum Design in Nursing

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.

Credits 3

NR 790: Measurement and Evaluation Procedures

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.

Credits 3

Graduate Occupational Therapy

OT 521: Introduction to Occupational Therapy Practice

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 terminology, and professionalism. Co-requisite of OT532. Summer trimester only. Must earn a B to begin the professional curriculum in the Fall.
Credits 3

OT 532: Kinesiology in OT Practice

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.
Credits 6
Prerequisites: Physics 114 or 221 and acceptance into the graduate professional OT program.

Graduate Professional Sequence

OT 534: Tools of Practice

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.
Credits 6

OT 536: Foundations of Occupational Therapy

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.
Credits 3

OT 542: Childhood and OT Practice

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.
Credits 6

OT 544: Clinical Conditions in Occupational Therapy Practice

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.
Credits 3

OT 545: Professional Practice Skills 1

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.
Credits 6

OT 643: Adolescence and OT Practice

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.

Credits 6

OT 649: Management and Leadership in Occupational Therapy Practice

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."

Credits 3

OT 653 & OT 654: Adulthood I & Adulthood II

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.

Credits 12

OT 662: Fieldwork Level I Seminar

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.

Credits 3

OT 664: Research in Occupational Therapy

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.

Credits 3

OT 753: Maturity and OT Practice

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.

Credits 6

OT 754: Advanced Practice

Overview and introduction to specialized areas of OT practice to optimize knowledge and clinical reasoning skills. Lectures and labs integrating knowledge and skill acquisition relative to specialized practice are emphasized

Credits 3

OT 756: Research Symposium

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.

Credits 3

OT 764: Fieldwork Level II A

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.

Credits 3

OT 765: Fieldwork Level II B

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.

Credits 3

Health Care Management

HC 510: Dynamics of Health Care System

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.

Credits 3

HC 610: Heath Care Quality Management

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.

Credits 3

HC 620: The Managed Care System

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.

Credits 3

HC 625: Medical Group Practice Management

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.

Credits 3

HC 630: Long-Term Care Management

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.

Credits 3

HC 635: Health Care Information Technology

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.

Credits 3

HC 640: Legal Aspects of Health Care

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.

Credits 3

HC 645: Current Topics in Health Care Management

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.

Credits 3

HC 650: Leadership in Health Care

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.

Credits 3

HC 655: Health Care Strategy

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.

Credits 3

Master in Business Administration

MB 500: Critical & Ethical Decision Making

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.

Credits 3

MB 503: Economics for Managers

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.

Credits 3

MB 505: Marketing Management

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.

Credits 3

MB 508: The Global Manager

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.

Credits 3

MB 509: Management of Technology

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.

Credits 3

MB 515: Financial Decision Making for Managers

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.

Credits 3

MB 525: Entrepreneurship for Managers

This course explores all aspects of the creation of a new venture from idea through startup, growth, and beyond. Students will learn how to evaluate opportunities, develop strategies, create a business plan and acquire financing for a new venture.

Credits 3

MB 606: Human Resource Management

Master of Science

NR 500: Comprehensive Health Assessment

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.)

Credits 4

NR 520: Principles of Pathophysiology

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.

Credits 4

NR 540: Pharmacology in Health and Disease

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 pharmacoanthropology as well as ethical/legal considerations in managing drug therapy.

Credits 4

Prerequisites NR 520

NR 560: Role Differentiation in Advanced Practice Nursing

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.

Credits 2

NR 580: Theoretical Foundations of Nursing

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.

Credits 3

NR 600: Research Praxis I

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.
Credits 3

NR 610: Research Praxis II

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.
Credits 3

NR 640: Advanced Practice Family Nursing I: Focus on Children, Adolescents, Young Adults

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.)
Credits 4
Clinical Hours 150
Prerequisites NR 500, NR 520, NR 540

NR 660: Advanced Practice Family Nursing II: Focus on Middlescence

The focus of this course is primary, secondary, and tertiary levels of prevention in middlescent adults within the context of family-centered care. Health promotion, adult health risks, maturational and situational crises of middlescence are emphasized. The role of the advanced practice nurse in anticipatory guidance, particularly affecting women's health, is explored. Course content includes biopsychological phenomena and cultural and ethnic variations in middlescent populations. Students engage in in-depth clinical experiences that provide venues for family nurse practitioner role enactment.
Credits 4
Clinical Hours 150
Prerequisites NR 500, NR 520, NR 540

NR 680: Advanced Practice Family Nursing III: Focus on Elder Care

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.
Credits 4
Clinical Hours 150
Prerequisites All 500 and 600 level courses.

NR 700: Integrated Advanced Practice Nursing

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.
Credits 4
Clinical Hours 300
Prerequisites All 500 and 600 level courses.

NR 730: Power, Politics, and Policy

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.
Credits 3

NR 750: Financing Health Care Delivery Systems

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.
Credits 3

NR 770: Curriculum Design in Nursing

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.
Credits 3

NR 790: Measurement and Evaluation Procedures

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.
Credits 3

Master of Science Degree in Education

ED 519: Growth, Development and Cognition in the Adolescent Learner

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.
Credits 3

ED 520: Foundations of Education

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.
Credits 3

ED 522: Educational and Developmental Psychology

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.
Credits 3

ED 531: Fundamentals of Literacy

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.
Credits 3

ED 532: Strategies for Literacy Growth

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.
Credits 3

ED 542: Inclusive Literacy Strategies for the Adolescent Learner

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.

Credits 3

ED 563: Methods for Mathematics Instruction

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.

Credits 2

ED 564: Methods for Science Instruction

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.

Credits 2

ED 565: Methods for Social Studies Instruction

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.

Credits 2

ED 566: Methods and Materials in Adolescent Education: Mathematics

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.

Credits 3

ED 567: Methods and Materials in Adolescent Education: Social Studies

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.

Credits 3

ED 568: Methods and Materials in Adolescent Education: Science

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.

Credits 3

ED 569: Methods and Materials in Adolescent Education: English Language Arts

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.

Credits 3

ED 580: Methods and Materials in Adolescent Education: World Languages

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.

Credits 3

ED 616: Research in Education

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.

Credits 3

ED 672: Student Teaching

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.

Credits 3

ED 673: Integrative Seminar

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.

Credits 3

ED 674: Student Teaching

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.

Credits 3

ED 675: Integrative Seminar

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.

Credits 3

SE 510: Psychosocial Aspects of Exceptionality

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.

Credits 3

SE 511: Strategies for the Inclusive Classroom

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.

Credits 3

Prerequisites SE 510 or equivalent.

SE 530: Psychology of Learners with Academic and Behavioral Challenges

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.
Credits 3

SE 537: Introduction to American Sign Language (A.S.L.)

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.
Credits 3

SE 541: Psychoeducational Diagnosis and Assessment

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 psychoeducational 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.
Credits 3

SE 565: Curriculum and Instructional Strategies for Teaching Students with Disabilities

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.
Credits 3

SE 616: Research in Special Education

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.
Credits 3

SE 617: Student Teaching and Seminar

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.
Credits 3

SE 621: Adaptive Methods for Developing Motor Skills in Students with Health and/or Physical Disabilities

Addresses the needs of students with physical and/or health impairment 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. Offered as an online course. Field experience required.
Credits 3

SE 622: Collaboration and Teaming to Support all Students

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.
Credits 3

SE 623: Positive Behavior Approaches

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.
Credits 3

SE 624: Linking Curriculum, Assessment, and Instruction for Students

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.
Credits 3

SE 625: Communication, Technology, and Literacy

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.
Credits 3

SE 717: Student Teaching and Advanced Seminar: Person Centered Planning

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.
Credits 3

VI 532: Psychosocial Aspects and Evaluation of Blindness and Visual Impairment

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.
Credits 3

VI 533: Assessment and Functional Implications of Visual Impairment

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.
Credits 3

VI 534: Orientation and Mobility for Teachers

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.
Credits 3

VI 535: Literary Braille and Instructional Strategies

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.
Credits 3

VI 538: Nemeth and Other Specialized Braille Codes

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.

Credits 2

VI 539: Assistive Technology for Students Who Are Blind or Visually Impaired

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.

Credits 1

VI 641: Methods for Academic Learners Who Are Blind or Visually Impaired

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.

Credits 3

VI 642: Methods for Young and/or Multiply Impaired Learners Who Are Blind or Visually Impaired

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.

Credits 3

VI 717: Student Teaching and Advanced Seminar

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.

Credits 3

Master of Science in Organizational Leadership and Communication

OL/MB 500: Critical and Ethical Decision Making

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.

Credits 3

OL/MB 607: The Dynamics of Leadership

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.
Credits 3

OL/MB 613: Organizational Communication

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.
Credits 3

OL 610: Research and Writing

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.
Credits 3

OL 611: Organizational Change and Development/ Transformational Leadership

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.
Credits 3

OL 612: Research Methods and Design

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.
Credits 3

OL 614: Strategic Planning and Leadership

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.
Credits 3

OL 615: Leadership and Diversity

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.
Credits 3

OL 616: Conflict Resolution and Negotiation

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.
Credits 3

OL 617: Technology for Leaders

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.
Credits 3

OL 618: Organization Culture and Team Building

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.
Credits 3

OL 625: Capstone

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 PowerPoint/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.).
Credits 3

MBA Elective

MB 607: The Dynamics of Effective Leadership

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.
Credits 3

MB 610: Project & Portfolio Management

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.
Credits 3

MB 611: Managers & the Law

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.
Credits 3

MB 613: Organizational Communication

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 challenges, adapting communications to the specific needs of the audience, and cultivating and nourishing communication networks.
Credits 3

MB 614: Current Topics in Management

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.
Credits 3

MB 620: Graduate Internship

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 120 hours of work experience is required to complete each course. Approval of the student's academic advisor and the Graduate Program Director is required.
Credits 3

MB 621, 622, 623: Graduate Internship

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 40 hours of work experience is required to complete each course. Approval of the student's academic advisor and the Graduate Program Director is required.
Credits 1

MB 707: Business Models

This course consists of a capstone project that combines the learning from other MBA classes. It is an opportunity for students to synthesize what they have learned in other classes to create an innovative business model for a given industry/business.
Credits 3

Post-Baccalaureate Doctor of Nursing Practice (DNP)

NR 800: Informatics

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.
Credits 3

NR 805: Scholarly Writing in Nursing

This course introduces the art of scholarly writing required for disseminating scientific findings, evidence based practice, and interprofessional communication. Course content focuses on the use of written language arts skills to communicate effectively in print and meet rigorous standards for peer review and publication. The student will identify resources for syntax and have practical application of the use of the principles of scientific writing and referencing.
Credits 1

NR 810: Translating Evidence into Practice

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.
Credits 3

NR 820: Epidemiology and Biostatistics

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.
Credits 3

NR 830: Bioethics

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.
Credits 3

NR 840: Clinical Genomics

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.
Credits 3

NR 850: Contemporary Innovative Leadership

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.
Credits 3

NR 860: Introduction to Residency/Capstone

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.
Credits 1

NR 870: Global Health and Social Justice

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.
Credits 3

NR 880: Health Care Management

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.
Credits 3

NR 890: Capstone I

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.
Credits 3

NR 900: Residency I

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.
Credits 4

NR 910: Capstone II

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.
Credits 3

NR 920: Residency II

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.
Credits 4

NR 999: DNP Continuation of Matriculation

Students must register for this course until final requirements for the DNP have been successfully completed. Students enrolled in NR 910 and/or NR 920 who have not completed the necessary requirements for graduation will be required to register for NR 999 to maintain matriculation status.

Credits 0

Transitional Doctor of Physical Therapy Program

PT 772t: Independent Study: Focus - Scientific Writing

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.

Credits 2

PT 860t: Health Promotion and Wellness

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.

Credits 2

PT 862t: Physical Therapy Pharmacology

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, pharmaco-kinetics, side effects and therapeutic use. Students will learn the application of pharmacological interventions and their influence on physical therapy care plans.

Credits 2

PT 864t: Healthcare Leadership

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.

Credits 2

PT 866t: Critical Inquiry

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.

Credits 2

PT 882t: Diagnostic Imaging

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.

Credits 2

PT 884t: Medical Screening and Referral

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.

Credits 2

PT 888t: Evidence Based Practice

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.

Credits 2

Prerequisites a passing grade in PT 888t

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Jacobs Project Management Company, Jacobs Global Buildings N.A. (Retired)

William Hind

Centennial Elevator Industries, Inc.

Douglas Katz

Jacob J. Katz and Company

Hilda A. Kogut

Lecturer in Criminal Justice (2008)
B.A., University of Massachusetts
M.P.A., Long Island University
Public Safety Consultant Adjunct, Dominican University New York

David W. Melby

NFP

James Mullen

HVS, LLC Electrical & Construction Services

Michael Oates

Hudson Valley Economic Development Council

Sister Mary Eileen O'Brien, O.P., Ph.D.

Dominican University New York (Retired)

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Dominican University New York, Former Chancellor, Dominican University New York (Retired) \n
Sisters of St. Dominic

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Joseph G. Valenti, M.A.

Vice President for Institutional Advancement
Dominican University New York

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Dominican University New York (Retired)

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Councilor, Sisters of St. Dominic \n
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John F.M. Flynn, Ph.D.

Westchester Community College (Retired)

William Gove

Jacobs Project Management Company, Jacobs Global Buildings N.A. (Retired)

Bernadette Kappen, Ph.D.

The New York Institute for Special Education

Mary P. Leahy, M.D.

Bon Secours Charity Health System

Liliana Lopez, DNP

En Su Casa Primary Health Care, PC

Didi Madden, O.P., M.S.W.

Councilor, Sisters of St. Dominic

Kenneth R. Marks

Baron Point Group, Ltd.

Manuel Martínez, Ph.D.

President (2024)
M.B.A., University of Miami
M.A., University of Cincinnati
M.A., TESOL, Ohio Dominican University
Ph.D., University of Cincinnati

Michael T. McLaughlin

Skanska

Kathleen McManus, O.P., Ph.D.

Fordham University \n
St. John's School of Theology and Seminary

Thomas J. McNamara

Kansas City Royals Baseball Club

Ron Olori, Jr.

Olori Crane Service, Inc.

Clement Y. Osei, M.D.

Rockland Pulmonary & Medical Associates (Retired)

Sister Mary Eileen O'Brien, O.P., Ph.D.

Dominican University New York (Retired)

James J. O'Brien, Jr.

Orange & Rockland Utilities, Inc. (Retired)

Ross J. Pepe

Construction Industry Council of Westchester & Hudson Valley, Inc.

Michael C. Perry

Perry Management Consulting, LLC

Brian J. Quinn, Esq.

Bleakley, Platt & Schmidt, LLP

Ruben Roy

West Park Capital, Inc.

Steven T. Sabatini

Chairperson
Modern Bank, N.A.

Michael E. Santos

Orange & Rockland Utilities, Inc.

Erinmarie Sullivan, M.D., F.A.C.P.

Mount Sinai

James J. Toolen

Trace Environment Systems, Inc.

Noreen Walsh, O.P.

Healthcare Coordinator, Sisters of St. Dominic

University Administration

President's Cabinet

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Interim Vice President for Enrollment Management, Vice President for Student Development / Dean of Students

Anthony Cipolla, M.B.A.

Vice President for Financial Affairs/Chief Fiscal Officer

Fredric Cohen, M.B.A.

Director of Institutional Research, Planning & Assessment

Manuel Martínez, Ph.D.

President (2024)
M.B.A., University of Miami
M.A., University of Cincinnati
M.A., TESOL, Ohio Dominican University
Ph.D., University of Cincinnati

Thomas S. Nowak, Ph.D.

Vice President for Academic Affairs/Academic Dean, Associate Professor of English and Academic Dean / Vice President for Academic Affairs (1992)
B.A., SUNY at Binghamton
Ph.D., SUNY at Stony Brook

Jennifer Schaaf, OP, D.Min.

Vice President for Mission and Ministry

Joseph G. Valenti, M.A.

Vice President for Institutional Advancement
Dominican University New York

Academic Affairs

Katie Anderson, M.S.

Lecturer in English, History and Teacher Education (2011), Director, Special Sessions (i.e., Winter and Summer Sessions)
B.A., Dominican University New York
M.S., Long Island University

Christian Bester, B.A.

Registrar: Registrar

Nancy DiDona, Ed.D.

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

Gregory DiDona, M.F.A.

Lecturer in English (2005), Director, Academic Success Center
B.A., Dominican University New York
M.F.A., Brooklyn College

Diane DiSpagna, Ed.D.

Assistant Professor and Director of the Division of Teacher Education (2009), Director, Teacher Education and Social Work
B.A., Dominican University New York
M.S., Long Island University
P.D., Long Island University
Ed.D., Nova Southeastern University

Margaret Giuliano, M.S., M.L.S.

Director, Office of Special Services

Thomas S. Nowak, Ph.D.

Vice President for Academic Affairs/Academic Dean, Associate Professor of English and Academic Dean / Vice President for Academic Affairs (1992)
B.A., SUNY at Binghamton
Ph.D., SUNY at Stony Brook

Ryan O'Gorman, M.S.

Director of Retention and Student Success and Lecturer in Communications (2019)
A.A., Rockland Community College
B.S., St. Thomas Aquinas College
M.S., Nyack College

Ivan Rudolph-Shabinsky, Ed.D.

Director, Business, Innovation, and Leadership

Jennifer Sassano

Assistant Professor of Mathematics, Director of the Division of Math & Sciences and Coordinator of Math (1992)
B.A., SUNY, Potsdam College
M.A., SUNY, Potsdam College
Ed.D. Mathematics, Teachers College, Columbia University

Mary-Elizabeth Schaub, M.L.S.

Assistant Professor and Head Librarian (2021)
M.A., Marymount College
M.L.S., St. John's University

Robert Stauffer, Ph.D.

Director, Humanities and Social Sciences, Associate Professor of English (2012)
B.A., New York University
M.A., Brooklyn College
Ph.D., Arizona State University

Pamela Story, OTD

Assistant Professor of Occupational Therapy, 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

Enrollment Management and Admissions

John Burke, M.S.

Interim Vice President for Enrollment Management, Vice President for Student Development / Dean of Students

Nicolas Marter, M.A.

Executive Director, Admissions

Fiscal Services

Anthony Cipolla, M.B.A.

Vice President for Financial Affairs/Chief Fiscal Officer

Russell Diaz, M.S.

Lecturer in Computer Information Systems (2009), Executive Director of Information Technology/Chief Information Officer, Information Technology
A.A.S., Academy of Aeronautics
B.S., Mercy College
M.S., Marist College

Elizabeth Fontes, B.B.A.

Director, Student Financial Services

Lisa Kayal, M.B.A.

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Director, Special Events

Joanne Sorace, B.A.

Director of Annual Fund, Annual Fund

Institutional Research, Planning and Assessment

Fredric Cohen, M.B.A.

Director of Institutional Research, Planning & Assessment

Student Development

John Burke, M.S.

Interim Vice President for Enrollment Management, Vice President for Student Development / Dean of Students

Lynda Chesterman, RN, B.S.N., M.A., ANP-BC

Director, Health Center

Joseph Clinton, B.A.

Director, Athletics

Alise Cohen, A.C.S.W.

Director of Counseling, Counseling

Derrick Hicks, M.S.

Director, Residence Life

Manual Juarez, M.S.Ed.

Director, Career Development

Rachel McGinty, M.B.A.

Director, Student Engagement

Dana McStowe, B.A.

Director, Community Engagement and Leadership Development

Full-Time Faculty

Regina Alvarez

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

Mark Amir

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

Peter Antich

Assistant Professor of Philosophy (2022)
B.A., University of Dallas
M.A., University of Kentucky
Ph.D., University of Kentucky

Alice Arden

Instructor in Nursing (2013)
B.S., University of Scranton
M.A., New York University

Yvette M. Blitzer

Assistant Professor of Special Education and Coordinator of the TVI Program (2012)
B.A., Dominican University New York
M.S., Hunter College of New York City

Carrie Boericke

Assistant Professor of Business Management and Economics (2021)
B.A., Cornell University
M.A., Johns Hopkins University

Paul S. Bonk

Assistant Professor of Political Science (1996)
B.A., University of Toronto
M.A., University of Toronto
Ph.D., Rutgers University

Andrew Burns

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

Catherine Cavaliere

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

David Chun

Assistant Professor of Psychology (2017)
B.S., Rutgers University
M.A., University of California
Ph.D., University of California

James T. Crawley

Assistant Professor of Health Sciences and Faculty Athletics Representative (1998)
B.S., Towson State University
M.Ed., University of Virginia
M.S., Dominican University New York
ATC, PT

Giovanna Czander

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

Gwen Daugs

Assistant Professor of Philosophy (2024)
B.A., American University
M.A., Fordham University
M.Phil., Fordham University
Ph.D., Fordham University

Christine Davies

Assistant Professor of Nursing (2015)
A.A.S., Rockland Community College
B.S.N., Dominican University New York
M.A., Pace University Nursing Education
M.S.N., Family Nurse Practitioner, Pace University
D.N.P., Dominican University New York

AnnMarie DelliPizzi-Citardi

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

Margaret C. DeLorenzo

Assistant Professor and Coordinator of The Traditional Option Nursing Program (2007)
A.A.S., Rockland Community College
B.S.N., Dominican University New York
M.S.N., University of Medicine and Dentistry of New Jersey
Ed.D., Northeastern University

Barbara B. DeSimone

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

Stefanie DiCarrado

Assistant Professor of Physical Therapy (2023)
B.S., Marist University
D.P.T., CUNY Graduate Center/Hunter College

Nancy DiDona, Ed.D.

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

AnnMarie DiSiena

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

Diane DiSpagna, Ed.D.

Assistant Professor and Director of the Division of Teacher Education (2009), Director, Teacher Education and Social Work
B.A., Dominican University New York
M.S., Long Island University
P.D., Long Island University
Ed.D., Nova Southeastern University

Ellen Dolgin

Professor and Coordinator of the English Program (1996)
B.S., Syracuse University
M.A., Vanderbilt University
Ph.D., New York University

Ayse Ozcan Edeer

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)

Emil Euaparadorn

Associate Professor and Director of the Physical Therapy Program (2016)
B.S., Touro College
M.S., Touro College
DSc. in Physical Therapy, Andrews University

Colleen Adell Evans

Associate Professor of Chemistry (2008)
B.S., Ouachita Baptist University, Arkansas
M.S., University of Missouri-Columbia, MO
Ph.D., Seton Hall University

James A. Filippelli

Associate 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

Mary Patricia Furlong

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

Dawn Haughey

Assistant Professor of Nursing (2023)
B.S.N., Villanova University
M.S.N., Columbia School of Nursing

Lori Henderson

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)

Kevin Hermberg

Professor of Philosophy and Assistant
Academic Dean for Assessment and the Liberal Arts (2007)
B.A., Fort Lewis College
M.A., Marquette University
Ph.D., Marquette University

Kathleen Hickey

Professor of English, Director of the Division of Humanities and Coordinator of the English Program (2004)
B.A., Queens College
M.S., Queens College
Ed.D., Teachers College, Columbia University

Michael Hoffman

Assistant Professor of Accounting (2016)
B.S., Fairfield University
CPA, State of New York
M.B.A., Fordham University

Blair Hoplight, II

Assistant Professor of Psychology (2018)
B.A., State University of New York
M.S., University of Connecticut
Ph.D., University of Connecticut

Donald K. Hsu

Associate Professor of Business Administration and Information Technology (1988)
B.S., Taiwan Cheng Kung University
M.S., Fordham University
Ph.D., Fordham University

Melody Hyppolite

Associate Professor of Social Work (2018)
B.S., Kentucky Wesleyan College
M.S.W., Spalding University
Ph.D., University of Louisville

Kelly Johnson

Associate Professor and Coordinator of Psychology (2005)
B.S., University of Southern California
M.A., California State University, Northridge
Ph.D., University of Delaware

Michael W. Kelly

Associate Professor and Director for Graduate Teacher Education Programs (1987)
B.A., Iona College
M.S., College of New Rochelle
Ph.D., Fordham University

Patricia Kivlehan

Instructor in Nursing and FNP Clinical Coordinator (2017)
B.S.N., Hunter College
M.S.N., Dominican University New York

Christopher Libertini

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

Randy Marti

Assistant Professor of Occupational Therapy (2022)
B.A., Rutgers University
B.S., Cebu Doctor's College (Philippines)
M.A., Cebu Doctor's College (Philippines)
M.S., Seton Hall University
Ph.D., Ed, Northcentral University

Manuel Martínez, Ph.D.

President (2024)
M.B.A., University of Miami
M.A., University of Cincinnati
M.A., TESOL, Ohio Dominican University
Ph.D., University of Cincinnati

Annemarie McDermott

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

Mary McLean

Instructor of Information Technology and Director of Online Education & Instructional Technologist (2021)
B.A., The Colorado College
M.A., Stanford University

Deirdre Mulligan

Instructor in Nursing (2022)
A.A., Rockland Community College
B.S.N., Dominican University New York
M.S.N., Family Nurse Practitioner, Dominican University

Margaret E. Mulligan

Assistant Professor of Mathematics (2002)
B.S., University of Scranton
M.S., Seton Hall University

Thomas S. Nowak, Ph.D.

Vice President for Academic Affairs/Academic Dean, Associate Professor of English and Academic Dean / Vice President for Academic Affairs (1992)
B.A., SUNY at Binghamton
Ph.D., SUNY at Stony Brook

Catherine O'Sullivan

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

Tara Parrello

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

Clare Pennino

Associate Professor of Business Administration (2003)
B.A., Fordham University
M.B.A., Iona College
Ph.D., New York University

Barbara Polowczyk

Instructor in Nursing and Coordinator of the Accelerated RN to BSN Nursing, Evening Nursing, and WABSN Programs (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 University New York

Tanya A. Radford

Assistant Professor of English (2007)
B.A., University of Utah
M.A., University of Utah
Ph.D., City University of New York

James Reitter

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

Mary Walsh Roche

Assistant Professor 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
D.M.H., Drew University

Stephen Rodriguez

Assistant Professor of Physical Therapy (2017)
M.PS., Upstate Medical University, Syracuse
DPT, Upstate Medical University, Syracuse
DScPT, Andrew University

John Rudolph-Shabinsky

Assistant Professor and Director of the Division of Business Administration (2019)
B.A., Cornell University
M.B.A., Columbia University
C.F.A., International

Karl Rusch

Associate Professor of Physical Therapy (2015)
B.S., Quinnipiac University
D.P.T., Sacred Heart University
D.Sc., Andrews University

Nadia Rust

Assistant Professor of Occupational Therapy (2017)
B.OT., University of Kwazulu-Natal
O.T.D., Chatham University

Jennifer Sassano

Assistant Professor of Mathematics, Director of the Division of Math & Sciences and Coordinator of Math (1992)
B.A., SUNY, Potsdam College
M.A., SUNY, Potsdam College
Ed.D. Mathematics, Teachers College, Columbia University

Mary-Elizabeth Schaub, M.L.S.

Assistant Professor and Head Librarian (2021)
M.A., Marymount College
M.L.S., St. John's University

Matthew Schiering

Instructor in Marketing (2021)
B.S., Cornell University
M.B.A. University of Texas

Ilya Slavinski

Assistant Professor of Criminal Justice and Sociology (2022)
B.A., Rutgers State University
M.Sc., London School of Economics
Ph.D., University of Texas, Austin

Caitlin Sorrentino

Assistant Professor of Occupational Therapy and Coordinator of Graduate Pre-OT Advisement and Admissions
B.S., Misericordia College
M.S., Misericordia College
OTD, Misericordia College

Robert Stauffer, Ph.D.

Director, Humanities and Social Sciences, Associate Professor of English (2012)
B.A., New York University
M.A., Brooklyn College
Ph.D., Arizona State University

Pamela Story, OTD

Assistant Professor of Occupational Therapy, 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

Carol Strax

Associate Professor of Teacher Education (2000)
B.A., Dominican University New York
M.S., College of New Rochelle
P.D.L., College of New Rochelle
Ed.D., Fordham University

Elena Guevara Talarico

Assistant Professor of Biology (2022)
B.S., Fordham University
Ph.D., Rutgers University

Nelly Vega-Woo

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

Rubina K. Vij

Lecturer in Social Work (2024)
B.S.W., Rutgers University
M.S.W., Capella University
D.S.W. candidate, Capella University

Justine Ward

Assistant Professor of Physical Therapy (2023)
B.S., Ithaca College
D.P.T., Ithaca College

Scott White

Assistant Professor of History (2019)
B.A., West Virginia University
M.A., University of South Dakota
Ph.D., Arizona State University

Jovan Zigic

Lecturer in Mathematics (2021)
Bachelor of Commerce, Finance, University of Calgary
B.A., Dominican College
M.S., Virginia Polytechnic Institute and State University

Part-Time Faculty

Mary Rose Abplanalp

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

Julie Albrecht

Lecturer in Nursing (MSFNP) (2008)
B.S.N., University at Buffalo
M.S.N., Pace University

Lisa Alioto

Clinical Lecturer in Nursing (2013)
A.S.N., Bronx Community College
B.S.N., University of Phoenix
M.S.N., University of Phoenix

Katie Anderson, M.S.

Lecturer in English, History and Teacher Education (2011),
Director, Special Sessions (i.e., Winter and Summer Sessions)
B.A., Dominican University New York
M.S., Long Island University

Laura Anderson

Lecturer in Special Education (2005)
B.S., Barton College
M.S. Ed., Dominican University New York

William Barbera

Lecturer in Criminal Justice (2010)
A.A.S., Rockland Community College
B.S., St. Thomas Aquinas College
M.S.Admin., University of Phoenix

Kristina Barton

Lecturer in Psychology (2020)
B.A., Dominican College
M.A., John Jay College, CUNY

Sandra Block

Lecturer in Occupational Therapy (2015)
B.S., Dominican University New York
M.S., Dominican University New York
OTD, Chatham University

Donna Bogin

Lecturer in Graduate Special Education (1995)
B.S., Marywood College
M.S., St. Thomas Aquinas College

Bernadette Bompensiero

Clinical Lecturer in Nursing (2008)
B.S.N., Mount Saint Mary College
M.S.N., Mount Saint Mary College

Kathryn Botsford

Lecturer in Graduate Special Education (2017)
B.A., Williamette University
M.A., Washington State University
M.A., University of Arizona
Ph.D., University of Northern Colorado

Donna Bozak

Clinical Instructor in Nursing (2020)
B.S.N., Galveston, Texas
M.S.N., Wilkes University, Passan School of Nursing

Kendell Brenner

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 University New York

Vivian Breslin

Lecturer in Physical Therapy (2007)
B.S., College of Mt. St. Vincent
M.S., Long Island University
M.S.N., Pace University

Diana Cabouli

Lecturer in Art (2009)
B.A., City University of NY Queens College
M.F.A., City University of NY Queens College

Joyce Caerbasi

Lecturer in Teacher Education (2005)
B.A., Dominican University New York
M.A., Iona College

Demitra Calivas

Lecturer in Communications (2016)
B.F.A., St. John's University
M.A., Montclair State University

Jennifer Campenot

Lecturer in Biology (2018)
B.S., Old Dominion University
M.D., Eastern Virginia Medical School

Joseph Carlo

Lecturer in History (2018)
B.A., Dominican University New York
M.Ed., Iona College

Michael Chiacchiero

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

Deidre Conway

Lecturer in Chemistry (2016)
B.S., Fordham University
M.A., New York University

Kristin L. Couch

Lecturer in Communications (2013)
B.A., Pace University
M.S.E., Long Island University

Sandra Countee

Adjunct Professor in Social Work (2018)
B.S. University of Kansas
M. S. Columbia University
M.P.A. New York University
Ph.D. New York University

Catherine Culliton

Lecturer in Physical Therapy (2007)
B.A., Ithaca College
M.P.A., Pace University

William Danowski

Lecturer in Social Science (1999)
B.S., St. Thomas Aquinas College
M.S.W., Adelphi University School of Social Work

Lisa DeBellis

Lecturer in Psychology (2012)
B.S., Fordham University
M.A., Fordham University
Ph.D., Fordham University

Anthony Dellicarri

Lecturer in Political Science and Criminal Justice (2005)
B.A., Columbia University
J.D., University of Miami

Kathleen Diamond

Lecturer in Graduate Special Education (1999)
B.S., The College of New Jersey
M.S., Ramapo College

Russell Diaz, M.S.

Lecturer in Computer Information Systems (2009), Executive Director of Information Technology/Chief Information Officer, Information Technology
A.A.S., Academy of Aeronautics
B.S., Mercy College
M.S., Marist College

Gregory DiDona, M.F.A.

Lecturer in English (2005), Director, Academic Success Center
B.A., Dominican University New York
M.F.A., Brooklyn College

Joan Ann Dinan

Lecturer in Nursing (2009)
B.S.N., Dominican University New York
M.S., Mercy College

DaynaMarie DiSiena

Lecturer in Mathematics (2012)
B.A., Dominican University New York
M.S., Iona College

Paula Kappes Donohue

Lecturer in Psychology (2017)
B.S., University of Kentucky
M.A., University of Cincinnati

Andrea Dopwell

Lecturer in Nursing (2009)
B.S.N., Hunter College
M.P.H., C.W. Post Long Island University
M.S.N., Mercy College

Jacqueline Dubil-Craig

Lecturer in Graduate Special Education (2012)
B.S., University of Scranton
M.A., New York University

Mary Jean Dyczko

Lecturer in Graduate Special Education (2012)
B.A., Queens College
M.A., Queens College

Scott Edelman

Lecturer in Business Administration (2008)
B.B.A., Iona College
M.B.A., Iona College

Daniela Escudero

Weekend Physical Therapy Lab Assistant (2021)
B.S., Skidmore College
D.P.T., Dominican College

Elizabeth Falco

Clinical Lecturer in Nursing (2010)
A.A.S., Rockland Community College
B.A., Dominican University New York
M.S.N., Mercy College

Megan Fennell

Lecturer in Mathematics (2020)
B.A., Fordham University
M.S.T., St. Thomas Aquinas College

Jennifer Ferrara

Clinical Lecturer in Nursing (2014)
B.S.N., Dominican University New York
M.S.N., Dominican University New York

Frances Ferraro

Lecturer in Religious Studies (2021)
B.S., SUNY old Westbury
M.B.A., Fordham University
M.A., Fordham University
Certificate in Catechesis, University of Dayton

Tara Fettes

Lecturer in Occupational Therapy (2014)
A.A.S., Union County College
B.S./M.S., Dominican University New York

Randy Fisher

Lecturer in Nursing (MSFNP) (2014)
AASn, Excelsior College
B.S.N., University of Phoenix
B.S., Excelsior College
M.S.FNP, Dominican University New York

Jerrold M. Fleisher

Lecturer in Business Administration (MBA) (2003)
B.A., Union College
LL.B., Albany Law School
J.D., Albany Law School

Judith Galarneau

Lecturer in Criminal Justice and Leadership (1996)
B.A., Economics and Women Studies, Binghamton Univeristy
J.D., St. John's University School of Law

Florence Jeanette Geller

Lecturer in Business Administration (2020)
A.A.S., Rockland Community College
B.S., Mercy College
M.B.A., St. Thomas Aquinas College

Emily Gerbehy

Physical Therapy Lab Assistant (2020)
B.S., Marywood University
DPT, Dominican College

Kim Gillen

Clinical Lecturer in Nursing (2011)
A.S.N., Brookdale Community College
B.S.N., Dominican University New York
M.S.N., Ramapo College

Marina Gimpelev

Lecturer in Chemistry (2016)
B.S., Pace University
M.Phil., Columbia University
Ph.D., Columbia University

Marni Gold

Lecturer in Communication Studies (2014)
B.A., SUNY Plattsburgh
M.S.Ed., Pace University

William Goldberg

Lecturer in Social Work (2004)
B.A., Rutgers University
M.S.W., New York University

Julianne Golia

Clinical Instructor in Nursing (2020)
B.A., Monmouth University
M.S.N., Monmouth University

Jeffrey Goodman

Lecturer in Biology (1999)
B.S., Syracuse University
Ph.D., University of Texas Health Science Center
Postdoctoral Fellow, University of Texas Health Science Center

Diana Gorglione

Lecturer in Health Care Management (MBA) (2015)
B.S., James Madison University
M.B.A., Baruch College

Robyn Gorman

Lecturer in English (2009)
B.A., University of Pennsylvania
M.S., University of Pennsylvania
J.D., Benjamin N. Cardozo School of Law, Yeshiva University

Jenna Gray

Lecturer in Mathematics (2019)
B.A., Dominican College
M.B.A., Dominican College

Jonathan Green

Lecturer in Nursing (2018)
B.S., Rensselair Polytechnic Institute
A.S., Excelsior College
B.S.N., Excelsior College
M.S.N., FNP, Dominican College
D.P.N., Dominican College

Michele Gruner

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

Deborah Guerra

Lecturer in Nursing (DNP & MSFNP) (2015)
B.S.N. Lehman College
M.S., Dominican University New York
D.N.P., Case Western Reserve University

Kim Hallinan

Lecturer in Nursing (2014)
B.S.N., Dominican University New York
M.S.N./F.N.P., Pace University

Nicole Harris

Lecturer in Criminal Justice (2018)
A.A., State University of NY at RCC
B.A., State University of NY at RCC
J.D., St. John's University School of Law

Katheryn Hathaway

Lecturer in Special Teacher Education (2021)
B.A., Hood College
M.A., Teachers College Columbia University
M.Ed., Teachers College Columbia University
Ed.D., Teachers College Columbia University

Sandra Heller

Clinical Lecturer in Nursing (2011)
B.A., Brooklyn College, CUNY
B.S.N., New York University
M.A., Downstate Medical Center, N.Y. SUNY

Anne Marie Higgins

Lecturer in Sociology (2019)
B.S., University of Scranton
M.S.W., Boston College Graduate School of Social Work

Christine Higgins

Lecturer in Teacher Education (2019)
B.S., Dominican University New York
M.A., Long Island University

Felicia Hodges

Lecturer in Communications (2019)
B.A., Temple University
M.S., Iona College

Lubna Huq

Lecturer in Biology (2005)
B.S., University of Stratchlyde, Glasgow, Scotland
Ph.D., University of Stratchlyde

Pamela Hylton

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

Lisa Ippolito

Lecturer in Mathematics (2018)
B.S., SUNY at Stony Brook
M.S., SUNY at Stony Brook

Swapnamole Jacob

Lecturer in Biology (2014)
MBBS (Medicine and Surgery), Vinayaka Mission's Medical College, Salem, India

Elizabeth Jannazzo

Lecturer in Graduate Teacher Education (2019)
A.S., Rockland Community College
B.S., Dominican College
M.S., Dominican College

Danette J. Gray Johnson

Lecturer in Graduate Special Education (2016)
B.S.Ed., Illinois State University
M.S.Ed., Northern Illinois University

Jacqueline Kendona

Lecturer in Occupational Therapy (2017)
A.A.S., Essex County College
B.A., Thomas Edison State College
M.S., Misericordia University
D.O.T., The George Washington University

Rochelle Kepes

Lecturer in Nursing (2009)
B.S.N., Dominican University New York
M.S.N., Columbia University

Mariel Kerchner

Lecturer in Biology (2015)
B.S., Stony Brook University
M.S., New York Medical College

Yu Bong Ko

Lecturer in Art (2009)
B.A., Brown University
M.Ed., Teacher's College, Columbia University

Hilda A. Kogut

Lecturer in Criminal Justice (2008)
B.A., University of Massachusetts
M.P.A., Long Island University
Public Safety Consultant Adjunct, Dominican University New York

Ruth Konschak

Lecturer in Nursing (2011)
B.S., Marymount College
B.S., Pace University Lienhard School of Nursing
M.P.A., Pace University

Beth Kornreich

Lecturer in Psychology (1989)
B.A., State University of New York, Stony Brook
M.A., (A.B.D.), Fordham University
Ph.D., Fordham University

Julie Krauchuk

Lecturer in Nursing (2010)
A.A.S., Rockland Community College
B.S.N., Dominican University New York
M.S.N., Dominican University New York

Jason Lee

Lecturer in Nursing (2007)
B.S., Centro Escolar University/Mary Chiles College
M.S., College of Mount Saint Vincent

Barbara Lerman

Lecturer in Nursing (2008)
B.A., Lehman College
B.S.N, Dominican University New York
M.P.A., New York University

Toby Levin

Lecturer in Epidemiology Graduate Nursing (2016)
B.A., CUNY-Brooklyn College
M.P.H., CUNY-Hunter College
Ph.D., Walden University

Eileen Lithco

Clinical Lecturer in Nursing (2013)
B.S., Hunter-Bellvue School of Nursing
M.S., Mercy College

Taletia Lucas

Clinical Lecturer in Nursing (2015)
B.S.N., Utica College of Syracuse University
M.S.N., Mercy College

My Thuy Luu

Clinical Lecturer in Nursing (2012)
B.A., SUNY Oswego
B.S.N., Dominican University New York
M.S.N., Chamberlain College of Nursing

Jessie Lynn Main

Weekend Physical Therapy Lab Assistant (2021)
B.A., Eastern Connecticut State University
D.P.T., Dominican College

Robert Marsico

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

Jennifer Martin

Lecturer in Graduate Teacher Education (2017)
B.A., Dominican University New York
M.A., Teachers College of Columbia University

Thomas Martin

Lecturer in Psychology (2003)
A.A., Rockland Community College
B.A., Dominican University New York
M.A., Teacher's College, Columbia University

Bruce Mason

Lecturer in Business Administration (MBA) (2005)
B.A., Colgate University
M.B.A., Fairleigh Dickinson University

Lori Massad

Lecturer in Business Administration (2020)
B.S.A., University of Delaware
M.B.A., Harvard University

Lydia Maynard

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

Mildred McGrath

Lecturer in Nursing (MSFNP) (1996)
B.S.N., Seton Hall University
M.S.N., Seton Hall University

Dionne McHayle

Clinical Instructor in Nursing (2021)
M.S. FNP, Dominican College

Jacqueline McMahon

Lecturer in Nursing (2009)
A.A.S., Pace University
B.S.N., Pace University
M.S.N., Pace University

Thomas Melville

Lecturer in English (2008)
B.A., St. Peter's College
M.A., Seton Hall University
M.S., William Paterson University
Ed.D., Rutgers University

Cynthia Metcalf

Lecturer in History (2019)
B.A., University of Virginia
M.A., University of Virginia
Ph.D., University of Virginia

Diane Mitchell

Lecturer in Graduate Special Education (2015)
B.S., SUNY Oneonta
M.S., Fordham University
Ed.D., St. John's University

Gregory Mooney

Lecturer in Business Administration (MBA) (2016)
B.A., Rider University
M.B.A., Iona College

Janet Moore

Lecturer in Music (2022)
B.S., Ithaca College
M.S., Syracuse University

Eileen Mulcahy

Lecturer in Science (2020)
B.S., University of Scranton
M.S., Rutgers University
D.P.T., University of Scranton

Hannah Murphy

Lecturer in Physics (2015)
A.A., Rockland Community College
B.S., Mercy College
M.S.Ed., Lehman College

Lori Myers

Lecturer in English (2015)
B.A., Temple University
M.A., Wilkes University

Kathy Nanry-Mathieu

Lecturer in Nursing (2016)
B.S.N., Herbert Lehman College
M.S.N., Mercy College

Dominique Neebe

Lecturer in Special Teacher Education (2019)
A.A., SUNY Farmingdale
B.A., Saint Joseph's College
M.A., Farmingdale SUNY

Christine Newcombe

Lecturer in Psychology (1993)
B.A., Loyola College
M.S., Fordham University

Stephen Okaine

Lecturer in Biology (2022)
B.S., Syracuse University
M.S., Arnold and Marie Schwarts College, Long Island University

Valerie Olson

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

John D. Orth

Adjunct Professor of Political Science (2008)
B.S., William Paterson University
J.D., Pace University School of Law

Amy O'Brien

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

Ryan O'Gorman, M.S.

Director of Retention and Student Success and Lecturer in Communications (2019)
A.A., Rockland Community College
B.S., St. Thomas Aquinas College
M.S., Nyack College

Noreen O'Keeffe-Bloomer

Lecturer in Occupational Therapy (2011)
A.A.S., SUNY Rockland Community College
B.S./M.S., Dominican University New York
O.T.D. Chatham University

Nicole Paikin

Lecturer in Psychology (2014)
B.A., Lehigh University
M.A., New York University
Ph.D., New York University

Corinne Piren

Lecturer in Occupational Therapy (2015)
B.S./M.S., Dominican University New York

Paul Quinn

Lecturer in Nursing (2015)
B.S.N., Pace University
M.S.N., College of Mount Saint Vincent
Ph.D., City University of New York

Beth Quinn-O'Neil

Lecturer in Nursing (2006)
B.S., Hunter College
M.Ed., Teachers College, Columbia University

Yelitza Reyes

Lecturer in Social Work (2020)
B.A., SUNY Oswego
M.S.W., Fordham University

Sandra Ribeiro

Lecturer in Physical Therapy (2020)
B.S., Hunter College
M.E., Lehman College
D.P.T., Dominican College

Pietra Rivera

Lecturer in Occupational Therapy (2010)
B.S., Dominican University New York
M.S., Dominican University New York

Scott Rivera

Lab Assistant in Physical Therapy (2016)
B.S., Quinnipiac University
D.P.T., Quinnipiac University

Nicole Rizzitiello

Lecturer in Health Care Management (2017)
B.A., The College of St. Rose
M.P.H., New York Medical College

Katrina Roberts

Lecturer in Social Work (2016)
B.S.W., Dominican University New York
M.S.W., Fordham University

Matthew Robertson

Lecturer in History (2014)
B.A., Dominican University New York
M.S.Ed., Iona College

L. Penny Rosenblum

Lecturer in Graduate Special Education (2019)
B.S., Kutztown University
M.Ed., Vanderbilt University
Ph.D., University of Arizona

Rose Ann Ruddy

Clinical Lecturer in Nursing (2009)
A.S.N., St. Vincent's Catholic Medical Center School of Nursing
B.S.N., Dominican University New York
M.S., New York University

Lisa Rusch

Lecturer in Physical Therapy (2016)
B.S., Sacred Heart University
D.P.T., Sacred Heart University

Saeed Safaie

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

Margaret Cotter Santos

Lecturer in Nursing (2010)
A.A.A., Rockland Community College
B.S.N., Dominican University New York
M.S., State University of New York at New Paltz

Emma Sarro

Adjunct Assistant Professor of Biology (2021)
B.S., Brown University
Ph.D., New York University

Louis Sassano

Lecturer in Mathematics (2020)
B.S., Long Island University
M.A., SUNY at Binghamton

Isabel Scanlon

Lecturer in Nursing (2008)
A.A.S., Bronx Community College
B.S., Mercy College
M.S.N., Columbia University

Rachelle Schneider

Lecturer in English (2018)
A.A., Rockland Community College
B.A., Dominican University New York
M.A., Mercy College

Elizabeth Sheehy

Lecturer in Graduate Special Education (2013)
B.A., Dominican University New York
M.A., Columbia University, New York

Mary Shine

Lecturer in Nursing (2006)
B.S.N., Mount St. Mary College
M.S., Iona College

Debra Silverman

Lecturer in Biology (2015)
B.A., Brandeis University
M.D., Columbia College of Physicians and Surgeons
M.S.Ed., Dominican University New York

Jeanmarie Silverman

Lecturer in Biology (2017)
B.S., Pace University
M.S., New York Medical College

Claude Simard

Lecturer in Chemistry (2016)
A.S., Dutchess Community College
B.S., Binghamton University M.S., Lehigh University

Susan Simpkins

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

Yue-Ting Siu

Lecturer in Graduate Teacher Education (2016)
B.S., Boston University
M.A., University of Arizona
Ph.D., University of California at Berkeley

Gerri Smith

Lecturer in Psychology (2015)
B.A., State University of New York at Albany
M.A., Nova University
Ph.D., Walden University

John Spillner

Assistant Professor of Business Administration (1996)
B.B.A., Pace University
M.B.A., New York University
C.M.A., Institute of Management Accountants

Priscilla Stafford

Clinical Instructor in Nursing (2021)
B.S.N., Dominican College
M.S.N., Capella University

David Stanghellini

Clinical Lecturer in Nursing (2012)
B.A., Iona College
A.S.N., Cochran School of Nursing
B.S.N., Dominican University New York
M.S.N., Benedictine University

Dana Stilley

Lecturer in Mathematics (2019)
B.S., Brown University
M.B.A., Columbia Graduate School of Business

Renee Stolove

Adjunct Assistant Professor of Physical Therapy (2014)
B.S., Brooklyn College
B.S., Hunter College
M.A., Teachers College
M.P.H., New York Medical College School of Public Health

Teresa Sullivan

Clinical Evaluator in Nursing (2021)
A.A.N., Rockland Community College
B.A., SUNY, New Paltz
B.S.N., Dominican College
MSN FNP, Dominican College

Michael Swanwick

Lecturer in Sociology/Social Work (2019)
B.A., Marshall University
M.S.W., Fordham University
Ph.D., Capella University

Shane Taylor

Lecturer in Communications (2010)
B.A., William Paterson University
M.F.A., Mason Gross school of the Arts, Rutgers University

Dominic Tribelli

Lecturer in Communications (2019)
B.A., University of Rhode Island
M.A., Montclair State University

Jeffrey Vallon

Lecturer in Psychology (2008)
B.A., Northeastern University
M.E.D., Springfield College
M.S., New York University
Ph.D., California Coast University

Lorraine Vitale

Instructor in Nursing (2011)
A.S., Westchester Community College
B.S., Mercy College
A.A.S., Cochran School of Nursing, RN
M.S., Mercy College

Stuart Weinstock

Lecturer in Film Studies (2021)
B.A., Columbia University
M.F.A., Columbia University

Diane Weiss

Lecturer in Occupational Therapy (1987)
B.Sc. (OT), University of Western Ontario, Canada
M.A., Fairleigh Dickinson University
FAOTA, Fellow American Occupational Therapy Association

Joseph Welfeld

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 University New York
M.A., Pace University

Manuel Wilfred

Lecturer in Physical Therapy (2017)
B.P.T., KMCH College of Physiotherapy
D.P.T., University of Montana

Diana Wilkins

Lecturer in English (2009)
B.A., College of New Rochelle
M.A., Queens College
M.F.A., Lesley University

Amir Wirr

Lecturer in Psychology (2015)
B.S., The Pennsylvania State University
M.A., Iona College

Zhonghui Michelle Yan

Lecturer in Chemistry (2010)
M.S., Long Island University

Genevieve Zipp

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



OFFICE OF ACADEMIC AFFAIRS
470 Western Highway | Orangeburg, NY 10962
www.duny.edu