



Catalog 2008/2010

Graduate Programs



Dominican College



DOMINICAN COLLEGE
GRADUATE CATALOG 2008-2010



DOMINICAN
College

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

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

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

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IMPORTANT NOTICE

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

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

Academic Calendar

2008-2009

FALL TERM 2008

Aug.18 (Mon)	COLLEGE CONFERENCE/Division Meetings
Aug.19-20 (Tues-Weds)	Fall Semester Advisement/Testing/Registration
Aug.23 (Sat)	Freshman Orientation (Day/Evening Students)
Aug.25 (Mon)	Fall Semester begins
Aug.25-29 (Mon-Fri)	Late Registration & Drop/Add for Fall Semester
Sept.1 (Mon)	Labor Day—COLLEGE CLOSED
Sept.2 (Tues)	ACCEL Session I begins
Sept.5 (Fri)	Weekend College (OT, PT) Fall Trimester begins
Sept.6 (Sat)	Weekend College (Undergraduate) Session I begins
Sept.13 (Sat)	Weekend College (MS. Ed.,SWD/VI) Fall Trimester begins
Sept.13 (Sat)	Weekend College (MS. Ed,CE) Session I begins
Oct.28 (Tues)	ACCEL Session II begins
Oct.31 (Fri)	Last day for withdrawal from Fall Semester classes
Nov. 4 (Tues)	Election Day—CLASSES SUSPENDED
Nov. 14 (Fri)	Last day for January graduates to file a "Candidate for Degree" form
Nov. 15 (Sat)	Weekend College (MS. Ed,CE) Session II begins
Nov. 22 (Sat)	Weekend College (Undergraduate) Session II begins
Nov. 26-30 (Wed-Sun)	Thanksgiving Recess—COLLEGE CLOSED
Dec. 8-12 (Mon-Fri)	Final examination week, Fall semester
Dec. 25-Jan.4 (Thur-Sun)	COLLEGE CLOSED

WINTERSESSION 2009

Jan.5-16 (Mon-Fri)	Wintersession Classes
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SPRING TERM 2009

Jan.6 (Tues)	ACCEL Session III begins
Jan.9 (Fri)	Weekend College (OT & PT) Spring Trimester begins
Jan.10 (Sat)	Weekend College (MS. Ed.,SWD/VI) Spring Trimester begins
Jan.14 (Wed)	COLLEGE CONFERENCE
Jan.15 (Thur)	Spring Semester Registration
Jan.19 (Mon)	Martin Luther King Day—COLLEGE CLOSED
Jan.20 (Tues)	Spring Semester begins
Jan.20-26 (Tues-Mon)	Late Registration & Drop/Add for Spring Semester
Jan.30 (Fri)	Last day for May/August graduates to file a "Candidate for Degree" form
Feb. 7 (Sat)	Weekend College (Undergraduate) Session III begins
Feb. 28 (Sat)	Weekend College (MS. Ed,CE) Session III begins
Mar. 3 (Tues)	ACCEL Session IV begins
Mar. 31 (Tues)	Last day for withdrawal from Spring Semester classes
Apr. 6-12 (Mon-Sun)	Spring Recess—CLASSES SUSPENDED
Apr. 8-12 (Wed-Sun)	COLLEGE CLOSED
Apr. 25 (Sat)	Weekend College (Undergraduate) Session IV begins
May 2 (Sat)	Weekend College (SWD/VI) Summer Trimester begins
May 5 (Tues)	ACCEL Session V begins
May 5-11 (Tues-Mon)	Final examination week, Spring Semester
May 13 (Wed)	FACULTY CONFERENCE
May 16 (Sat)	BACCALAUREATE AWARDS
May 17 (Sun)	COMMENCEMENT

SUMMER TERM 2009

May 1 (Fri)	Weekend College (OT) Summer Trimester begins
May 25 (Mon)	Memorial Day—COLLEGE CLOSED
May 27-June 30 (Wed-Tues)	Day/Evening Summer Sessions
May 29 (Fri)	Weekend College (PT) Summer Trimester begins
June 6 (Sat)	Weekend College (MS. Ed,CE) Session IV begins
June 30 (Tues)	ACCEL Session VI begins
July 3-5 (Fri-Sun)	Independence Day—COLLEGE CLOSED

Note: Entries specifying "Fall Semester" or "Spring Semester" apply to traditional day/evening sessions only. For more detail on Weekend and ACCEL* Sessions, see next page.

Weekend College

Sessions 2008-2009

GRADUATE WEEKEND COLLEGE

Occupational Therapy	Physical Therapy	Education (SWD/VI)	Education (CE)
Fall 2008 Trimester September 5, 6, 7 September 26, 27, 28 October 17, 18, 19 November 7, 8, 9 November 21, 22, 23 December 12, 13, 14 December 19, 20, 21 (alt. dates)	Fall 2008 Trimester September 5, 6, 7 September 12, 13, 14 September 26, 27, 28 October 10, 11, 12 October 24, 25, 26 November 7, 8, 9 November 21, 22, 23 December 5, 6, 7 December 13, 14 (alt. dates)	Fall 2008 Trimester September 13, 14 September 27, 28 October 11, 12 October 25, 26 November 8, 9 December 13, 14	Session I 2008 - 2009 September 13, 14 September 27, 28 October 11, 12 October 25, 26 November 8, 9
Spring 2009 Trimester January 9, 10, 11 January 23, 24, 25 February 13, 14, 15 March 6, 7, 8 March 27, 28, 29 April 17, 18, 19 April 24, 25, 26 (alt. dates)	Spring 2009 Trimester January 9, 10, 11 January 23, 24, 25 February 6, 7, 8 February 20, 21, 22 March 6, 7, 8 March 20, 21, 22 April 3, 4, 5 April 17, 18, 19 April 25, 26 (alt. dates)	Spring 2009 Trimester January 10, 11 February 14, 15 February 28, March 1 March 14, 15 March 28, 29 April 18, 19	Session II 2008 - 2009 November 15, 16 December 13, 14 January 10, 11 January 24, 25 February 14, 15
Summer 2009 Trimester May 1, 2, 3 May 29, 30, 31 June 19, 20, 21 July 10, 11, 12 July 31, August 1, 2 August 7, 8, 9	Summer 2009 Trimester May 29, 30, 31 June 5, 6, 7 June 19, 20, 21 June 26, 27, 28 July 10, 11, 12 July 17, 18, 19 July 31, August 1, 2 August 14, 15, 16 August 22, 23 (alt. dates)	Summer 2009 Trimester May 2, 3 June 6, 7 June 20, 21 July 11, 12 July 25, 26 August 8, 9	Session III 2008 - 2009 February 28, March 1 March 14, 15 March 28, 29 April 18, 19 May 2, 3
			Session IV 2008 - 2009 June 6, 7 June 20, 21 July 11, 12 July 25, 26 August 8, 9

WEEKEND COLLEGE (UNDERGRADUATE)

Session I 2008 - 2009 September 6, 7 September 20, 21 October 4, 5 (distance learning) October 18, 19 November 1, 2	Session II 2008 - 2009 November 22, 23 December 6, 7 December 20, 21 (distance learning) January 3, 4 January 17, 18 (alt. dates)	Session III 2008 - 2009 February 7, 8 February 21, 22 March 7, 8 (distance learning) March 21, 22 April 4, 5	Session IV 2008 - 2009 April 25, 26 May 9, 10 May 30, 31 June 13, 14 June 27, 28
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Accelerated Evening

ACCEL Sessions

Session I
September 2 – October 23

Session II
October 28 – December 18

Session III
January 6 – February 26

Session IV
March 3 – May 30

Session V
May 5 – June 25

Session VI
June 30 – August 20

Academic Calendar

2009-2010

FALL TERM 2009

Aug.22 (Sat)	Weekend College (MS. Ed.,SWD/VI) Fall Trimester begins Weekend College (MS. Ed,CE) Session I begins
Aug.24 (Mon)	COLLEGE CONFERENCE/Division Meetings
Aug.25 (Tues)	Fall Semester Advisement/Testing/Registration
Aug.26 (Wed)	Fall Semester Advisement/Testing/Registration
Aug.28 (Fri)	Weekend College (PT) Fall Trimester begins
Aug.29 (Sat)	Weekend College (Undergraduate) Session I begins Freshman Orientation (Day/Evening Students) Fall Semester begins
Aug.31 (Mon)	Late Registration & Drop/Add for Fall Semester
Aug.31-Sept 4 (Mon-Fri)	ACCEL Session I begins
Sept.1 (Tues)	Labor Day—COLLEGE CLOSED
Sept.7 (Mon)	Weekend College (OT) Fall Trimester begins
Sept.11 (Fri)	ACCEL Session II begins
Oct.27 (Tues)	Election Day—CLASSES SUSPENDED
Nov. 3 (Tues)	Last day for withdrawal from Fall Semester classes
Nov. 6 (Fri)	Weekend College (Undergraduate) Session II begins
Nov. 14 (Sat)	Last day for January graduates to file a "Candidate for Degree" form
Nov. 20 (Fri)	Thanksgiving Recess—COLLEGE CLOSED
Nov. 25-29	Weekend College (MS. Ed,CE) Session II begins
Dec. 12 (Sat)	Final examination week, Fall semester
Dec. 14-18 (Mon-Fri)	COLLEGE CLOSED
Dec. 24-Jan.1 (Thur-Fri)	

WINTERSESSION 2010

Jan.4-15 (Mon-Fri)	Wintersession Classes
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SPRING TERM 2010

Jan.5 (Tues)	ACCEL Session III begins
Jan.8 (Fri)	Weekend College (OT & PT) Spring Trimester begins
Jan.9 (Sat)	Weekend College (MS. Ed.,SWD/VI) Spring Trimester begins
Jan.14 (Thur)	COLLEGE CONFERENCE
Jan.18 (Mon)	Martin Luther King Day—COLLEGE CLOSED
Jan.19 (Tue)	Spring Semester Registration
Jan.20 (Wed)	Spring Semester begins
Jan.20-26 (Wed-Tue)	Late Registration & Drop/Add for Spring Semester
Feb. 5 (Fri)	Last day for May/August graduates to file a "Candidate for Degree" form
Feb. 6 (Sat)	Weekend College (Undergraduate) Session III begins
Mar. 1-5 (Mon-Fri)	Spring Recess—CLASSES SUSPENDED
Mar. 9 (Tues)	ACCEL Session IV begins
Mar. 13 (Sat)	Weekend College (MS. Ed,CE) Session III begins
Mar. 31 (Wed)	CLASSES SUSPENDED
Apr. 1-5 (Thur-Mon)	COLLEGE CLOSED
Apr. 14 (Wed)	Last day for withdrawal from Spring Semester classes
May 1 (Sat)	Weekend College (Undergraduate) Session IV begins
May 11 (Tues)	ACCEL Session V begins
May 11-17 (Tues-Mon)	Final examination week, Spring Semester
May 18-21 (Tues-Fri)	Pre-Commencement Activities
May 19 (Wed)	FACULTY CONFERENCE
May 22 (Sat)	BACCALAUREATE AWARDS
May 23 (Sun)	COMMENCEMENT

SUMMER TERM 2010

May 7 (Fri)	Weekend College (O.T.) Summer Trimester begins
May 8 (Sat)	Weekend College (M.S. Ed,SWD/VI) Summer Trimester begins
May 21 (Fri)	Weekend College (P.T.) Summer Trimester begins
May 31 (Mon)	Memorial Day—COLLEGE CLOSED
June 2-July 7 (Wed-Wed)	Day/Evening Summer Sessions
June 12 (Sat)	Weekend College (MS. Ed,CE) Session IV begins
July 5 (Mon)	COLLEGE CLOSED
July 6 (Tues)	ACCEL Session VI begins

*Note: Entries specifying "Fall Semester" or "Spring Semester" apply to traditional day/evening sessions only.
For more detail on Weekend* and ACCEL* Sessions, see next page.

Weekend College

Sessions 2009-2010

GRADUATE WEEKEND COLLEGE

Occupational Therapy	Physical Therapy	Education (SWD/VI)	Education (CE)
Fall 2009 Trimester September 11, 12,13 October 2, 3, 4 October 23, 24,25 November 13, 14,15 December 4, 5, 6 December 11, 12,13 December 18, 19, 20 (alt. dates)	Fall 2009 Trimester August 28, 29,30 September 11, 12,13 September 25, 26,27 October 9, 10,11 October 23, 24,25 November 6, 7, 8 November 20, 21,22 December 4, 5, 6 December 12, 13 (alt. dates)	Fall 2009 Trimester August 22, 23 September 26, 27 October 17, 18 October 31, November 1 November 21, 22 December 12, 13 December 19, 20 (alt. dates)	Session I 2009- 2010 August 22, 23 September 26, 27 October 17, 18 October 31, November 1 Session II 2009- 2010 December 12, 13 January 9, 10 January 23, 24 February 13, 14 February 27, 28 March 6, 7 (alt. dates)
Spring 2010 Trimester January 8, 9,10 January 29, 30,31 February 19, 20,21 March 12, 13,14 March 26, 27,28 April 9, 10,11 April 16, 17, 18 (alt. dates)	Spring 2010 Trimester January 8, 9,10 January 22, 23,24 February 5, 6, 7 February 19, 20,21 March 5, 6, 7 March 19, 20,21 March 26, 27,28 April 9, 10,11 April 17, 18 (alt. dates)	Spring 2010 Trimester January 9, 10 January 30, 31 February 27, 28 March 13, 14 March 27, 28 April 17, 18 April 24, 25 (alt. dates)	Session III 2009- 2010 March 13, 14 March 27, 28 April 17, 18 May 8, 9 May 22, 23
Summer 2010 Trimester May 7, 8, 9 June 4, 5, 6 June 18, 19,20 July 9, 10, 11 July 23, 24,25 August 13, 14,15	Summer 2010 Trimester May 21, 22,23 June 4, 5, 6 June 11, 12,13 June 25, 26,27 July 9, 10,11 July 16, 17,18 July 30, 31, August 1 August 13, 14,15 August 21, 22 (alt. dates)	Summer 2010 Trimester May 8, 9 June 12, 13 June 26, 27 July 17, 18 July 31, August 1 August 14, 15	Session IV 2009- 2010 June 12, 13 June 26, 27 July 17, 18 July 31, August 1 August 14, 15

WEEKEND COLLEGE (UNDERGRADUATE)

Session I 2009 - 2010 August 29,30 September 12,13 September 26,27 (distance learning) October 10,11 October 24,25	Session II 2009 - 2010 November 14,15 December 5, 6 December 19,20 (distance learning) January 2, 3 Jan 16,17 (alt. dates)	Session III 2009 - 2010 February 6, 7 February 20,21 March 6, 7 (distance learning) March 20,21 April 10,11	Session IV 2009- 2010 May 1, 2 May 22,23 June 5, 6 (distance learning) June 19,20 July 10,11
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Accelerated Evening

ACCEL Sessions

Session I
September 1 – October 22

Session II
October 27 – December 17

Session III
January 5 – February 25

Session IV
March 9 – May 6

Session V
May 11 – July 1

Session VI
July 6 – August 26

Dominican College in Profile

1952 Chartered as Dominican Junior College
 1959 Chartered as a 4-year liberal arts college
 1967 First co-ed freshman class admitted
 1972 Middle States Accreditation granted
 1980 Weekend College started
 1990 ACCEL (Accelerated Evening Program) started
 1994 Chartered to offer Master of Science in Education degree
 1996 Chartered to offer Master of Science degree
 2004 Chartered to offer Doctor of Physical Therapy degree
 2007 Degrees awarded to 326 graduating students

Doctor of Physical Therapy - 19
 Master of Science in Education - 10*
 Master of Science in Nursing - 14
 Master of Science in Physical Therapy - 10
 Bachelor of Science/Master of Science in Occupational Therapy - 29
 Bachelor of Arts - 93*
 Bachelor of Science - 70
 Bachelor of Science in Education - 23*
 Bachelor of Science in Nursing - 47
 Bachelor of Social Work - 10
 Associate in Arts - 1

** Teacher certification programs completed by 58 students*

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

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

Professional and Pre-professional Programs in:

Athletic Training: C.A.A.T.E. accredited program

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

Nursing: C.C.N.E. accredited upper-division and four-year generic program; C.C.N.E. accredited advanced practice Master's program (Family Nurse Practitioner)

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

Physical Therapy: CAP.T.E. accredited Doctoral program

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

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

Graduate Teacher Education: Childhood Education; Teacher of Students with Disabilities; Teacher of Students who are Blind or Visually Impaired

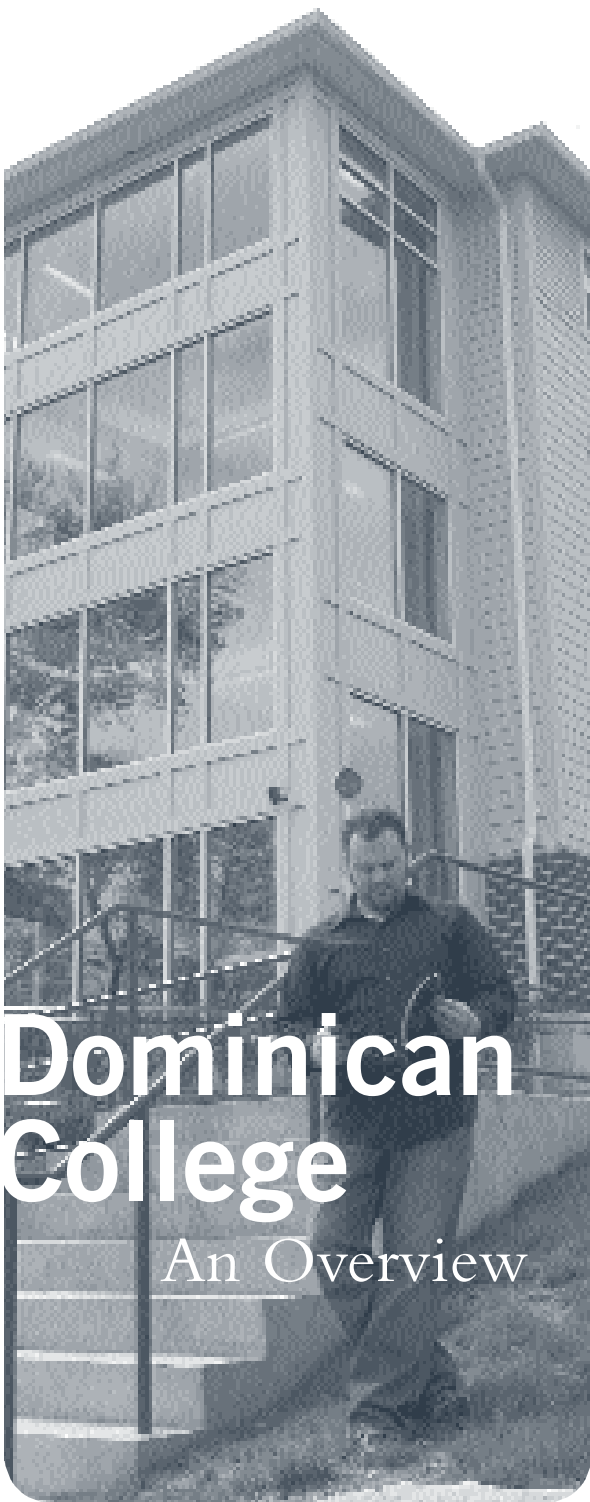
Certificate Programs in:
 Computer Information Systems; Computer Programming; Personal Computers

Faculty:
Fall 2007: 67 Full Time / 136 Part Time

Enrollment:
Fall 2007: 1,331 Full Time / 602 Part Time
 1,933 Total Enrollment

Student/Faculty Ratio: 14:1

Library: 89,832 volumes; 448 periodicals; 23,602 full-text journals on line



Dominican College

An Overview

Dominican College is an independent, four-year and graduate level liberal arts college for men and women, chart e red by the Board of Regents of the University of the State of New York and fully accredited by the Middle States Association of Colleges and Secondary Schools 8.

Our History

A spirit of community has been a significant element of the culture of Dominican College. The origins and traditions of the College, which traces its roots to the Dominican order founded in the 13th century and more immediately to the Congregation of the Sisters of St. Dominic of Blauvelt, foster an environment which is value-centered, student centered, and service oriented.

Founded in 1952 as a three-year liberal arts college, offering a teacher preparation program for women religious, the College was opened to lay students in 1957 and chartered as a four-year baccalaureate granting institution in 1959. An absolute charter was granted to the College by the Regents in 1966.

New programs were developed as the needs of a growing student body were identified. 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 leading to the Master of Science in Education for Teachers of Students with Multiple Needs. In 1996, a Bachelor of Science/ Master of Science in Occupational Therapy was added. A Master of Science in Nursing and a Master of Science in Physical Therapy were offered in 1999. In 2000, a Master of Science in Education for the Teacher of the Blind and Visually Impaired and a post-professional Master of Science in Occupational Therapy Leadership were registered. In 2002, the original Multiple needs program was replaced by a more inclusive Master of Science in Education program for Teachers of Students with Disabilities. In 2004, the Doctor of Physical Therapy

(DPT) and the transitional Doctor of Physical Therapy (tDPT) were registered. In 2007, graduate programs in Childhood Education and Business Administration were introduced.

The Palisades Institute was created in 1990 as part of Dominican

Mission Statement

The aim of Dominican College is to promote educational excellence, leadership, and service in an environment characterized by respect for the individual and concern for the community. The College is an independent institution of higher learning, Catholic in origin and heritage. In the tradition of its Dominican founders, the College 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 liberal arts foundation, the College maintains a student-centered climate and offers an array of degree opportunities in liberal arts and sciences, business, and the professions on the undergraduate and graduate levels. While the majority of its students are from its geographic region, to whose emerging educational needs it is particularly responsive, its diverse student body includes national and international representation of all races and religions.

Dominican College is dedicated to the principle that its educational programs and services must be both challenging and supportive, distinguished both by high standards and by attention to the needs and potential of the individual student.

College to serve for-profit, government, and not-for-profit organizations in Rockland County and nearby counties in New York and New Jersey. It is based on the belief that knowledge and application of the principles of Quality, Leadership, and Ethics to the myriad of issues confronting people in their work lives would lead to better results. Seminars and workshops which address issues related to the integration of the principles from a variety of perspectives are offered throughout the year.

Graduate Studies Philosophy

Through its graduate programs, Dominican College extends its traditional mission - the promotion of educational excellence, societal leadership, and service - to an already successful, diverse population of students. By offering advanced study, in breadth and in depth, Dominican emphasizes serious scholarship, independent projects, and creative research in order to enhance academic knowledge, related skills, personal fulfillment, and professional leadership.

Coordinator of Graduate Studies

The Coordinator of Graduate Studies serves as liaison between the graduate programs and the Office of the Academic Dean and coordinates, with the Graduate Studies Council, the programs, their policies, procedures, curricula, and course offerings. In addition, the office facilitates the running of the Graduate Weekend.

Students with general questions may consult with the Coordinator of Graduate Studies (845-848-6000). Questions specific to a program should be directed to the program adviser.

Organization

The College's academic disciplines are organized into six divisions:

Division of Allied Health
Athletic Training
Occupational Therapy
Physical Therapy

Division of Arts and Sciences
Biology
English
Fine Arts
Humanities
Mathematics
Natural Sciences
Philosophy
Spanish, French, Italian
Speech/Communications

Division of Business
Administration
Accounting
Business Administration
Computer Information Systems
Economics
Health Services Administration
Management

Division of Nursing
A.B.S.N.
Generic
Graduate Family Nurse
Practitioner
R.N. to B.S.N.

Division of Social Sciences
American Studies
History
Political Science
Psychology
Public Administration
Social Sciences
Social Work
Sociology/Anthropology

Division of Teacher Education
Childhood Education
Adolescence Education
Students with Disabilities
Graduate; Teacher of Childhood
Education; Teacher of Students
with Disabilities; and
Teacher of Students Who are
Blind or Visually Impaired

Accreditations

Dominican College is accredited by the Middle States Association of Colleges and Secondary

Schools and by the Board of Regents of the University of the State of New York. Undergraduate business programs are accredited by the Intercollegiate Assembly of Collegiate Business Education (IACBE). The M.B.A. will be a candidate. The baccalaureate and graduate Nursing programs are accredited by the Commission on Collegiate Nursing Education (C.C.N.E.). The Occupational Therapy B.S./M.S. is accredited by the Accreditation Council for Occupational Therapy Education (A.C.O.T.E.). The Physical Therapy program is accredited by the Commission on Accreditation in Physical Therapy Education (C.A.P.T.E.). The undergraduate and graduate teacher education programs are accredited by the Teacher Education Accreditation Council (T.E.A.C.).

Setting

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

Twelve buildings make up the present facilities of the College:

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 Business, Financial Aid, Human Resources, Registrar, and Institutional Research offices.

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 Weekend College and

Accelerated Evening Program offices, the main campus security and facilities offices, and a variety of student services are also located here. The main mailroom of the college is located on the first floor.

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

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

Forkel Hall contains classrooms, a student publications room, the Personal Counseling Services office, and offices for certain Athletic Department staff.

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

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

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

Hertel Hall is a residence hall with computer-equipped study lounges, counseling offices, and computer/cable-ready accommodations for 250 students.

Siena House is the new home, as of 2007, of the offices of the Vice President for Institutional Advancement (Fundraising services, Marketing, Alumni, Public Relations, Special Events).

Rosary Hall is a residence hall with computer/cable-ready accommodations for 165 students. The first floor accommodates the offices of the Dean of Students, Director of Residence Life, Campus Chaplain, Learning Resources Center, Coordinator of Special Services, Director of Student Activities, and Career Services.

The Sullivan Library, in Rosary Hall, provides approximately 90,000 volumes and 450 periodical titles with 24,000 full-text journals online. The collection includes reference sources, print indexes, online data bases, and other bibliographic aids. The catalogue/ circulation system is accessible via the internet. The Library is open:

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

Additional hours are available on certain weekends.

are marked with the letters “REF”. Reference materials do not circulate and must be used in the Library.

The periodical and microfilm collections are housed in Periodicals. ALL materials are for library-use only. The periodical collection is complemented by subscriptions to various online databases. Many of these databases provide full-text articles from journals that we do not currently subscribe to.

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

ON-CAMPUS RESOURCES:

Circulation/Reserves are located just inside the entrance of the Library. Here you can check out/in books, find reserve materials and ask for help. Books that circulate may be checked out by the college community at the circulation desk. Students may check out books for three weeks. Reserved materials required for course readings are located at the circulation desk. All reserve materials are library-use only unless otherwise noted.

For books and journal articles that are not available in the Dominican College Library collection you may request it through **Inter-Library loan**. Forms are available at the circulation desk or in the Periodicals.

Reference materials are located in the Library’s Huston Room. The purpose of the Reference Collection is to support the curriculum and to supply specific information. Reference items

Admissions

The Dominican College Graduate Programs accept applicants who meet College and program requirements for admission. Applications may be obtained from the Office of Admissions (866) 4DC-INFO or e-mail: admissions @dc.edu.

Academic Year

The College functions year-round and offers its courses in Fall and Spring semesters of 15 weeks each, an interim Wintersession, a variety of summer sessions, continuous eight-week sessions of accelerated courses, and three Weekend College trimesters. The graduate programs in Occupational Therapy, Physical Therapy, and Teacher Education meet in the weekend format. Nursing follows the semester system.

General Admission Requirements

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 from a non-English speaking country, submit certified translations of all prior secondary and collegiate records on a course by course basis and scores from the Test of English as a Foreign Language (T.O.E.F.L.). A minimum score of 550 or 213 on the computer-based

T.O.E.F.L.(C.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.

Undergraduates Taking Graduate Courses

With the permission of the undergraduate faculty adviser and the appropriate graduate Program Coordinator/Director, qualified upper-class students may earn credit in graduate courses; this credit may be applied to the undergraduate degree.

If a student has been admitted to a graduate program and is taking

the courses in one of the prescribed sequences (Social Sciences/Occupational Therapy, e.g.), the credit also counts as advanced standing toward the graduate degree. A student who takes such courses without being so admitted, and, who subsequently seeks program admission on the basis of having earned credit in these courses, is not guaranteed acceptance into the program.

NY State Immunization Requirement

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 and either show proof of immunization against meningococcal meningitis or have signed a response form indicating non-immunization choice, prior to their first registration.

Transfer Credit

No more than six credits for graduate courses taken at another accredited institution, prior to matriculation at Dominican College, may be granted by a program toward the Master's degree. Grades earned at other institutions do not become part of Dominican's grade point average.

Dismissal and Readmission

A student who is dismissed from a program is not automatically entitled to re-enroll at a later date. Readmission policies are governed by the program and its accrediting body.

Tuition & Fees

Graduate Tuition & Fees 2008-2010

Tuition (Per credit):	\$640
Graduate Audit Fee (Per Course):	\$250
General Fees (nonrefundable):	
Application	\$50
Registration (per term):	
Full-time (more than 12 credits)	\$350
Part time	\$175
Replacement of ID cards	\$15
Other Fees:	
Late Registration	\$50
Add/Drop	\$10
Conferring of degree	\$100
Transcripts	\$5

The College reserves the right to modify the Schedule of Tuition and Fees at its discretion . Billings for tuition and fees and any room and board charges are due as indicated on the Statement of Student Accounts. Existing unpaid balances will prevent further registration and the issuance of official transcripts and diplomas .

Checks should be made payable to Dominican College. A certified check, money order or cash must replace checks dishonored for any reason. A service fee of \$25 is charged for rejected checks. Students will be responsible for attorney's fees and other reasonable collection costs and charges necessary for the collection of any amount not paid when due. Interest will be charged on unpaid balances at the annual rate of 12%.

REFUNDS

Complete Withdrawal from the College

Students withdrawing from all courses may be entitled to full or partial refunds according to College policy, which has been formulated in accordance with Title IV Federal Regulations. The policy provides for a refund of tuition, but not fees, corresponding to the percentage of calendar days in the term during which the student is in attendance. No refunds will be given after 60% of the term has elapsed.

College policy requires that a request in writing or in person be made to the Registrar; the date the Registrar receives this notice is the date of official withdrawal. In the event that a student fails to follow the proper withdrawal procedure, the refund will be based on the last day of recorded attendance in class. In the event of a complete withdrawal from the College, a \$100 processing fee will be charged.

Partial Withdrawal from the College

For regular day and evening sessions, refunds will be granted as follows:

On or before the first day of class	100%
After the first class, before the end of the first week of class	90%
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

For weekend sessions, refunds will be granted as follows:

On or before the first class meeting	100%
Before the second weekend	80%
Before the third weekend	50%
After the third weekend	No refund

For accelerated evening sessions, refunds will be granted as follows:

On or before the first class meeting	100%
Before the second class meeting	80%
Before the third class meeting	50%
After the third class meeting	No refund

Illustrative examples of refund calculations are available in the College's Business Office.

Financial Aid

Matriculated graduate students may be eligible for a limited number of financial aid programs. Information is available from the Financial Aid Office (*Cooke Hall, ext. 7818*).

Students in a dual degree program (B.S./M.S. or B.A./M.S.) will be treated as undergraduates for the purpose of financial aid until they enroll for graduate credit as prescribed by their programs.

New York Tuition Assistance Program (T.A.P.)

Only full-time graduate students may be eligible for this program. Applications and information may be obtained from the Financial Aid Office.

Scholarships

Len Cohen Scholarship

For the M.S. in Education Program for Teachers of the Blind and Visually Impaired.

Albert Dietzel Memorial Scholarship

Offered by the Franklin Lakes Lions Club for the M.S. in Education Program for Teachers of the Blind and Visually Impaired.

Lavelle Foundation Scholarship

For Teachers of the Blind and Visually Impaired for the M.S. in Education Program for Teachers of the Blind and Visually Impaired.

Lavelle Fund Scholarship

Up to \$15,000 per year for legally blind students from NY/NJ/CT.

Vatter Scholarship

for the MBA Program.

Most of the scholarships are offered at entrance to the College.

Federal Loan Program

Through the Federal Loan Program, loans are available to matriculated graduate students who are enrolled for at least six credits per semester or trimester. Students must first file a F.A.F.S.A. Form. The Form and information may be obtained from the Financial Aid Office.

Federal and Institutional Work-Study Programs

Information is available in the Financial Aid Office.

Academic Information

Grading System for Graduate Courses

Grade	Credits	Quality Points
A	(96 – 100)	4.0
A-	(90 – 95)	3.7
B+	(86 – 89)	3.5
B	(80 – 85)	3.0
C+	(76 – 79)	2.5
C	(70 – 75)	2.0
F	(below 70)	0
FX	Failure due to unofficial withdrawal	0
W	Withdrawal without penalty	—*
INC**	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. A "request for Incomplete Grade" form is completed by the instructor, signed by the student, and submitted to the Academic Dean. The "INC" becomes an "F" if the requirements are not satisfied by the time limit specified by the program and submitted to the Registrar by the start of the next session.

Satisfactory

Academic Progress

Federal and state regulations and Dominican College policy require that students maintain satisfactory academic progress to qualify for continued funding. Students must meet the academic requirements of their programs. Additional information may be obtained from the Financial Aid Office.

The evaluation of student achievement in course work is a responsibility of the teaching faculty. Faculty judgement is based on concrete evidence of the level of student mastery of the various means of assessment used by instructors.

The grade point average, or cumulative index, defines the level of scholarship achieved by a student. It is used in determining academic standing. 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.

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.

Registration, Change of Program, Withdrawal, Changes in Requirements

A student must be officially registered for each course.

Regulations and procedures for registration are published each semester by the Office of the Registrar. There is a fee for late registration. 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 record.

The symbol "W" will be entered on the transcript when the official withdrawal occurs before the student has advanced beyond two-thirds of the scheduled sessions of the course. Students should consult with their instructors and program advisers.

The symbol "FX" will be entered on the transcript in the case of unofficial withdrawal and carries the same penalty as an "F" grade.

Academic Standing

Students must meet the academic standards of their respective programs. Grades are reviewed each semester or trimester by program advisers and directors.

Changes in Requirements

Degree requirements in effect when a student is accepted normally remain in effect until completion of the degree. When changes in degree requirements

are made, they will be applied only after advance notice to the student(s) and will not be retroactive with respect to work already completed. Final determination is made by the Academic Dean in consultation with the Graduate Studies Council.

Transcripts

Transcripts must be requested by letter or in person from the Office of the Registrar. A fee of \$5 will be charged for each transcript, official or unofficial. No official transcript will be issued for a student who is under any financial obligation to the College.

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

Student Records

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

Research Policy

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

Statement of Academic Integrity

As students and faculty of Dominican College and as members of a larger academic community, we hold ourselves responsible for the maintenance of academic integrity. Our standard of integrity precludes any form of knowing and willful misrepresentation of one's work or performance in fulfilling course requirements or any other requisites for certificates and degrees.

Faculty members have the obligation to promulgate this standard and to instruct their students in appropriate procedures. Students have the right to learn and develop in an environment characterized, so far as possible, by academic integrity.

Breaches of Academic Integrity

Breaches of academic integrity include such practices as:

1. plagiarism, that is, failing to acknowledge adequately the source of words or ideas which are not one's own;
2. copying or buying completed assignments, research results, or creative works even with the author's or creator's knowledge and permission - if the work is represented as one's own;
3. fraudulent procurement, use, or distribution of examinations;
4. giving or receiving information during examinations;
5. using unauthorized materials during an examination;
6. signing another's name to examinations, reports, or papers;
7. misrepresentation of reasons for not completing assignments, not appearing at examinations, or for prolonged absence from class.

Attempting any such practices is also a breach of academic integrity, even if the attempt is unsuccessful.

Penalties

The obligation for determining a penalty in a course normally lies first and foremost with the instructor who has the responsibility for assessing the quality of students' work in the course. Depending on the nature and seriousness of the breaches of integrity that have occurred, the instructor may impose one or more of several penalties in common use at institutions of higher education. In a case that the instructor judges to be serious, the penalty may be a failing grade for the course. Repeated violations of academic integrity will result in dismissal from the College.

Appeal

Persons accused of violations of academic standards may appeal their cases by applying to the next level of authority, i.e., from the Instructor to the Program Coordinator/Director, to the Division Director, and finally to the Office of the Academic Dean; the Dean may refer the matter to the Graduate Studies Council for review and recommended action.

A student presenting appeals has the right (a) to know the reason for the assigning of the penalty, (b) to expect that College officials will make a good-faith inquiry into the facts that resulted in the penalty, (c) to be given the opportunity to present the student's own version of the facts, (d) to receive a decision emerging from an exercise of honest discretion based on the knowable facts, and (e) to be given that decision within a reasonable time (as conditioned by the availability of the persons involved.)

Application for the Degree

Students completing degree requirements submit a degree application to the Office of the Registrar no later than the deadline date in the academic calendar during the last term in attendance. Degrees are awarded at the end of the fall, spring, and summer terms to students who

have fulfilled all requirements and have met all financial obligations to the College.

Commencement exercises are held following the close of the Spring semester, and participation is open to students who have completed or will complete degree requirements during the current academic year. Students who are within six credits or two courses of degree completion and who can fulfill the requirements prior to the beginning of the next academic year may participate in the Commencement exercises. However, no degree will be conferred or released until all academic and financial requirements have been satisfied.

Inventory of Registered Graduate Programs

The following graduate degree programs are offered by Dominican College and registered by the New York State Education Department.

PROGRAM	HEGIS CODE
M.S. in Education: Teacher of Students with Disabilities	0808
Teacher of Childhood Education	0802
Teacher of Students Who are Blind or Visually Impaired	0814
M.S. in Nursing for Advanced Practice as a Family Nurse Practitioner	1203.10
B.S./M.S. in Occupational Therapy	1208
D.P.T. - Doctor of Physical Therapy	1220
B.A. Biology/D.P.T.	0401/1220
M.B.A., Master of Business Administration	0506

Student Services

Accommodations for Disabilities

Dominican College is committed to making quality education a reality for all qualified students. For additional information on specific services and accommodations, students may call the Coordinator of Special Services at (845) 848-4035.

Bookstore

The college bookstore is located on the second floor of Granito Hall. Hours are posted. For information, call (845) 680-0353.

Cafeterias

The Granito Center is open at mealtimes for the resident and non-resident college community. A cafeteria in Casey Hall is open at appropriate hours when classes are in session. For information, call (845) 848-7916.

Campus Ministry

Pastoral counseling is available to all students through the office of Campus Ministry. You are invited to call (845) 848-4031 at any time.

Career Planning and Placement

The Office provides students with information and assists them in making career choices. Employment opportunities and related information are available. The Office is open for the use of part-time, evening, Accel, and weekend students by appointment. Evening hours are scheduled during Fall and Spring semesters.

For additional information, call (845) 848-4032, 4033.

Computer Laboratories

Dominican's campus-wide computer network offers its students various points of access. There are computer labs in Casey Hall and the Prusmack Center.

All lab PCs have the Microsoft Office Suite, Internet access, and access to a laser printer. There are additional computers in the Library, the Learning Resources Center, and the Casey Cybercafé.

Student Health Center

Health services for students are located on the second floor of Granito Hall. Hours are posted. For information, call (845) 848-7917, 7918.

Hennessy Center

The Hennessy Center for Student Life houses a 10,000 square-foot gymnasium, running track, fitness, training, and locker rooms, as well as facilities for meetings and conferences. The Center hosts inter-collegiate athletic contests, open recreation, and student events. There is no charge to students and faculty for the use of the facility. For information, call (845) 848-7704.

Learning Resources Center

Devoted to coordinating special help in basic mathematics, reading, writing, and other subjects, the Center is open at convenient times and operated by a director and qualified staff. Computers with up-to-date software are available. In addition, a closed-circuit television (C.C.T.V.) and a voice-activated, zoom-text computer are available for visually impaired students. Students are encouraged to take advantage of the services that the Center provides. For information, call (845) 848-4054, 4056.

Library

The Sullivan Library, located in Rosary Hall, is open at convenient times during the day, in the evening, and on weekends. For information, call (845) 8487502, 7505, 7507.

The Library has available, in addition to materials housed in the Library, electronic access to online databases and internet resources. These services can be accessed from either the main or periodical Library. The Library also offers remote access to its electronic resources. To utilize remote access you must have internet access. Contact the Library for a user I.D. and password.

The Library also has an internet-based circulation/card catalog system. Contact the Library for more information.

Parking

Students are expected to park in the student parking lots. Spaces adjacent to college buildings are provided for visitors and faculty. Parking policies are available in the business office.

Curricula & Course Offerings

Consult the detailed descriptions in the program sections for Business Administration, Nursing, Occupational Therapy, Physical Therapy, and Teacher Education.



Graduate Programs

and Course Descriptions

Master of Business Administration

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

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

The Master of Business Administration is a 57-credit program that can be completed in approximately 18 months. Up to 21 credits of the Basic Core courses will be considered for waiver based on prior undergraduate academic work. The majority of courses are offered on an eight-week accelerated basis. Students must complete specified prerequisite Basic Core courses before moving on to certain Advanced Core courses. It is these Basic Core courses (with the exception of one required communications course) that are subject to possible waiver.

Summary of Requirements: MBA

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

All Basic Core, Advanced Core, and Elective Courses must be completed before a student can move on to the Capstone Experience, which includes the Business Policies course and the selection of either a Thesis or a Business Plan project. Exceptions to the prescribed sequencing of coursework will be allowed only under unusual circumstances, and only with prior written permission of the Coordinator of the MBA program: (845) 848-4102.

MBA PROGRAM OF STUDY

BASIC CORE COURSES (24 credits)

- MB 500 Communication Tools for Managers
(cannot be waived)
- MB 501 Financial Accounting
- MB 502 Fundamentals of Management
- MB 503 Economics For Managers
- MB 505 Marketing Management
- MB 506 Management Information Systems
- MB 507 Organizational Behavior
- MB 508 The Global Manager

ADVANCED CORE COURSES (12 credits)

- MB 600 Managerial Finance
- MB 601 Managerial Statistics
- MB 602 Decision Making and the Ethical
Manager
- MB 603 Strategic Management

ELECTIVE COURSES (12 credits)

Select from the following courses:

- MB 604 Operations Management
- MB 605 *Human Resource Administration
- MB 606 *Labor Relations
- MB 607 The Dynamics of Effective
Leadership
- MB 608 *Training and Development
- MB 609 *Industrial Psychology

* Students who elect to specialize in the area of Human Resources must take these courses.

CAPSTONE COURSES (9 credits)

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

TOTAL CREDITS FOR PROGRAM: 57

Note: Students who have completed undergraduate courses that fulfill the requirements of some of the Basic Core courses, and who received a grade of B or better in those courses, will be considered for a waiver of up to 21 credits. Courses eligible for waiver consideration must have been taken in the 6 years prior to admission to Dominican's MBA Program, and must have been taken at an accredited baccalaureate-degree-granting institution. The determination of course equivalencies for waiver purposes will be made by the program Coordinator and faculty on the basis of transcript evaluation.

COURSE DESCRIPTIONS

BASIC CORE

MB500 Communication Tools For Managers (3)

Managers are increasingly being called upon to communicate information clearly via various technological methods. In this course, individuals will be given the opportunity to perfect their written and oral communication skills using a variety of methods and tools, including Power Point.
(Course cannot be waived.)

MB 501 Financial Accounting (3)

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

MB 502 Fundamentals of Management (3)

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

MB 503 Economics for Managers (3)

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

MB 505 Marketing Management (3)

In this course, individuals will examine the marketing mix from the perspective of management, with particular attention to how decisions concerning target markets, marketing research, planning, and strategy are accomplished. Attention is given to product development, pricing, promotion, distribution, and the ethical dimensions that are involved in the management of these areas.

MB 506 Management Information Systems (3)

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

MB 507 Organizational Behavior (3)

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

(Prerequisite: MB 502)

MB 508 The Global Manager (3)

This course provides individuals with an understanding of how practices of management are impacted by the context of the culture within which they take place. Emphasis is given to the strategies and organizational structures that must be created or changed when operating within different competitive, legal, technological, and social environments.

ADVANCED CORE

MB 600 Managerial Finance (3)

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

(Prerequisite: MB 501)

MB 601 Managerial Statistics (3)

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

MB 602 Decision Making and the Ethical Manager (3)

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

MB 603 Strategic Management (3)

This course emphasizes how business unit planning contributes to the overall strategy of an organization. Strategy formulation within domestic and international environments contains elements of competitive analysis, environmental analysis, analysis of the current and anticipated structures of an organiza-

tion, and the political, social, and legal environments within which the creation of strategies occurs.

(Prerequisite: MB 502)

PRO-

GRAM ELECTIVES

MB 604 Operations Management (3)

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

(Prerequisite: MB 502)

MB 605 Human Resource Administration* (3)

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

MB 606 Labor Relations* (3)

In this course, the relationship between union and management will be explored. Issues such as collective bargaining and negotiation, labor practices, arbitration and mediation, and contract administration will be discussed, as well as the historical role that unions have played from their conception until the present time.

(HR Specialization)

MB607 The Dynamics of Effective Leadership* (3)

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

(HR Specialization)

MB 608 Training and Development* (3)

Once organizations have appropriately staffed their organizations, ongoing training of personnel must be accomplished. In this course, effective training systems are explored, including assessing current training needs, designing and delivering appropriate training programs, and obtaining feedback concerning the effectiveness of training programs.

(HR Specialization)

MB 609 Industrial Psychology* (3)

In this course the various psychological and testing methods frequently used in organizational settings are explored. The field of psychology as it is applied to business is used to examine the topics of personality, cognition, personnel selection and training, and appraising and developing employees.

(HR Specialization)

CAPSTONE COURSES

MB 700 Business Policy and Decision-Making (3)

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

MB 701 Thesis Seminar (2 parts, 6)

In this course, individuals derive an idea for a research project that is related to their concentration

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

-- OR --

MB 702 Business Plan Formulation (2 parts, 6)

In this course, students will develop an entire business plan, including the marketing, promotion, pricing, distribution, and financing arrangements that will be used for the proposed business initiative

Sample Curriculum Pattern: Masters of Business Administration

YEAR 1					
Session 1		Credits	Session 2		Credits
MB 502	Fundamentals of Management	3	MB 505	Marketing Management	3
MB 500	Communications Tools For Managers	3	MB 602	Decision Making and the Ethical Manger	3
MB 501	Financial Accounting (16-week course, Part I)	3	MB 501	Financial Accounting (16-week course, Part II)	-
Session 3		Credits	Session 4		Credits
MB 506	Management Information Systems	3	MB 507	Organizational Behavior	3
MB 606	Labor Relations	3	MB 600	Managerial Finance	3
MB 503	Economics For Managers (16-week course, Part I)	3	MB 503	Economics For Managers (16-week course, Part II)	-
Session 5		Credits	Session 6		Credits
MB 508	The Global Manager	3	MB 605	Human Resource Administration	3
MB 603	Strategic Management	3	MB 604	Operations Management	3
MB 601	Managerial Statistics (16-week course, Part I)	3	MB 601	Managerial Statistics (16-week course, Part II)	-
YEAR 2					
Session 1		Credits	Session 2		Credits
MB 700	Business Policy and Decision Making	3	MB 607	The Dynamics of Effective Leadership	3
MB 609	Industrial Psychology	3	MB 701	Thesis Seminar (16-week course, Part I)	6
			OR		
			MB 702	Business Plan Formulation (16-week course, Part I)	6
Session 2		Credits			
MB 608	Training and Development	3			
MB 701	Thesis Seminar (16-week course, Part II)	-			
	OR				
MB 702	Business Plan Formulation (16-week course, Part II)	-			
TOTAL					57

selected. In addition, the probable effects of competition, legal regulations, and other external factors on the proposed business operations must be investigated. Before registering for this course, a student must submit to the appropriate faculty member and the Coordinator of the MBA program a written proposal for the business plan that he/she would like to formulate.

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

ADMISSIONS AND PROGRAM STANDARDS

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

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

- Completed application form
- An official transcript documenting a baccalaureate degree from an accredited undergraduate institution with a grade point average of at least 3.0 on a scale of 4.0. 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.

- A GMAT report showing a score of 450 or higher. As above, other factors may also be considered. Eligibility for waiver of GMAT scores will be considered for candidates who possess at least 6 years of progressive business experience and/or present an undergraduate GPA of 3.3 or better
- A TOEFL score, if English is not the first language of the applicant
- Two letters of recommendation
- An essay stating the purpose for which the candidate is seeking the degree of Master of Business Administration
- A personal interview may be required

WAIVER CREDITS

The Master of Business Administration is a 57-credit program. However, under the following circumstances, and subject to the review of the Coordinator

For students whose undergraduate coursework was completed at Dominican College, for example, the stated course equivalencies will be as follows:

BACCALAUREATE COURSES	MBA BASIC CORE REQUIREMENTS
MK 114 Fundamentals of Marketing and MG 345 Marketing Management	MB 505 Marketing Management
AC 111 Financial Accounting and AC 112 Management Accounting	MB 501 Financial Accounting
MG 341 Human Relations of Management and MG 368 Organizational Behavior	MB 507 Organizational Behavior
MG 211 Introduction to Management and either MG 331 Human Resource Management or MG 373 Leadership, Power and Influence	MB 502 Fundamentals of Management
EC 211 Macroeconomics and EC 212 Microeconomics	MB 503 Economics For Managers
CI 211 Introduction to Computer Based Systems and CI 252 Systems Analysis and Design	MB 506 MIS
MG 355 International Management and either BU 325 International Business or MK 326 Global Marketing	MB 508 The Global Manager

and faculty of the MBA program, up to a maximum of 21 credits previously taken at Dominican College or other accredited undergraduate institutions may entitle the student to a possible waiver of equivalent Basic Core Courses. Two undergraduate courses, both of which meet the appropriate criteria as outlined below, will result in the waiver of one MBA core course. Waiver eligibility requirements, including the “admissions and program standards” as outlined on the previous page, are as follows:

- A minimum grade of B for each course considered as a basis for waiver
- The courses submitted for a proposal of waiver must be deemed comparable to the equivalent courses being offered in the Master of Business Administration Pro-program at Dominican College
- The courses submitted as a basis for waiver must have been completed no more than 6 years prior to the application for waiver

No separate application for waiver is required. Student transcripts are reviewed by the Director of the MBA program in consultation with other program faculty, and any determination of waivers granted is communicated to the College Registrar via a Waiver Eligibility form.

TRANSFER CREDITS

The expectation is that all courses for the degree will be taken at Dominican College. A maximum of six credits from other institutions may be considered for transfer, at the discretion of the MBA program Coordinator.

Transfer credits must meet the following criteria before being considered for eligibility.

- A minimum grade of B for each course considered for transfer
- The course(s) must be deemed comparable to the equivalent course offering(s) at Dominican College
- Courses must have been completed within the past six years

RESIDENCY

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

STUDENTS IN GOOD STANDING

Once accepted into the MBA program, students must meet the following standards to remain in good standing:

- A minimum GPA of 3.0 with no individual course grade below C
- Adherence to all of the College’s published policies and procedures
- Completion of the degree within 8 years of matriculation into the program

Graduate Program in Nursing

(845) 848-6026, 6029 or fax: (845) 398-4891

The Division of Nursing offers a Master of Science degree program, Family Nurse Practitioner. The Graduate program in Nursing builds on the philosophy and organizing framework of Dominican’s undergraduate nursing program. The Division emphasizes the pursuit of truth and academic excellence. The program is designed around an evolving body of knowledge that encompasses life processes of unitary human beings in their environment. Emphasis is placed on integration of practice and theory across diverse settings where primary care is delivered within the context of family centered care. The program is registered by the New York State Education Department and holds national accreditation approval through the Commission on Collegiate Nursing Education (C.C.N.E.).
CCNE, One Dupont Circle NW, Suite 530, Washington, DC, 200361120; phone (202) 887-6791

PROGRAM OF STUDY

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

ADMISSIONS

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

1. be a graduate of a fully accredited, license-qualifying baccalaureate degree nursing
2. hold a license to practice registered professional nursing in New York State and/ or be eligible to hold same.
3. have a minimum of one year of professional experience as a licensed registered nurse.*
4. have earned a minimum undergraduate grade point average of 3.00 with a B course grade in each undergraduate nursing course and a B average in all natural sciences coursework.**

5. submit evidence on official transcripts of: (a) baccalaureate level health assessment course; (b) introductory nursing research course; (c) introductory statistical methods course.
6. write a personal essay including a statement of career goals.
7. submit three letters of recommendation on official stationery, at least one of which testifies to the candidate's clinical skills.
8. submit a complete and current health record, malpractice insurance, and such other documents as are required by the Division of Nursing.
9. submit a completed application with non-refundable application fee.

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

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

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

ADVISEMENT

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

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

ACADEMIC REQUIREMENTS

In order to maintain continuous enrollment in the program, all graduate students must achieve a "B" in all clinical courses and maintain a cumulative grade point average of 3.00 to continue in the sequence and graduate from the program.

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

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

LENGTH OF PROGRAM

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

DEFERRED ENROLLMENT, LEAVE OF ABSENCE, WITHDRAWAL

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

Once enrolled, a student may request a leave of absence from the College, which, when granted, permits the student to maintain matriculated status although not in attendance and to resume study without applying for readmission. Leave of absence status is ordinarily granted for no more than two semesters. To be official, this request must be submitted in writing to the Registrar and the Program Coordinator at least one month prior to the beginning of the term for which the leave is sought, unless extenuating circumstances prevail.

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

during this one-week period, no notation of the withdrawal will appear on the official record.

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

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

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

HEALTH REQUIREMENTS

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

Summary of Requirements: GRADUATE PROGRAM IN NURSING

Required Courses (36 credits):

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

Elective Courses (6 Credits):

- MA 226 Inferential Statistics (3)
- NR 610 Research Praxis II (3)
- NR 730 Power, Politics, and Policy (3)
- NR 750 Financing Health Care Delivery Systems (3)
- NR 770 Curriculum Design in Nursing (3)
- NR 790 Measurement and Evaluation Procedures (3)

When selecting electives, students may choose to pursue one of three recommended “tracks”: Administration (NR 730, NR 750) Research (MA 226, NR 610), or Education (NR 770, NR 790).

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

CLINICAL SITES

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

COURSE DESCRIPTIONS

NR 500 Comprehensive Health Assessment (4)

This course builds on previous undergraduate health assessment knowledge. Students will hone their interviewing skills and obtain a comprehensive health history; perform a comprehensive physical examination; and record assessment data on age-specific clients. Cultural and ethnic variations as well as diagnostic data constitute the client composite profile. Knowledge gained from this course prepares the advanced practice nurse to determine, plan, and monitor the health status of individual clients over time.

(Two-hour lecture, six-hour clinical.)

NR 520 Principles of Pathophysiology (4)

This course builds on previous undergraduate concepts of integrative physiology. Lecture and problem-solving exercises expand student knowledge of relevant pathophysiological processes involving major organ systems. Content in this course focuses on organismal changes associated with selected disease states, thus enabling students to analyze physiologic responses to illness and provide accurate treatment modalities.

NR 540 Pharmacology in Health and Disease (4)

This course builds on student's undergraduate knowledge of basic pharmacology. The role of the advanced practice nurse in prescribing, administering, and monitoring client pharmacotherapy is explored. Content in this course focuses on pharmacotherapeutics, pharmacodynamics, pharmacokinetics, and pharmacanthropology as well as ethical/legal considerations in managing drug therapy.

Prerequisite: NR 520

NR 560 Role Differentiation in Advanced Practice Nursing (2)

This course focuses on the reparation of the advanced practice nurse as a collaborative practitioner in today's health care system. The origins of the advanced practice nursing movement and the roles and functions of advanced practice nurses are discussed. Course content emphasizes professional socialization as an advanced practice nurse, empowering the student to act assertively, think critically, and effectively execute interdisciplinary relationships.

NR 580 Theoretical Foundations of Nursing (3)

This course focuses on the foundations of nursing practice. Knowledge of natural, biological, physical, and social sciences together with current research guides advanced practice nursing. The student discusses, analyzes, and critiques the theoretical foundations of nursing practice with a perspective toward developing a comprehensive, holistic approach to client care.

NR 600 Research Praxis I (3)

This course builds on undergraduate nursing research knowledge. Course content focuses on the utilization of new knowledge to provide high quality care, initiate change, and improve nursing practice. The student identifies researchable problems within the clinical setting, applies the research process, and develops a guided nursing research project.

NR 610 Research Praxis II (3)

This course builds on NR 600. The focus of this course is theories of measurement, reliability, and validity of research instruments, and use of statistical tools for both quantitative and qualitative research questions. Under faculty guidance, students select a research problem and design a study.

NR 640 Advanced Practice Family Nursing I: Focus on Children, Adolescents, Young Adults (4)

The focus of this course is on health of children, adolescents, and young adults within the context of the family. Primary, secondary, and tertiary levels of

prevention are emphasized. Health promotion, differentiation of normal from abnormal findings, refinement of developmental depth clinical practice, and engagement in opportunities that define roles as diagnostician, educator, advocate, and collaborator with children, adolescents, and young adults in a variety of health care delivery systems.

(Two-hour lecture, ten hours clinical per week.)

Prerequisites: NR 500, NR 520, NR 540

NR 660 Advanced Practice Family Nursing II: Focus on Middlecence (4)

The focus of this course is primary, secondary, and tertiary levels of prevention in middle-aged adults within the context of family-centered care. Health promotion, adult health risks, maturational and situational crises of middlecence are emphasized. The role of the advanced practice nurse in anticipatory guidance, particularly affecting women's health, is explored. Course content includes biopsychosocial phenomena and cultural and ethnic variations in middlecent populations. Students engage in in-depth clinical experiences that provide venue for family nurse practitioner role enactment.

(Two-hour lecture, ten hours clinical per week.)

Prerequisites: NR 500, NR 520, NR 540

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

The focus of this course is primary, secondary, and tertiary levels of prevention in older adults within the context of family-centered care. Health promotion, adult health risks, maturational and situational crises of older adults are emphasized. The role of the advanced practice nurse in anticipatory guidance, particularly as it effects older adults, is explored. Course content includes biopsychosocial phenomena and cultural, and ethnic variations in elder populations. Students engage in in-depth clinical experiences that provide for family nurse practitioner role enactment.

(Two-hour lecture, ten hours clinical per week.)

Prerequisites: NR 500, NR 520, NR 540, NR 660

NR 700 Integrated Advanced Practice Nursing (4)

The focus of this course is primary, secondary, and tertiary levels of prevention in individuals across the lifespan within the context of family-centered care. Health promotion, health risks, and health crises of families are emphasized. The roles of the advanced practice nurse as diagnostician, educator, advocate, and collaborator are refined. Students engage in in-depth clinical experiences with families in a variety of health care settings. Students will complete 300 hours of clinical practice and submit a written project to satisfy course requirements.

(Twenty hours clinical per week.)

Prerequisites: All 500 and 600 level courses.

NR 730 Power, Politics, and Policy (3)

The focus of this course is on roles and responsibilities of nurses in health care policy-making. Topics include political history of health workforce policy, the corporatization of health care, political context of federal and state regulation of the health professions, and ethical responsibility in the health care marketplace.

NR 750 Financing Health Care Delivery Systems (3)

The focus of this course is financial management of health care agencies. Topics include health care financing and reimbursement systems, budget preparation, operating in a cost-conscious environment, and analyzing the impact of financial information on nursing within varied health care delivery systems.

NR 770 Curriculum Design in Nursing (3)

The focus of this course is curriculum development in nursing education. Various nursing theorists, curriculum patterns, and models of nursing education are analyzed. Students write a program philosophy, organizing framework, and nursing curriculum to satisfy course requirements.

NR 790 Measurement and Evaluation Procedures (3)

The focus of this course is development of teacher-

made evaluation materials. Use and interpretation of standardized tests, preparation of test blueprints and use of instructional resources are emphasized.

MA 226 Inferential Statistics (3)

Descriptive statistics, sampling distributions, point and interval estimation, random variables; one and two sample tests; hypothesis tests of the mean, proportion, and variance; ANOVA of multiple classifications; linear, non-linear and multiple regression; correlation; design, execution, and analysis of original research are covered topics.

Graduate Program in Occupational Therapy

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

Occupational Therapy is the art and science of the analysis and application of meaningful activities (occupations) to restore, reinforce, and enhance performance; to facilitate learning of those skills and functions essential for adaptation, productivity, and engagement; to diminish or correct pathology; and to maintain and promote health and wellness.

“Occupation” in this context refers to everyday life activities that have meaning and value to the individual. Occupational Therapy is skilled treatment

Recommended Curriculum Pattern: Nursing

FULL TIME: YEAR 1		
Fall (13 Credits)	Spring (11 Credits)	Summer (7 Credits)
NR 500 (4)	NR 540 (4)	NR 660 (4)
NR 520 (4)	NR 600 (3)	Elective (3)
NR 560 (2)	NR 640 (4)	
NR 580 (3)		
YEAR 2		
Fall (7 Credits)	Spring (4 Credits)	
NR 680 (4)	NR 700 (4)	
Elective (3)		
PART TIME: YEAR 1		
Fall (8 Credits)	Spring (7 Credits)	Summer (6 Credits)
NR 500 (4)	NR 540 (4)	NR 660 (4)
NR 520 (4)	NR 580 (3)	NR 560 (2)
YEAR 2		
Fall (7 Credits)	Spring (7 Credits)	Summer (7 Credits)
NR 640 (4)	NR 680 (4)	NR 700 (4)
NR 600 (3)	Elective (3)	Elective (3)

wherein the fundamental concern is directed toward developing and maintaining the skills necessary for individuals to participate in activities for independent and satisfying lives. Occupational Therapy practitioners select occupations and activities for specific clients to meet therapeutic goals.

Occupational Therapy provides services to enhance performance for individuals without disabilities and to those whose abilities to cope with the tasks of living are threatened or impaired by developmental deficits, the aging process, poverty and cultural differences, mental illness, and/or learning disabilities.

ENTRY-LEVEL MASTER'S PROGRAM

BACHELOR OF SCIENCE/MASTER OF SCIENCE IN OCCUPATIONAL THERAPY

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

The entry-level Master's program is fully accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA).
AOTA, 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 208241220; phone (301) 652-AOTA.

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

ADMISSION AND PROGRAM STANDARDS

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

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

- OTAs and other transfer students who do not have Baccalaureate degrees can apply for entry into the OT professional curriculum after successful completion of prerequisite courses and a minimum of 60 credits of Liberal Arts coursework, which include the College's General Education Curriculum.
- Other applicants may enter a pre-professional curriculum in the Social Sciences as freshmen at Dominican College, which will provide general education and will meet all of the Occupational Therapy Master's program prerequisites (consult the Undergraduate Catalog). After completing this preprofessional curriculum, students may apply for admission to the Master's Program.

PREREQUISITES

All candidates for the Occupational Therapy program must be admitted to the College through the Office of Admissions prior to initiating the admissions process for Occupational Therapy. After a candidate is admitted to the College, the Academic Studies Coordinators in the Occupational Therapy Program provide course advisement, course approval, and continuing guidance during the student's remaining prerequisite coursework and throughout the course of study in the Occupational Therapy program. All applicants must complete the following prerequisites prior to admission to the OT Entry-Level Master's program. Courses previously taken at other institutions may be transferred in except for the courses indicated.

- Anatomy & Physiology I & II*
- Abnormal Psychology*
- Topics in Physics/Physics*
- Group Dynamics*
- Kinesiology in Occupational Therapy Practice**
- Sociology General Psychology I or equivalent Neuroscience*
- Developmental Psychology I and II or equivalent Introduction to Statistics or Psychological Statistics Math 112 (if needed)*
- Overview of OT Practice for OTAs**
- Introduction to OT Practice for non/OTAs**

**Must be taken at Dominican*

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

1. Writing proficiency is critical in the profession of Occupational Therapy, and Dominican College is committed to providing its students with the kind of preparation that will assist them in the program and in their later careers; thus, all students are required to provide an on-site writing sample as part of the Program's admission process. Students should contact the Academic

Studies Coordinator within 6 months of admission to the College regarding the procedures for a writing sample. Students may be required to enroll in writing courses or workshops as a result of this process.

2. The Anatomy & Physiology Challenge Examination is required for all applicants who took Anatomy & Physiology courses more than five years before application to the program at Dominican College. Only students who received a grade of B- or better are eligible to take this challenge exam. Students who fail this challenge exam will be required to take Anatomy & Physiology I and II.

ADMISSION STANDARDS

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

- Science prerequisite requires no grade lower than a B- (2.7) for any individual science course. Prerequisite science and liberal arts courses can only be repeated once.
- Other liberal arts prerequisites also require a minimum G.P.A. of 3.0 and must be completed with no grade lower than a C (2.0) for any individual course.
- Students must earn a B or better in OT 421, Introduction to OT Practice, or OT 431, Overview of OT Practice, and a B or better in OT 532, Kinesiology in OT Practice, to be considered for admission into the Master's program, again meeting the overall 3.0 G.P.A. standard.

INTERVIEW PROCESS

Applicants who have successfully completed the prerequisite coursework and have a minimum G.P.A. of 3.0 will be interviewed and/or participate in an orientation meeting with faculty members. All candidates should:

- Submit a two-page essay with an introductory cover letter addressed to the Program Director along with three recommendations, supporting their suitability for the OT profession and demonstrating their understanding of the field.
- Include documentation of volunteer experience in an OT department, professional work experience in OT or a related health field, and/or personal life experience resulting in significant exposure to the field of OT.
- OTAs applying for admission should submit documentation of one year of OTA work experience and initial NBCOT certification (even if inactive) for OTAs. If the certification has been revoked, the applicant is ineligible for program admission.

Candidates will be evaluated on the basis of their group orientation/interview presentation, academic record, application essay, on-site essay, work experience, and letters of reference.

PROFESSIONAL CURRICULUM AND ACADEMIC STANDARDS

Once a student is admitted, a minimum grade point average of B (3.0) in Occupational Therapy courses must be maintained for each trimester in order to continue in the program, with no grade lower than a B for 6 credit courses and a C (2.0) for other courses. A grade of B or lower places the student at risk.

Students must comply with the standards and policies set forth by the College, the Occupational Therapy program, and the profession throughout their academic tenure. An advantage of a weekend course format is that it allows students to pursue educational goals while continuing their daily work-place arrangements. Students are cautioned, however, that long work hours are generally incompatible with success in the Program, which requires extensive study time, and that the Program cannot consider competing work obligations as a substitute for the maintenance of academic standards. In particular, it is a matter of policy that absence for more than the equivalent of one weekend will necessitate a non-passing grade for any professional course.

PROGRAM OF STUDY

The entry-level Master's Occupational Therapy curriculum for students without initial NBCOT certification, or with diverse educational backgrounds, requires the students' participation in seven trimesters of academic work (a minimum of 63 semester hours). In recognition of their professional experience, the curriculum for students who are OTAs is taught over six trimesters and requires eleven fewer credits. Both program tracks require the completion of two three-month, three-credit clinical affiliations.

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

The curriculum design incorporates a liberal arts foundation, a core of natural and social science courses, a sequence of professional courses, and field-

work in Occupational Therapy. The program leads to a combined Bachelor of Science/Master of Science degree.

PRE-PROFESSIONAL OT CURRICULUM

(All courses offered in a weekend format.)

OT 421 Introduction to Occupational Therapy Practice (3)

This course offers an introductory study of the field of Occupational Therapy (OT). The historical and philosophical development of OT will be presented. An in-depth survey of the roles and tasks of Occupational Therapists working in a variety of practice areas with diverse patient populations will be conducted. Emphasis will be placed on defining OT's standards of practice and domains of concern, including the profession's practice framework. *Diverse-background students only. A minimum grade of B is required for acceptance into OT professional courses.*

OT 431 Overview of Occupational Therapy Practice (3)

This course provides a comprehensive overview of all major facets of occupational therapy, including professionalism, bodies of knowledge, theory development, occupational science, purposeful activities, group dynamics, therapeutic use of self, and research. Emphasis is placed on transition from OTA to OTR roles, developing skills in activity analysis, treatment planning, and clinical reasoning as they apply in the practice of the profession.

Students with OTA backgrounds only. A course grade of B is required for acceptance into OT professional courses.

OT 532 Kinesiology in OT Practice (6)

This course expands upon and integrates information presented in Anatomy and Physiology. Students are introduced to the principles of biomechanics and of joint and muscle function to enhance their understanding of normal human motion. Experiential laboratory sessions will provide illustrations of these concepts as well as the opportunity to develop skill in assessing joint range of motion, muscle strength, posture, and functional movement patterns.

A course grade of B and a G.P.A. of 3.0 is required for acceptance into OT professional courses.

PROFESSIONAL COURSES

OT 534 Tools of Practice (6)

This course offers a study of the tools of OT, including the nonhuman environment, conscious use of self, the teaching-learning process, purposeful activ-

ity, activity analysis, synthesis, and gradation. Laboratory sessions will consist of task group meetings that will enable students to develop skills in a variety of therapeutic media and activities of daily living. Emphasis will be placed on the development of clinical reasoning skills, enabling students to integrate theory with selection of occupations and activity. Performance, adaptation, and gradation for a diversity of clinical group situations, personal meanings, and environmental contexts of purposeful activities and occupations will also be explored. *Diverse-background students only.*

OT 536 Foundations of Occupational Therapy (3)

This course focuses on major historical and current theoretical constructs underlying occupational behavior, with social, cultural, and clinical research perspectives analyzed for their impact on theory development. The impact of theory and its influence on assessment and practice in occupational therapy will be explored. Emphasis is placed on the development of knowledge and comprehension of occupational behavior, learning developmental and psychodynamic theories and models of health and disability. Principles of clinical reasoning and medical terminology will be addressed.

Diverse-background students only.

OT 542 Childhood and OT Practice (6)

This course focuses on the assessment and treatment of children from birth to adolescence. The developmental milestones and skill mastery associated with each stage will be highlighted, and emphasis will be placed on the study of selected developmental disabilities and pediatric disorders. Interventions based on sensory, neuromotor, and behavioral frames of reference will be presented. Practice issues in neonatal intensive care and early interventions will be addressed. OT interventions within the framework of the family will also be presented.

OT 544 Clinical Conditions in Occupational Therapy Practice (3)

This course provides a study of the significant clinical conditions, occurring throughout the life span, that are most often encountered by the Occupational Therapist. Conditions are discussed according to body systems, outlining the etiology, pathology, clinical picture, prognosis, and medical interventions for each condition.

OT 545 Professional Practice Skills I (6)

This course offers an in-depth, experiential study of the core skills necessary for professional practice - the knowledge of and ability to apply frames of reference in practice, the ability to analyze and participate meaningfully in groups, and the ability to critique and enhance professional behaviors. This

course will use both lecture and lab to facilitate critical analysis, clinical reasoning skills and professional behaviors for OT practice.

OT 643 Adolescence and OT Practice (6)

This course focuses on the adolescent and his/her developmental tasks, as well as the multiple problems that may occur in the transition from childhood to adulthood. The course will address OT practice most often associated with adolescence: depression, personality disorders, substance abuse, eating disorders, spinal cord injuries, head trauma, and burns. Students will have the opportunity to develop skills in the corresponding OT evaluation methods and intervention techniques.

OT 646 Professional Practice Skills II (6)

This course offers a comprehensive exploration of major OT evaluation methods and intervention techniques for physical and psychosocial dysfunction. Evaluation standards and principles will be critically examined. Lectures will combine with experimental laboratory sessions to develop skill in biomechanical, visual-motor, cognitive-perceptual, psychosocial, and activities of daily living evaluations as background skills for intervention planning. The role of the Occupational Therapist in increasing function, diminishing dysfunction, and enhancing the quality of life for persons with disabilities will be emphasized.

OT 649 Leadership in Occupational Therapy Practice (3)

This course offers an introduction to administrative, supervisory, and professional issues as they relate to the field of OT. The course will survey the health care system with emphasis on the economic, organizational, and socio-political factors that influence OT practice. Reimbursement standards and grant writing guidelines will be examined to develop the knowledge and skills needed to ensure OT services are funded. Supervision and administration models will be discussed and critically analyzed for implementation by the entry-level Occupational Therapist. Professional standards for certification, licensure, and continuing professional education will be discussed with emphasis on the ethics of OT practice.

OT 652 Adulthood and OT Practice (6)

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

entry-level proficiency in traditional neurophysiological, neurodevelopmental, and motor learning approaches. Psychosocial, physical, sociocultural, and environmental aspects of disability are emphasized equally to ensure a holistic approach to case analysis, evaluation, and treatment planning.

OT 662 Fieldwork Level I Seminar (3)

This course provides an introductory study of the roles and tasks of the Occupational Therapist practicing in clinical and community-based settings for populations with psychosocial or physical disabilities. A minimum of 12-day-long supervised fieldwork experience visits, divided between physical disabilities and mental health settings, will provide the student with an integrated learning experience. The fieldwork experience will also involve academic assignments enabling students to integrate theoretical knowledge with a range of clinical and/or community-based situations and a diversity of psychosocial and physical disabilities along the developmental continuum.

Diverse-background students only.

OT 663 Fieldwork Level I Seminar (1)

This course provides an introductory study of the roles and tasks of occupational therapists practicing in clinical and community-based settings for populations with psychological or physical disabilities. A minimum of 2 day-long visits divided between physical disabilities and mental health settings will provide the students with an integrated learning experience. The seminar associated with fieldwork will involve academic assignments enabling students to integrate theoretical knowledge with a range of clinical and/or community-based situations and a diversity of psychosocial and physical disabilities along the continuum.

(Students with OTA backgrounds only).

OT 664 Research in Occupational Therapy (3)

This course offers an in-depth study of the principles and methods of research as applied to the field of OT. The course provides a foundation for evaluating research literature, identifying a research problem, designing a research proposal, and implementing research methodology. Criteria for reporting research according to established publication standards will be emphasized. Applications of computer technology to research are explored. Students will select a research area of interest related to OT practice and participate in a research design proposal, which their Master's research project will be based.

OT 753 Maturity and OT Practice (6)

This course presents those elements that contribute to making the age of maturity productive and filled with meaningful occupation. Emphasis is placed on

OT evaluation and intervention for disabilities commonly associated with the aging process due to musculoskeletal, cardiovascular, and neurological dysfunction. Specific assessment and treatment techniques for psychosocial rehabilitation in geriatrics are also presented. Issues related to chronic illness, family care giving, and terminal illness are explored. Skills for assessing the mature person's functional performance are developed, and intervention methods for the teaching of independent daily living skills are presented. Emphasis on prevention of dysfunction and the maintenance of quality of life.

OT 754 Advanced Practice (3)

This course explores and provides practical experience in advanced treatment modalities and methods used in OT. The application of OT frames of reference, evaluation principles, and intervention approaches previously established in other courses will be emphasized as a foundation for treatment planning and implementation for a variety of disorders. Adjunctive and contemporary alternative treatment approaches in OT will also be presented to develop an appreciation of the depth and breadth of the profession. Ethical and licensure issues will be explored. Emphasis will be placed on the need to pursue continuing professional education to ensure competence in any area of advanced practice.

OT 756 Research Symposium (3)

Individual guidance and supervision in completing the Master's research project and writing a scholarly paper will be provided, along with scheduled symposium sessions. Professional publication and presentation and I.R.B. standards will be reviewed. The sessions will enable students to present their research for critical analysis and discussion through a professional poster presentation. Invited scholars and faculty will also present their current research and/or major studies. The interpretation and critique of OT research and the relevance of applied scientific inquiry to OT practice will be emphasized.

OT 764 Fieldwork Level II A (3)

OT 765 Fieldwork Level II B (3)

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

sharing of experiences and strategies, and promote successful integration of academic training with professional clinical practice.

PI THETA EPSILON

Gamma Alpha Chapter Occupational Therapy Honor Society

Gamma Alpha Chapter of Pi Theta Epsilon (PTE), the National Occupational Therapy Honor Society, recognizes and encourages scholastic excellence of Occupational Therapy students. Aims of PTE include advancing the field and providing a vehicle for students in accredited programs to exchange information and collaborate regarding scholarly activities.

New members are eligible to apply when they have a G.P.A. of at least 3.5 and have completed at least two trimesters in the professional curriculum.

Applicants must also provide evidence of a piece of scholarly written work completed while in the program and submit an essay stating why the prospective member wishes to join PTE.

B.S./MS Curriculum Sequence for OTAs

Year 1 (25 credits)		Credits
1st Trimester	OT 545 Professional Practice Skills I	6
	OT 544 Clinical Conditions	3
2nd Trimester	OT 542 Childhood & OT Practice	6
	OT 664 Research in Occupational Therapy	3
3rd Trimester	OT 643 Adolescence & OT Practice	6
	OT 663 Fieldwork Level I Seminar**	1
Year 2 (27 credits)		Credits
1st Trimester	OT 646 Professional Practice Skills II	6
	OT 756 Research Symposium	3
2nd Trimester	OT 652 Adulthood	6
3rd Trimester	OT 753 Maturity	6
	OT 649 Leadership in OT Practice	3
Year 3 (6 credits)		Credits
1st Trimester	OT 764 Fieldwork Level II A*	3
2nd Trimester	OT 765 Fieldwork Level II B*	3

B.S./MS Curriculum Sequence for Diverse-Background Students

Year 1 (27 credits)		Credits
1st Trimester	OT 534 Tools of Practice I	6
	OT 536 Foundations of Occupational Therapy	3
2nd Trimester	OT 545 Professional Practice Skills I	6
	OT 544 Clinical Conditions	3
3rd Trimester	OT 542 Childhood & OT Practice	6
	OT 664 Research in OT	3
Year 2 (27 credits)		Credits
1st Trimester	OT 643 Adolescence & OT Practice	6
	OT 662 Fieldwork Level I Seminar	3
2nd Trimester	OT 646 Professional Practice Skills II	6
	OT 756 Research Symposium	3
3rd Trimester	OT 652 Adulthood & OT Practice	6
	OT 754 Advanced Practice	3
Year 3 (15 credits)		Credits
1st Trimester	OT 753 Maturity and OT Practice	6
	OT 649 Leadership and OT Practice	3
2nd Trimester	OT 764 Fieldwork Level II A*	3
3rd Trimester	OT 765 Fieldwork Level II B*	3

* Upon completion of the academic curriculum, students are required to complete 6 months of clinical affiliation, taken as 2 three-month fieldwork experiences, which carry three units of credit each (see OT 764–765). These full-time fieldwork placements are considered the equivalent of full-time enrollment for students and must be completed within 24 months following completion of academic coursework

** See course description.

*** The BS/MS curriculum sequence must be completed within a 6-year period.

Graduate Program in Physical Therapy

(845) 398-4800, extension 1204
or fax: (845) 398-4257

The role of the physical therapist is exciting and challenging. The professional uses therapeutic intervention to improve the quality and satisfaction of the lives of diverse clients throughout the life span. Clientele may include children with disabilities, victims of trauma, and seniors with generalized weaknesses.

Working with patients, caregivers, and other health care professionals, physical therapists promote the achievement of their patient's goals by fostering their recovery. The focus of therapy may consist of programs to increase strength, to relieve pain, and to assist one to achieve optimal function in the environment.

Physical therapists also serve as teachers, providing important instruction in a wide array of areas, including on-going rehabilitation in the activities of daily living, prenatal and postnatal programs, and overall fitness and health promotion. Physical therapists can work in a variety of fields, such as rehabilitation, community health, industry, sports, neonatal intensive care, school, research, education, and administration.

The mission of the Physical Therapy Program of Dominican College is to promote distinguished physical therapy education in a challenging and supportive environment, which fosters the intricate balance of a liberal arts education together with theoretical science, clinical application, and ongoing advancement of physical therapy knowledge.

The Program's goal is to graduate autonomous physical therapists who are able to provide professional services by addressing the needs of the "whole" client in an ever-changing health care environment, in addition to serving as teachers, consultants, researchers, and administrators.

Dominican College offers a Physical Therapy Program leading to:

- two degrees, Bachelor of Arts in Biology (Pre-Med) and Doctor of Physical Therapy, for the traditional or transfer student in a combined six-year and one trimester curriculum
- a Doctor of Physical Therapy degree for the student who has already earned a baccalaureate degree
- a Transitional Doctor of Physical Therapy degree for the physical therapist who has previously completed an entry-level Bachelors or Masters degree.

As part of Dominican's Weekend College, the professional courses are scheduled on a trimester system — summer, fall, winter/spring. The Physical Therapy Program meets eight weekends per trimester. Each instructional weekend includes Friday evening, all-day Saturday, and all-day Sunday. The three full-time and one part-time clinical affiliations, totaling 36 weeks, are scheduled during the regular work days of the facility. The weekend format schedule allows a student to continue employment, to maintain family responsibilities, and to pursue other interests. Students are cautioned, however, that long work hours are generally incompatible with success in the Program, which requires extensive study time, and that the Program cannot consider competing work obligations as a substitute for the maintenance of academic standards.

The Physical Therapy Program of Dominican College of Blauvelt is accredited by the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association (A.P.T.A.).

APTA, 1111 N. Fairfax Street, Alexandria, VA 22314;
phone (703) 684-2782.

PHYSICAL THERAPY ADMISSION AND PROGRAM STANDARDS

All candidates for the Physical Therapy Program apply to the College through the Office of Admissions. The following prerequisites must be completed prior to admission to the Doctor of Physical Therapy Program.

Biology I,II	4,4 cr
Statistics	3 cr
Anatomy and Physiology I,II	4,4 cr
Physics I,II	4,4 cr
Developmental Psychology I,II	3,3 cr
Chemistry I,II	4,4 cr

Prerequisite courses are offered by Dominican College in either the traditional semester-based weekday schedule or the Weekend College format. Although the prerequisite courses may be taken at other accredited colleges or universities, preference for admission to the Physical Therapy Program is given to the most qualified applicants who have taken 30 or more credits at Dominican.

The overall grade point average in the prerequisites must be at least a B (3.0 G.P.A.), with no grade lower than a C. A 3.0 G.P.A. is also required for the last 60 credits of the student's most recent coursework as a whole.

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

Freshman Year					
Semester I (Fall)		Credits	Semester II (Winter/Spring)		Credits
EN 112	College Writing	3	EN 113	Literary Form	3
BI 221S	General Biology I	4	BI 222S	General Biology II	4
CH 221S	General Chemistry I	4	CH 221S	General Chemistry II	4
MA 221	Calculus I	3	MA 222	Calculus II	3
FS	Freshman Seminar	1	SH 111	Oral Communication	3
TOTAL		15	TOTAL		17
Sophomore Year					
Semester I (Fall)		Credits	Semester II (Winter/Spring)		Credits
BI 223S	Anatomy and Physiology I	4	BI 224S	Anatomy and Physiology II	4
PY 211S	General Physics I	4	PY 222S	General Physics II	4
CH 331S	Organic Chemistry I	4	CH 332S	Organic Chemistry II	4
	G.E.C. II	3		G.E.C. II	3
				G.E.C. II	3
TOTAL		15	TOTAL		18
Summer Session		Credits			
PS 113	Developmental Psychology I	3			
PS 114	Developmental Psychology II	3			
TOTAL		6			
Junior Year					
Semester I (Fall)		Credits	Semester II (Winter/Spring)		Credits
BI 226S	Genetics	4	BI 225S	Introduction to Microbiology	4
BI 228S	Introduction to Biochemistry	3	BI 334S	Histology	4
MA 225	Introduction to Statistics	3	MA 226	Inferential Statistics	3
BI 440	Research Techniques	3	BI 441S	Research Seminar	3
	G.E.C. III	3		G.E.C. II	3
TOTAL		16	TOTAL		17
Professional Sequence (Weekend Format: Start of PT Sequence)					
Trimester I (Summer)		Credits	Trimester II (Fall)		Credits
BI 542	Gross Anatomy I	4	BI 532	Biomechanics and Kinesiology	3
PT 540	Overview of the Physical Therapy Profession	1	BI 533	Neuroscience	3
			BI 541	Basic Principles of Physical Therapy	4
PT 543	Medical Physiology	3	PT 556	Clinical Education II	2
TOTAL		8	TOTAL		12

Applicants whose native language is not English must obtain a minimum score of 550 on the Test of

English as a Foreign Language (T.O.E.F.L.) or 213 on the computer-based T.O.E.F.L.(C.B.T.).

ADMISSION TO BACHELOR OF ARTS IN BIOLOGY (PRE-MED)/DOCTOR OF PHYSICAL THERAPY

Dominican College traditional students and transfer students have the option to satisfy some of the requirements of the Bachelor of Arts in Biology (Pre-Med track) while fulfilling the prerequisites of the Physical Therapy Program in the first three

years of their academic career. During Year Three, the student will make application to the Physical Therapy Program. The Biology degree must be completed with no grade lower than a C in required science and math courses, and with the minimum average of 3.0 in all coursework. If the student is accepted, Year Four will consist of the final requirements of the baccalaureate program in Biology integrated with the first year of the Physical Therapy Program, following the weekend format.

Upon successful completion of the biology requirements and the Physical Therapy curriculum, the student will be awarded the dual degree B.A./M.S. (a Bachelor of Arts in Biology and an entry-level Master of Science in Physical Therapy, respectively). Should an individual successfully complete the first two trimesters of the articulated Biology/Physical Therapy professional sequence, but not the remainder of the Physical Therapy Program, and if all other requirements for the Bachelor's degree have been met, the student earns a Bachelor of Arts in Biology.

ADMISSION TO THE DOCTOR OF PHYSICAL THERAPY PROGRAM

The post-baccalaureate student who has satisfied the prerequisites can make application to the Physical Therapy Program. Upon successful completion of the Physical Therapy curriculum, the student will be awarded an entry-level Doctorate in Physical Therapy.

ADMISSION TO THE TRANSITIONAL DOCTOR OF PHYSICAL THERAPY PROGRAM

The physical therapist who has previously received an entry-level Bachelors or Masters physical therapy degree can make application to the transitional Physical Therapy Program. Upon successful completion of the Physical Therapy curriculum, the student will be awarded a transitional Doctorate in Physical Therapy.

The Process (Entry-Level DPT)

Candidates must apply online utilizing the A.P.T.A.'s Centralized Application Service (www.ptcas.com). Candidates must also ensure the delivery of all official transcripts to Dominican College. The Program's Admissions and Academic Performance Committee will review the candidates' information and invite the most qualified for the second phase, which is structured to assess skills demonstrated in the Interview Process. Upon completion of the requested interview sessions, the Admissions and Academic Performance Committee will compile a list of up to 26 students accepted into the Physical Therapy Program and a waiting list of up to 20 students. Acceptances are conditional subject to the completion of all prerequisite coursework and sub-

mission of an official report of the grades prior to commencing the Program. The prerequisite course grades must meet the requirements stated under Admission and Program Standards.

The Process (Transitional DPT)

All applicants are required to submit: the Graduate Application Form, official transcript(s) of physical therapy education, a copy of U.S. physical therapy license or current letter of eligibility for the U.S. licensure examination, a curriculum vitae (resume), three letters of recommendation, and a written statement of intent/goals.

CLINICAL EXPERIENCE

In addition to the prerequisite courses, all applicants must document a total of 100 hours of voluntary or work experience in settings where a licensed physical therapist is employed. These hours must be completed in diverse healthcare settings providing exposure to therapeutic intervention across the life span.

ACADEMIC STANDARDS

Students accepted into the Physical Therapy Program must adhere to the standards and policies set forth by the College, the Physical Therapy Program, and the profession throughout their academic tenure. In order for students to continue in the Program and graduate, they must comply with the Program standards by attaining an overall 3.0 grade point average (G.P.A.) throughout the Program, with grades of at least B or better in all courses and in the independent component required in each course. Any course grade below a B does not count toward fulfillment of Program requirements.

A student is placed on academic probation and may require remediation if the overall G.P.A. falls below 3.0. A student on academic probation must attain the required overall 3.0 G.P.A. or above by the end of the subsequent trimester. If the student fails to do so, the substandard G.P.A. warrants dismissal.

Grades below a B may put the student at risk for dismissal from the program. A student has the option to appeal the dismissal.

WITHDRAWAL FROM A COURSE

Except in unusual circumstances, a student who wishes to withdraw from a course without academic penalty may do so within a prescribed time frame; the symbol "W" will be entered on the transcript when the approved withdrawal occurs before two-thirds of the scheduled sessions of the course, 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.

Professional Sequence

Year One					
Summer		Credits	Fall	Credits	
BI 542	Gross Anatomy I	4	BI 532	Biomechanics and Kinesiology	3
PT 540	Overview of the Physical Therapy Profession	1	BI 533	Neuroscience	3
			BI 541	Basic Principles of Phys Therapy	4
PT 543	Medical Physiology	3	PT 556	Clinical Education II	2
TOTAL		8	TOTAL		12
Winter/Spring					
		Credits		Credits	
PT 564	MS Assessment and Tx I			4	
PT 562	Clinical Medicine: Musculoskeletal Management			4	
PT 556	Clinical Education Seminar II			2	
PT 611	Motor Learning and Control			2	
TOTAL				12	
Year Two					
Summer		Credits	Fall	Credits	
BI 538	Physiology of Exercise	3	PT 621	Cardiopulmonary Assessment + Tx	4
PT 624	NM Assessment and Tx I	4	PT 862	Physical Therapy Pharmacology	2
PT 560	Physical Agents, Mechanical and Electrotherapeutic Modalities	2	PT 566	Clinical Education Seminar III	1
			PT 623	Teaching and Learning	1
			PT 614	MS Assessment and Tx II	4
TOTAL		9	TOTAL		12
Winter/Spring					
		Credits		Credits	
PT 638	Basic Clinical Affiliation*			3	
PT 634	NM Assessment and Tx II			4	
PT 639	Research I			3	
TOTAL				10	
Year Three					
Summer		Credits	Fall	Credits	
PT 742	Special Topics in Physical Therapy	2	PT 758	Advanced Clinical Affiliation I	4
PT 616	Clinical Education Seminar IV	1	PT 886	Differential Diagnosis	2
PT 882	Diagnostic Imaging	2	PT 860	Health Promotion & Wellness	2
PT 846	Advanced Principles of Physical Therapy	3	PT 842	Special Topics in PT II	2
TOTAL		8	TOTAL		10
Winter/Spring					
		Credits		Credits	
PT 844	Advanced Clinical Seminar			3	
PT 740	Physical Therapy Administration and Management			2	
PT 868	Advanced Clinical Affiliation II			3	
PT 769	Research II			3	
TOTAL				11	
Year Four					
Summer		Credits		Credits	
PT 884	Medical Screening and Referral			2	
PT 868	Advanced Affiliation III Clinical			4	
TOTAL				6	

The Program Director provides the final approval for the withdrawal action. This approval may be withheld when there are serious issues in the course regarding the student's professional behaviors, academic integrity, or clinical performance.

To ensure a quality educational experience, all students are expected to complete their academic work in an ethical manner, in accordance with the College's statement on Academic Integrity, and to maintain the professional standards as outlined by the Generic Abilities, the American Physical Therapy Association Code of Ethics, and the A.P.T.A. Guide for Professional Conduct.

COURSE DESCRIPTIONS

PT 540 Overview of the Physical Therapy Profession (2)

Physical therapy and the professional role of the physical therapist are outlined in a variety of settings across the lifespan of the individual. Attention is given to the history of the profession, and to the ethical, professional, and legal practice standards. In addition, cultural and ethnic diversity and psychosocial-emotional factors that influence the management of the patient/client are discussed. Critical inquiry and teaching are introduced.

PT 541 Basic Principles of Physical Therapy (4)

This course addresses basic physical therapy skills, such as draping, range of motion, goniometry, massage, and anthropometric tests and measures, which are important in the delivery of patient/care. Students practice techniques in range of motion, strengthening, manual muscle testing, and therapeutic exercise. The clinical decision-making process is reviewed using a case-based format.

PT 543 Human Medical Physiology (3)

An advanced course in human physiology which examines the functional characteristics of the nervous, musculoskeletal, cardiovascular, and respiratory systems. Students will explore the physiology of excitable tissues, reflexes, muscle contraction, hemodynamics, micro and macro circulation, respiratory mechanics, cellular respiration, and the autonomic nervous system.

PT 546 Clinical Education Seminar I (2)

Students master the integration of concurrent coursework, as related to clinical application. Students relate gross anatomy structures with basic physical therapy skills in a case-based format. Discussion of and growth in professional behaviors and attitude, as identified by the Generic Abilities,

are used to facilitate students' professional development. The practice of documentation and the completion of independent individual/group projects enhance written/oral communication and clinical application.

PT 556 Clinical Education Seminar II (2)

With the integration of the concurrent courses in Neuroscience, Kinesiology and Biomechanics, and Physiology of Exercise, students learn how to apply basic physical therapy techniques through case-based learning. Proper body mechanics, manual muscle testing, transfers, lifting, and gait training are emphasized. Students review the Student Clinical Education Manual and develop an awareness of student physical therapist expectations while participating in a clinical affiliation.

PT 560 Physical Agents, Mechanical and Electro-Therapeutic Modalities (2)

This course covers the principles and properties of physical agents, mechanical and electrotherapeutic modalities complemented by their indications and contraindications for specific diagnoses. The physiologic basis of the effects of heat and cold on body systems as well as the procedures in the application are covered. Practicum and case studies provide students with opportunities to develop competency in utilizing these therapeutic interventions for individuals across the lifespan in various settings.

PT 562 Clinical Medicine I: Musculoskeletal Management (4)

The course explores the signs, symptoms, and treatment of major musculoskeletal disorders across the lifespan. Areas of study include common alterations such as injury, trauma, infection, congenital disorders, metabolic bone disease, and rheumatic disorders. Pharmacological implications for these disorders are identified. Relevant physical therapy settings and management are explored.

PT 564 Musculoskeletal Assessment and Treatment I (4)

This course addresses the various physical therapy assessment tools and treatment of the client with musculoskeletal disorders across the lifespan. Emphasis will be upon basic techniques and observational analysis with corresponding treatment and program planning. Areas of study include the most prevalent dysfunctions or disorders of the upper and lower quadrant. Practicum will provide handling experiences in examination, peripheral joint mobilization, and basic therapeutic exercises.

PT 566 Clinical Education Seminar III (1)

The use of physical agents and modalities is integrated with the clinical management of musculoskeletal problems, as well as with relevant basic

physical therapy assessment and treatment approaches. To promote skills in synthesis and problem solving, students generate individual case studies and present them through Microsoft PowerPoint to heighten the learning experience. The Clinical Performance Instrument (C.P.I.), part of the Student Clinical Education Manual, is discussed and used for self-evaluation.

PT 611 Motor Learning and Control (2)

The current theories of motor learning and control are addressed and used in developing a plan of care in physical therapy. Strategies to enhance both cognitive and motor learning and control are discussed in relation to the task and environment. Students develop and implement an experiential project based upon the theoretical constructs.

PT 612 Clinical Medicine II: Systemic Management (3)

The course relates normal body functioning to processes that occur as a result of illnesses as well as the body's ability to compensate for these changes. Signs, symptoms, and treatment of major musculoskeletal and neurological disorders across the lifespan are covered. Specific areas of study include common alterations secondary to injury, trauma, infection, congenital disorders, metabolic diseases, and rheumatic disorders. Current medical and surgical management as well as pharmacological implications for these disorders are identified. Relevant physical therapy approaches are explored.

PT 614 Musculoskeletal Assessment and Treatment II (4)

This course covers the various physical therapy tools for assessment and treatment of the client with musculoskeletal disorders across the lifespan, with focus on advanced techniques and observational analysis leading to differential diagnosis, associated treatment, and program planning. The most prevalent dysfunctions or disorders of the trunk/spine and head/neck with related functional outcomes are addressed. Additional examples are included from sports medicine and industrial medicine.

PT 616 Clinical Education Seminar IV (1)

Students refine practice-based competencies in systemic and/or musculoskeletal impairment and corresponding assessment and treatment strategies. This learning experience will integrate the information of concurrent courses that emphasize cardiopulmonary and musculoskeletal assessment and treatment approaches for clients with co-morbidities, as highlighted in the systemic clinical medicine course. The Clinical Performance Instrument (C.P.I.) provides a foundation for further student knowledge.

PT 621 Cardiopulmonary Assessment and Treatment (4)

The course offers students information regarding the principles and practices of cardiovascular and pulmonary physical therapy. Students integrate the anatomy, physiology and pathophysiology of these systems, with emphasis on cardiac and pulmonary physiology. The role of clinical diagnostic testing and current medical and surgical standards of care will be emphasized as they relate to physical therapy examination techniques, therapeutic interventions and the development of comprehensive cardiovascular exercise and rehabilitation programs. Case studies are integrated throughout the course to foster skills in clinical-decision making.

PT 623 Teaching and Learning (1)

The course examines the role of the physical therapist as an educator of the client, caregiver, and interdisciplinary team member. Current theories of teaching and learning, including a range of teaching and learning styles, are covered with reference both to the students themselves and their prospective clients. Involvement in the Dominican College Health Fair provides the opportunity for students to use the teaching skills essential for health promotion.

PT 624 Neuromuscular Assessment and Treatment I (4)

This course includes physical therapy examination and treatment for the management of the client with neuromuscular dysfunction, such as stroke, traumatic brain injury, and impairments prevalent in pediatrics. Normal development and its influence on the acquisition of sensorimotor skills are explored. The study of pertinent testing tools, physical therapy intervention, and related research literature enhances the knowledge base. Practicum with peers and with clients with movement impairments fosters hands-on skills.

PT 634 Neuromuscular Assessment and Treatment II (4)

This course addresses advanced theories and principles of physical therapy management for the population diagnosed with neuromuscular dysfunction, such as spinal cord injury, peripheral neuropathies, and balance/vestibular disorders. The study of related assessment tools and their applicability, review of current literature, and practice in handling skills using peers and clients with movement impairments promote learning. The case-based format facilitates clinical application.

PT 638 Basic Clinical Affiliation (3)

This is a full-time (35-40 hours per week), eight-week clinical affiliation to allow students to practice and apply the skills learned in the classroom and in

community-based physical therapy departments. The type of facility chosen is based on student needs, clinical and educational experiences, and facility availability. These learning environments provide practice for physical therapy skills.

PT 639 Research I (3)

This course introduces the basic concepts of the critical inquiry process as they relate to basic and clinical research. Emphasis is placed on developing the research question, on delimiting the topic to identify and review relevant literature, and on written and oral communication. A draft of the research proposal is the culminating activity. Special consideration of the issues involved in human subject research design is discussed.

PT 740 Physical Therapy Administration and Management (2)

This course explores topics in the administration and management of physical therapy in various settings and the managerial skills and organizational knowledge that are imperative to professional practice across the lifespan. A range of managerial skills in physical therapy settings, health organizations, and the American health care delivery system are covered. Independent projects in real life settings foster learning.

PT 742 Special Topics in Physical Therapy I (2)

Through the integration of past didactic work and Basic Clinical Affiliation, students continue to practice advanced skills in the development and application of therapeutic intervention fostering recovery and functional outcomes. Practicum and case studies augment learning and prepare students for Advanced Affiliation I and II. Self-directed learning is used.

PT 749 Research II (2)

Students continue to integrate didactic information with clinical skills to develop a research proposal. In a small-group format under the supervision of an assigned faculty member, students collaborate in applying the research process, progressing to the implementation stage and oral presentation of the research project.

PT 758 Advanced Clinical Affiliation I (4)

This full-time (35-40 hours per week), 10-week clinical affiliation allows for student practice of skills learned in previous academic and clinical environments. This affiliation provides different learning experiences based on student needs, availability of a specific type of facility, and patient/client caseload across the lifespan. Students will practice advanced assessment and treatment approaches. The physical therapist's multifaceted role as supervisor, administrator, and consultant is highlighted.

PT 768 Advanced Clinical Affiliation II (4)

This full-time (35-40 hours per week), 10-week clinical affiliation, allows for student practice of skills learned in previous academic and clinical environments. This affiliation provides different learning experiences based on student needs, availability of a specific type of facility, and patient/client caseload across the lifespan. Students will practice advanced assessment and treatment approaches. The physical therapist's multifaceted role as supervisor, administrator, and consultant is again highlighted.

PT 769 Research III (3)

The research team, consisting of a small group of students, practicing clinician, and/or an assigned academic faculty member, continue the implementation of the research project and the refinement of the proposal written in Research II. To sharpen practical communication skills, the research is presented to peers and faculty through platform and poster formats.

PT 770 Professional Development (2)

Students analyze the behavior assessed by Generic Abilities, learning styles, and Clinical Performance Instrument forms, completed throughout the professional curriculum. Specific areas of strength and areas to be improved are identified. Students develop an action plan for ongoing professional growth. Self-reflection and peer and faculty evaluations foster the students' plan for community service, lifelong learning, support and involvement in professional organizations, and the expanding role of the physical therapist.

PT 772 Independent Study (2)

These courses cover special topics in specific system therapeutics, such as musculoskeletal, neuromuscular, cardiopulmonary and/or integumentary. The emphasis is the literature review and discussion of the application and rationale of selected approaches in specific physical therapy settings. A minimum of two credits of Independent Study is required over two trimesters.

PT 842 Special Topics in Physical Therapy II (2)

This course emphasizes special topics that expand the role of the physical therapist. Topics include ergonomics and work hardening.

PT 844 Advanced Clinical Seminar (3)

This course covers special topics in specific system therapeutics, such as musculoskeletal, neuromuscular, cardiopulmonary and/or integumentary. The emphasis is the literature review and discussion of the application and rationale of selected approaches in specific physical therapy settings.

PT 846 Advanced Principles of Physical Therapy (3)

Students will have opportunities to practice and master hands-on therapeutic approaches in a streamlined approach to foster abilities in time management of several clients per scheduled hour. In addition, students will refine their skills in documentation and program development across a variety of settings and the lifespan.

PT 860 Health Promotion and Wellness (2)

The course focuses on the study of the role of prevention and wellness in physical therapy. Emphasis is placed on the physical therapist's ability to identify and describe client risks and pathologies and to develop, implement, and evaluate appropriate strategies for health promotion and wellness.

PT 862 Physical Therapy Pharmacology (2)

A review of basic principles of pharmacology impacting clinical physical therapy practice using a case-based approach is addressed. The course covers the mechanism of action of drugs, pharmacokinetics, side effects, and therapeutic use. Students will learn the application of pharmacological interventions and their influence on physical therapy care plans.

PT 864 Healthcare and Leadership (2)

This course provides students with an overview of health care issues and trends, management principles, law, and ethical issues facing physical therapists. Specific topics include leadership and team building in health care settings, supervisory and personnel management skills, legal aspects of documentation, medical malpractice, informed consent, employment law, sexual conduct and sexual harassment, and managed care issues.

PT 866 Critical Inquiry (2)

This course introduces the critical inquiry process relevant to basic and clinical research. Students learn the skills of the literature review, statistical analysis, article appraisal, and human research issues. A case or research study is developed and presented.

For Transitional DPT students only. Formerly DP 766.

PT 868 Advanced Clinical Affiliation III (2)

This course is a full-time (35-40 hours per week), 8-week clinical affiliation, in which students sharpen their physical therapy knowledge, skills, and critical inquiry. The type of facility depends upon student needs and interests, site availability, specialty of the clinical site, and the characteristics of the patient/client caseload. In this culminating process, students expand their capacity to function in the ever-changing healthcare arena through quality assurance, research, and administration.

PT 882 Diagnostic Imaging (2)

The course covers the basic concepts of radiology as it impacts clinical physical therapy practice, such as reading and interpreting films, and identifying radiographic anatomy with relevance to clinical cases. The fundamentals of orthopedic radiology, consisting of radiographical landmarks and common pathological conditions of the musculoskeletal system, are addressed.

PT 884 Medical Screening and Referral (2)

Medical screening procedures that are useful to physical therapists in identifying non-musculoskeletal pathology are reviewed. The referral process, allowing the physical therapist to optimize the use of other health care team members and their services, is addressed. The case-based format is used to foster application in the physical therapy setting.

PT 886 Differential Diagnosis (2)

This is an in-depth study of diagnosis using a systems approach with emphasis on the identification of risk factors, clinical manifestations, and pathogenesis of disease in the context of diagnosis, prognosis, and intervention planning consistent with current research findings. The focus is on the knowledge and use of the four practice patterns.

PT 888 Evidence-Based Practice (2)

An overview of the principles of scientific inquiry relevant to evidence-based clinical practice and critical review of the scientific literature is covered. The emphasis is on the clinical decision making process, the use of tests and measures diagnostically, and clinicians' findings and their use in everyday practice. *Required for both DPT and Transitional DPT students. Formerly DP 788.*

PT 892 Independent Study (2)

This optional course allows the student to research an area of interest in depth under the mentorship of a selected faculty member. The course also allows the Dominican graduate an opportunity to extend the research project carried out in the previous trimester.

Open to both DPT and Transitional DPT students. Formerly DP 792.

BI 532 Biomechanics and Kinesiology (3)

This course is designed to study and analyze human movement, through the analysis of forces and laws of physics as applied to motion, posture, and gait. Human structure and function are interrelated with the theoretical basis, principles, and techniques of assessing movement of the normal and atypical populations. Practicum allows students to apply and integrate these principles to examination and treatment procedures for future physical therapy practice.

BI 533 Neuroscience (3)

Students develop an advanced understanding of the neuroanatomy and neurophysiology of the normal human brain with focus on the interaction between structure and function relevant to physical therapy practice. Emphasis is placed on sensory and motor systems and the damage caused by disease or injury. Functional deficits and the potential for recovery from specific neurological disorders are addressed through lecture, case studies, and student case presentations.

BI 538 Physiology of Exercise (3)

This course investigates the various body regulation systems related to exercise, in addition to aging, trauma, inflammation, and the wound-healing process. The tests and measurements of factors affecting the response of the body to exercise in various settings are explored. Students learn specialized techniques, such as the stress test, and practice the skills on peers in practicum. Clinical application and documentation are emphasized through the use of a case based format.

BI 542 Gross Anatomy (4)

This course is an in-depth study of the human body with emphasis on neuromusculoskeletal systems. Structural interrelationships shall be examined as the basis for human movement and as a means to understand abnormalities in structure and function. Directed laboratory experiences are focused on cadaver dissection. Learning is facilitated through textbooks, anatomical models, and audiovisual material. The case-based format fosters clinical application of knowledge to physical therapy practice.

Graduate Program in Teacher Education

(845) 848-4084, 4080 or fax: (845) 398-7802

Dominican College offers three programs of study leading to the Master of Science degree (M.S. Ed.) and to eligibility for New York State certification: **Teacher of Childhood Education, Teacher of Students with Disabilities** (including additional credentialing for severe and multiple disabilities), and **Teacher of Students Who Are Blind or Visually Impaired**.^{*} Completion of the Students with Disabilities program qualifies students for dual certification in Special Education together with the student's prior area of certification: Early Childhood, Childhood, Middle Childhood, or Adolescence (Biology, Chemistry, Earth Science, English, Math, Physics, or Social Studies).

Each of these programs provides a master's level curriculum to prepare teachers with the knowledge, skills, and attitudes to work with learners in the regular classroom, grades 1-6, or with learners who have various special educational and/or health-related needs, including severe cognitive, emotional, visual, auditory, and physical impairments, and who may be medically fragile as well. In doing so, these programs address an increasing need in society and, more specifically, in schools and agencies which require personnel adequately trained to work with growing populations of special needs students. Most courses in all three programs require a minimum 8-10 hour field component.

The Childhood Education program is offered through the quarter schedule; 2 courses are offered each quarter. There are five weekends per quarter, meeting every other weekend. One weekend may be online as opposed to on campus. The second year of the program is an extended quarter. During this quarter, students engage in student teaching Monday-Friday, take student teaching seminar, and conduct research. The Student with Disabilities program meets every third weekend, six times during a trimester; there are three trimesters during the academic year. This format provides easier access for those living a great distance from the College and/or those who have difficulty attending classes on campus during the week. As presently structured, the Childhood Education program is completed in 1 1/2 years, while both Student with Disabilities and Blindness/Visual Impairment programs are completed in two years. Each program meets during the summer. The Blind/Visually Impaired program is offered through a hybrid online model, minimizing time on campus. Likewise, the Teacher of Students with Disabilities program incorporates the hybrid online model for several courses. These are indicated in the course descriptions. Students must have access to a computer and the internet to enroll in the hybrid online classes.

Graduate faculty supervise both student teaching and field work, and students work with experienced, certified cooperating teachers. In-service teachers can complete student teaching in their classrooms if they are working with the appropriate population.

Students in the Childhood Education program take 33 credits in studies directly related to teaching students in grades 1-6, as per New York State certification requirements. Knowledge and skill gained from coursework and student teaching leads to eligibility for certification as a teacher of Childhood Education. Students must meet State Education Department pre-requisite requirements in liberal arts and content.

Students in the Teacher of Students with Disabilities program take 30-33 credits in studies directly related to teaching students with disabilities, including those with severe or multiple disabilities, and six credits of supervised student teaching. Knowledge and skills gained from program coursework on severe and multiple disabilities lead to eligibility for a special New York State annotation to the Students with Disabilities certificate.

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 three-credit supervised student teaching experience, and additional coursework related to health, behavioral, and other disability concerns.

All programs require a three-credit Research in Education course. In addition to the off-campus field work, students will meet on a regular basis for seminar; this seminar is seen as being integrative in nature, meshing theory with practical application. Depending on the program, the seminar is either on campus or online.

ADMISSION

An applicant to one of the programs may be admitted either as a matriculated student, one seeking to fulfill the requirements for a degree, or as a non-matriculated student, one earning graduate credit for specific courses (typically for state certification purposes) but not for the degree. Before beginning graduate courses, all applicants must hold a bachelor's degree from an accredited college or university acceptable to Dominican College.

Applicants who file an application before the baccalaureate degree has been conferred may be provisionally accepted pending successful completion of undergraduate work. Applicants who have complet-

ed 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 term.

Undergraduate seniors with a 3.0 G.P.A. who are enrolled in an Education/Special Education program may pursue the College's S.Y.R.O.P. (Senior Year Overlap) option, an opportunity to start Year I of the two-year M.S.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.

At least a B average in the overall undergraduate or graduate record is required for admission, although other factors will be considered in the decision, such as years of professional experience, grade point average in the major field, and academic development beyond the baccalaureate degree. Students not meeting the stated criteria may be admitted on a conditional basis. In order to maintain matriculated status, such students must then achieve a minimum grade of B for the first six credits attempted and provide evidence of having remediated any deficiencies.

Application forms are obtained from the College's Office of Admissions. The completed form, accompanied by the application fee (non-refundable), must be returned to the Office of Admissions. The candidate must also arrange for three letters of recommendation to be sent and official transcripts (not student copies) of all undergraduate and graduate records.

Graduates of Dominican College should write to the Office of the Registrar requesting that an official transcript be sent to the Office of Admissions. Copies of teaching certificates as well as scores on the L.A.S.T., A.T.S.-W., and C.S.T. must also be submitted for Students with Disabilities and Blind/Visually Impaired programs.

An on-site or email interview with the Program Director is required of all applicants. Graduate students are expected to demonstrate proficient written and oral communication skills in English. At the discretion of the Program Director, determination of such skills can be made by combinations of phone, fax, email, and/or on-site samples.

* Completion of a child abuse seminar, violence prevention seminar, fingerprinting, and a passing grade on State Education Department teacher exams are also required for certification in New York. Students must respond to certification requirements for the state in which they seek certification.

These processes are the same for students seeking either the degree or certification only.

Please note that certification in teacher education is contingent not only on completion of prescribed coursework and student teaching experiences, but also requires successful completion of additional requirements by the State Education Department.

REQUIREMENTS OF THE PROGRAMS

General Requirements:

1. The expectation is that all courses for the degree will be taken at Dominican College. A maximum of six credits may be considered for transfer.
2. Equivalent graduate coursework 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.
3. 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.
4. 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.
5. The College reserves the right,at its discretion, at any time, to terminate matriculation if the student fails to make sufficient progress towards the degree. Candidates for the degree not in attendance for two calendar years will have their matriculation terminated.

To reactivate their matriculation, these candidates must receive permission from the Program Director. In order to be readmitted, such candidates must be able to meet all degree requirements within the five-year period dating from their original trimester.

6. All students must maintain a 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 two courses can be repeated, each only once.

CURRICULUM REQUIREMENTS — Master of Science in Teacher of Childhood Education

Year I

Quarter I

ED 520 Foundations of Education
ED 522 Educational and Developmental
Psychology

Quarter II

ED 531 Fundamentals in Literacy
SE 510 The Exceptional Learner

Quarter III

ED 532 Strategies for Literacy Growth
SE 511 Strategies for the Inclusive Classroom

Quarter IV

ED 563 Methods for Mathematics Instruction
ED 564 Methods for Science Instruction
ED 565 Methods for Social Studies Instruction

Year II

ED 672 Student Teaching
ED 673 Integrative Seminar
ED 616 Research in Education

CURRICULUM REQUIREMENTS — Teacher of Students with Disabilities (Including Those with Severe or Multiple Disabilities)

Prior to Year I

Summer

SE 510 Psychosocial Aspects of
Exceptionality*

Year I

Fall

SE 530 Psychology of the Intellectually/
Behaviorally Challenged
SE 541 Psychoeducational Diagnosis and
Assessment

Spring

SE 537 Introduction to American Sign
Language
SE 565 Curriculum and Instructional
Strategies for Teaching Students
with Disabilities

Summer

SE 616 Research in Special Education
SE 617 Student Teaching and Seminar

Year II

Fall

- SE 621 Adaptive Methods for Developing Motor Skills in Students with Health and/or Physical Disabilities
- SE 622 Collaboration and Teaming to Support All Students

Spring

- SE 623 Positive Behavior Approaches
- SE 624 Linking Curriculum, Assessment, and Instruction for Students

Summer

- SE 625 Communication, Technology, and Literacy
- SE 717 Student Teaching and Advanced Seminar: Person Centered Planning

* For students without Special Education coursework.

**CURRICULUM REQUIREMENTS —
Teacher of Students Who Are Blind or Visually Impaired**

Prior to Year I

Summer

- SE 510 Psychosocial Aspects of Exceptionality*

Year I

Fall

- VI 532 Psychosocial Aspects and Evaluation of Blindness/ Visual Impairment
- VI 535 Literary Braille and Instructional Strategies

Spring

- VI 533 Assessment and Functional Implications of Blindness and Visual Impairment
- VI 538 Nemeth and Other Specialized Braille Codes
- VI 539 Assistive Technology for Students who are Blind or Visually Impaired

Summer

- VI 534 Orientation & Mobility for Teachers
- VI 641 Methods for Academic Learners who are Blind or Visually Impaired

Year II

Fall

- SE 621 Adaptive Methods for Developing Motor Skills in Students with Health and Physical Disabilities

In lieu of SE 621, Certification Only students take VI 717 (Student Teaching and Advanced Seminar) this term.

- VI 642 Methods for Young and/or Multiply Impaired Learners who are Blind or Visually Impaired

Spring

- SE 537 Introduction to American Sign Language
- SE 623 Positive Behavior Approaches

Summer

- SE 616 Research in Special Education
- VI 717 Student Teaching and Advanced Seminar

* For students without Special Education coursework.

COURSE DESCRIPTIONS

CHILDHOOD EDUCATION

ED 520 Foundations of Education (3)

Philosophical and historical role of the school in American Society; analysis of current issues which impact on 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, both long and short term; and assessment and instructional strategy. Aligning strategy to different types of learners and to various age groups will be examined. The New York State Learning Standards are introduced.

Field experience required.

ED 522 Educational and Developmental Psychology (3)

Psychological principles applied to the teaching/learning process: growth and maturation of the learner from birth through adolescence; overview of various approaches, such as cognitive-adaptive, Piaget, Erikson, psychoanalysis; factors of efficient learning/teaching; individual differences; motivation; classroom management; effective study; transfer of learning; and principles and purposes of measurement and evaluation.

Field experience required.

ED 531 Fundamentals of Literacy (3)

This course is designed to introduce students to the communication processes of listening, speaking, reading, and writing with special emphasis on information gathering, comprehension, and expression. The underlying theory of natural learning will be explored. The course will stress instructional strategies and materials required for literacy response, critical analysis, and social interaction for learners from birth through grade 6.

Field experience required.

ED 532 Strategies for Literacy Growth (3)

This course is designed to be an extension and refinement of the communication process involved with listening, speaking, reading, and writing as they pertain to differentiated instruction and evaluation of childhood programs for both English speakers and English language learners. Special attention will be paid to reading in the content areas. Emphasis will be placed on the diagnostic/prescriptive model of reading, and students will be required to work with individual learners in the assessment and remediation of reading difficulties.

Field experience required.

ED 563 Methods for Mathematics Instruction (3)

Study and implementation of instructional materials, planning, methods, and assessment procedures appropriate for teaching mathematics to diverse learners. Focus on strategies for NYS Standards based instruction.

Field experience required.

ED 564 Methods of Science Instruction (3)

Study and implementation of instructional materials, planning, methods, and assessment procedures appropriate for teaching science to diverse learners. Focus on strategies for NYS Standards based instruction.

Field experience required.

ED 565 Methods for Social Studies Instruction (3)

Study and implementation of instructional materials, planning, methods, and assessment procedures appropriate for teaching social studies to diverse learners. Focus on strategies for NYS Standards based instruction.

Field experience required.

ED 616 Research in Education (3)

This course is designed to assist the graduate student with the acquisition of the knowledge, skills and professional attitudes required to approach current research in the field of education. Through student exercises, critiques of published research, class discussions and reactions to a variety of class readings, graduate students will develop the skills necessary to read, interpret and critique professional literature and to begin to design their own scholarly research. Principles, problems and procedures related to planning and conducting educational research will be discussed.

ED 672 Student Teaching (3)

Supervised observation and student teaching in an approved elementary school under a certified

teacher. Eight weeks are spent with students in grades 1-3; eight weeks with students in grades 4-6. The student teacher gradually transitions from observation to increasing participation in, and responsibility for, planning and implementing instruction. The student teacher is responsible for maintaining a written log to be submitted to college supervisor and is expected to be involved in all aspects of school life relevant to instruction.

ED 673 Integrative Seminar (3)

This course, a co-requisite with student teaching, offers the prospective childhood education teacher an opportunity to apply educational theory to pedagogical practice. Through structured and goal directed sessions, case studies and discussion, the student teacher will learn to access resources that will enable him/her to maximize children's growth and educational development within the school system.

Field experience is the ED 672 co-requisite.

SE 510 Psychosocial Aspects of Exceptionality (3)

Introduction to the area of child/adolescent/ adult exceptionality, focusing on the educational, historical, sociological, philosophical, legal, ethical, and psychological issues involved in definition and classification. The student has the opportunity to understand his/her own feelings about exceptionality and to interact indirectly and directly with exceptional individuals in schools and work sites.

Field experience required.

SE 511 Instructional Adaptation for Exceptional Learners (3)

Provides the student with a repertoire of strategies necessary for successful implementation of mainstreaming/inclusion. Designed for mainstream teachers who will be responsible for educating exceptional individuals.

Field experience required.

STUDENTS WITH DISABILITIES

SE 510 Psychosocial Aspects of Exceptionality (3)

Introduction to the area of child/adolescent/ adult exceptionality, focusing on the educational, historical, sociological, philosophical, legal, ethical, and psychological issues involved in definition and classification. The student has the opportunity to understand his/her own feelings about exceptionality and to interact indirectly and directly with exceptional individuals in schools and work sites.

Field experience required.

SE 530 Psychology of the Intellectually/ Behaviorally Challenged (3)

Course examines needs of the intellectually and/or behaviorally challenged learner in early childhood/childhood/middle childhood/adolescence. Various etiologies are examined. Importance of legislation and advocacy related to academic, social, behavioral, and emotional issues, as well as importance of transition planning.

Field experience required.

SE 537 Introduction to American Sign Language (A.S.L.) (3)

Students will demonstrate receptive and expressive mastery of targeted, context specific commands, questions, statements and dialogue, using the manual alphabet and signing Exact English. Students will develop cross-cultural skills and understanding of the deaf community.

Offered as a hybrid online course.

SE 541 Psychoeducational Diagnosis and Assessment (3)

Assessment techniques necessary for identifying strengths and weaknesses in the child with disabilities. Course provides experiences in both formal and informal assessment techniques, task analysis, and the interpretation of psycho-educational data for students with learning problems. The field experience is the development of a case history: selection, administration, and evaluation of testing instruments appropriate to either early childhood, childhood, middle childhood, or adolescence, and completion of comprehensive school and family reports.

Field experience required.

SE 565 Curriculum and Instructional Strategies for Teaching Students with Disabilities (3)

Examines educational research, appropriate teaching and learning strategies, and supportive materials and technology to maximize educational achievement for the early childhood/ childhood/middle childhood/adolescent student with disabilities. Major project is development, implementation, and evaluation of an IEP based on data gathered from SE 541, with focus on NYS learning standards, and addressing the appropriate developmental level of the disability certification area.

Field experience required.

SE 616 Research in Special Education (3)

Presents an overview of research design as applicable to students with disabilities, including those with multiple and severe disabilities. Examines use of computer software as research tools. Students prepare either a paper based on an original research design, or a paper based on analytical/historical out-

line of a question or problem specific to the target population and a journal article of publishable quality based on the paper.

Offered as a hybrid online course.

SE 617 Student Teaching and Seminar (3)

Student teaching assignment with developmentally appropriate learners for area of certification being sought. Seminar addresses elements of accessible pedagogy, including: community building and positive behavior approaches, culturally relevant curriculum, multiple intelligences, flexible grouping and cooperative learning, multilevel curriculum, and active learning. A focus on developing IEPs that align with general education curriculum and strategies that include all learners.

SE 621 Adaptive Methods for Developing Motor Skills in Students with Health and/or Physical Disabilities (3)

Addresses the needs of students with physical and/or health impairments in order to promote optimal participation in the educational setting. Skills in positioning and physical handling techniques, methods for developing daily living skills competence, modification and adaptation of curriculum and instructional materials, and teaming efforts with related service providers are addressed.

Field experience required. Offered as a hybrid online course.

SE 622 Collaboration and Teaming to Support all Students (3)

Provides students with knowledge and skill to work effectively as members of an instructional team in diverse and heterogeneous classrooms. Students will study effective team design, routines and interactions, and evaluate team experiences in view of standards of interactive efficiency. Models of co-teaching, team teaching, and consultant teaching will be considered. Relationships of teacher to paraeducator, related service providers, family, and community members will be addressed.

Field experience required.

SE 623 Positive Behavior Approaches (3)

Application of behavioral principles in the classroom; intervention and scheduling; changing, maintaining, and transferring new behaviors. Assessing behavior in environmental context, and utilizing positive practices for prevention of behavioral excesses.

Field experience required. Offered as a hybrid online course.

SE 624 Linking Curriculum, Assessment, and Instruction for Students (3)

Provides students with alternative assessment strate-

gies and teacher designed assessment strategies applicable to students with disabilities who do not participate in standardized assessments. Emphasis on relationship of assessment to curriculum development and implementation aligned to the general education curriculum. Use of assessment tools to inform and refine curriculum design in a standards-based classroom.

Field experience required.

SE 625 Communication, Technology, and Literacy (3)

Review of development of communication skills and an examination of communication options and alternatives for learners who are unable to meet their daily communication needs through natural modes such as speech, gesture, or handwriting. Addressed are gestural and touch cues, tangible communication systems, graphic communication systems, communication boards, electronic and other augmentative communication devices as well as functional and beginning literacy skills and technology to support these.

Field experience required.

SE 717 Student Teaching and Advanced Seminar: Person Centered Planning (3)

Provides students with skills and knowledge to develop person centered plans based on a capacity view of individuals with disabilities. Students will develop skills in creating M.A.P.S., P.A.T.H. and a Person Centered Plan for an early childhood, childhood, middle childhood, or adolescent student with moderate to severe disabilities.

BLIND/VISUALLY IMPAIRED

All courses are offered in a hybrid online format.

VI 532 Psychosocial Aspects and Evaluation of Blindness and Visual Impairment (3)

Changing nature of population; definitions; history of services; legislative history; attitudes towards the blind; adjustment to blindness; effects of blindness on cognitive, physical, psychological and social development during early childhood, adolescence, transition, and adulthood; formal and informal evaluation procedures.

Field experience required.

VI 533 Assessment and Functional Implications of Visual Impairment (3)

Anatomy and development of the eye; nature and degrees of impairment; optical and non-optical devices for low vision; vision testing in clinical and educational settings; assessment of visual perceptual functioning; learning media assessment; functional vision assessment.

Prerequisite: VI 535

Field experience required.

VI 534 Orientation and Mobility for Teachers (3)

Special skills required for successful independent travel. Skills to be stressed are concept development, orientation and spatial awareness, exploration of the environment, and pre-cane techniques. Students will participate in a variety of movement experiences using occluders which simulate both total and partial vision loss.

Field experience required.

VI 535 Literary Braille and Instructional Strategies (3)

Reading and writing of standard English Grade II Braille, using both Braillewriter and slate and stylus. Preparation of assignments in both "hard" Braille and "simulated" Braille using computer programs. The teaching of Braille reading and writing, with attention to the New York State Learning Standards for the English Language Arts.

Field experience required.

VI 538 Nemeth and Other Specialized Braille Codes (2)

Continuation and reinforcement of literary Braille; instruction in reading and writing of Nemeth code for scientific and mathematical notation; instruction in utilization of Cranmer abacus for math calculation. Braille formatting, foreign language codes, music Braille, and computer Braille code are introduced. Strategies for Braille reading and writing instruction are further developed, with continuing attention to the New York State Learning Standards for English Language Arts.

Prerequisite: VI 535

Field experience required.

VI 539 Assistive Technology for Students Who Are Blind or Visually Impaired (1)

Overview of assistive technology for persons who are blind or visually impaired—Braille, enlarged print, speech. Lecture and "hands-on" experience with screen readers, Braille notetakers, Braille translation programs, and screen magnifiers. Representatives from technology companies, the American Printing House for the Blind, and local distributors will explain and demonstrate use of products and assist with instruction of selected devices and programs.

VI 641 Methods for Academic Learners Who Are Blind or Visually Impaired (3)

Principles of materials development and teaching strategies for children with visual impairments and total blindness. A sampling of all K-12 subject areas is examined, and special emphasis is placed on reading readiness, reading, the language arts, and visual

stimulation. Instruction in developing tactile graphics; students will create tactile graphics to enhance lessons presented in class and/or online. Students will examine means of assuring that New York State Learning Standards in all identified areas are met by all learners.

Field experience required.

VI 642 Methods for Young and/or Multiply Impaired Learners Who Are Blind or Visually Impaired (3)

Assessment and intervention strategies for working with young and/or older multiply disabled learners who are blind or visually impaired. Emphasis on developing compensatory skills in young children, and functional skills in older blind and visually impaired children with multiple disabilities; perspective is teaming and collaboration. The New York State Learning Standards and Alternate Performance Indicators for Students with Severe Disabilities will be identified and addressed in curriculum planning.

Field experience required.

VI 717 Student Teaching and Advanced Seminar (3)

Student teaching either during the academic year, if the student is employed working with learners who are visually impaired, or during the summer. Placements will be determined in consultation with faculty. The seminar refines topics such as working with the para-educator, working with families, developing appropriate I.E.P. goals and objectives, conducting functional vision assessments, learning media assessments, transition plans, and preparing community presentations.

Accreditation

and Membership

Dominican College is accredited by:

Middle States Association of Colleges and Secondary Schools
Board of Regents of the University of the State of New York

Dominican College holds membership in the following professional associations:

American Council on Education
Association of Catholic Colleges and Universities
Association of American Colleges and Universities
Association of Governing Boards of Universities and Colleges
Association for the Advancement of Sustainability in Higher Education
College and University Professional Association for Human Resources
College Board
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Margaret Giuliano, M.S., M.L.S., *Coordinator for Special Services*

Library

John Barrie, M.A., M.L.S., *Head Librarian*

Virginia Dunne, M.L.S., *Assistant Librarian*

Sam Heye, M.A., M.L.S., *Assistant Librarian*

Amy Haase, M.L.S., *Assistant Librarian*

Eileen Andes, *Administrative Assistant*

Karen Ko, *Library Clerk*

Sr. Madeleine McGill, O.P., *Library Clerk*

Mary McNamara, *Library Clerk*

Pamela O'Donohue, *Library Clerk*

Maureen O'Keeffe, *Library Clerk*

ENROLLMENT MANAGEMENT

Brian G. Fernandes, M.B.A., *Vice President for Enrollment Management*

Anna Desposati, *Administrative Assistant*

Admissions

Joyce Elbe, M.S., *Director of Admissions* Sr.

Mary Carmel McEneaney, O.P., M.S., *Transfer Counselor*

Robert Tyrrell, M.S. Ed., *Assistant Director of Undergraduate Admissions*

Christine Howe, M.A., *Assistant Director of Graduate Admissions*

Kerry McLaughlin, B.A., *Admissions Counselor*

Joseph Sullivan, B.A., *Admissions Counselor*

Danielle McCormick, B.A., *Admissions Marketing Representative*

Lynn Massey, B.A., *Office Manager*

Timothy Heinzinger, B.A., *Admissions Systems Coordinator*

Lalitha Mahalingam, B.A., *Freshman Secretary*

Financial Aid

Eileen T. Felske, B.S., *Director of Financial Aid*

Nancy Petronella, B.A., *Assistant Director of Financial Aid*

Linda Fitzpatrick, *Office Manager*

Denise Marren, *Financial Aid Data Specialist*

Elizabeth Tsiavos, *Office Assistant*

Registrar

Mary McFadden, B.S., *Registrar*

Jenee Schaefer, B.S., *Assistant Registrar*

Christine Zinna, B.A., *Assistant Registrar*

Donna LaPoma, *Secretary*

FISCAL SERVICES

Cathleen Kenny, M.P.A., C.P.A., *Vice President for Fiscal Affairs and Chief Fiscal Officer*

Eileen Doyle, *Administrative Assistant*

Roxanne Drown, B.A., *Accountant*

Joanne Porette, B.S., *Controller*

Christine Divinagracia, B.S., *Payroll Manager*

Eleanor Klepper, *Accounts Payable*

Pauline Teahan, *Accounting Clerk*

Kathleen Rosenberger, *Bursar*

Jeanne Caserma, B.A., *Student Accounts Representative*

St. Janet Hartwick, O.P., A.A., *Student Collections Officer*

Linda Schuelen, *Student Accounts Representative*

Lisa Meyers, *Student Accounts Representative*

Janet Smothers, *Student Accounts Representative*

Debra Ferguson, *Student Accounts Representative*

Information Technology

Russell Diaz, M.S., Executive Director of Information Technology

Jason Joseph, B.S., Business Systems Specialist
 Marie Donlon, B.S., Network Server Administrator
 Andrew Blecher, B.A., Network Infrastructure Specialist
 T.B.A., Information Technology Support Coordinator
 Anna Fracalossi, A.S., Network Server Administrator
 Lisa Surliss, B.S., Secretary

Audiovisual Services

Thomas Wells, A.S., Audio Visual Media Specialist

One-Card Services

Michael Quinn, B.S., Coordinator
 Edgar Villamor, B.S., One Card Support Specialist

On-line Instruction

Joanne Clemente, Ph.D., Director

Human Resources

Eleanor Marcín, B.S., Director of Human Resources
 T.B.A., Telephone Personnel
 John Lennon, Telephone Personnel
 Robert Dupee, Telephone Personnel
 Richard Wochinger, Telephone Personnel

Purchasing

Amy Bianco, A.A.S., Director of Purchasing
 Kathy Strickland, Secretary
 Gaetchine Louis, Mail Personnel

Facilities

Michael Dempsey, Director of Facilities
 Eileen Taylor, Secretary
 Edelmiro Torres, Maintenance Services
 Vincent Miraglia, Maintenance Services
 Earl Long, Jr., Maintenance Services
 David Von Holt, Maintenance Services
 Journal Soriano, Maintenance Services
 Bardh Marku, Maintenance Services
 Lush Grishaj, Maintenance Services

Security & Public Safety

John Lennon, Jr., B.S., Director of Security & Public Safety
 James Corrigan, Assistant Security Manager
 Cynthia Schneider, Public Safety Assistant
 Curtis Moore, Public Safety Official
 Brien Olivo, Public Safety Official
 Walter Leppert, Public Safety Official
 John Wintersteiger, Public Safety Official
 Richard Dunbar, B.S., Public Safety Official
 Joseph McMorro, Public Safety Official
 Charles Goodman, Public Safety Official
 Harry Hagopian, B.A., Public Safety Official

STUDENT DEVELOPMENT

John W. Prescott, M.A., Vice President for Student Development and Dean of Students
 John Burke, B.A., Assistant Dean of Students
 Alise Cohen, A.C.S.W., Personal Counseling Services
 Jerard Offen, L.C.S.W., B.C.D., Personal Counseling Services
 Eileen Piccininni, M.A., Education & Prevention Counselor
 Eileen Foti, B.A., Administrative Assistant
Sr. Barbara McEneaney, O.P., M.S., Director of Campus Ministry
Father Ronald Stanley, O.P., STL, M.S., M.A., College Chaplain
Jessica Flores, B.A., Director of Student Activities
Patrick Delices, Ed.M., Dir. of Career Planning & Placement
 Andrea Catania, A.A., Secretary

Carlyle Hicks, M.S., Director of Residence Life
 Jeffrey Taveras, B.A., Assistant Director of Residence Life
 Ryan O'Gorman, B.S., Assistant Director of Residence Life
 Susana Briscoe, B.S., Assistant Director of Residence Life
 Kathleen Boylan, M.A., Secretary
Michael G. Rogan, M.S.S., Hennessy/Granito Facilities Manager

Thomas Gavigan, B.S., Assistant Facilities Manager
Lynda Chesterman, R.N., M.S./A.N.P., Director of College Health Center
 Eva Humbach, R.N., M.S./ANP, Nurse Practitioner
 Denise Signorile, Secretary

Freshman Directorate

Denise DellaPorta, M.S., Freshman Year Director & Retention Specialist
Christie Cruse, M.S., Coordinator of Bridge Program and Assistant Freshman Year Director
 Bonnie Raab, M.S.W. Patty Furlong, M.A.
 Philip Sciamé, M.S. Denise DellaPorta, M.S.
 Patricia Ireland, Ph.D. Fabiana DesRosiers, Ph.D.
 Christie Cruse, M.S. Kathleen Hickey, Ed.D.
 John Gann, M.S. Lori Henderson, M.S.
 Roger Tesi, Ed.D. AnnMarie DelliPizzi, Ph.D.
 Margaret Mulligan, M.S.

Athletics

Joseph Clinton, B.A., Director of Athletics, Men's Head Basketball Coach, and Head Golf Coach
 John Burke, B.A., Assistant Director of Athletics; Women's Head Basketball Coach, and Compliance Officer
 Rick Giannetti, B.S., Assistant Director of Athletics; Men's Head Baseball Coach
 Kelly Ann DiGiulio, B.A., Assistant Director of Athletics; Sports Information Director; Senior Women's Administrator
 John Campbell, B.A., Assistant Director of Athletics; Men's Head Soccer Coach; Camp Director
 Samantha Austin James, M.S., ATC., Head Athletic Trainer
 John Galvany, ATC., Assistant Head Athletic Trainer
 Joseph Gartner, B.S., Statistician
 Maureen Eanniello, B.A., Secretary
 Brian Mackey, Strength & Conditioning Coach/Baseball
 Abdias Suero, Women's Head Cross Country Coach; Head Track and Field Coach
 Lona Ozrek, Women's Head Soccer Coach
 Stefanie Carrington, Women's Head Volleyball Coach
 Bill Diener, Women's Associate Basketball Coach
 Tony Toapha, Men's Associate Basketball Coach
 Joe Burbridge, Women's Head Softball Coach
 Chad Duesler, Men's Associate Baseball Coach
 Wayne Mackey, Men's Head Golf Coach
 T.B.A., Men's Head Lacrosse Coach
 T.B.A., Women's Head Lacrosse Coach

James Crawley, M.S., Faculty Athletic Representative

INSTITUTIONAL ADVANCEMENT

Dorothy C. Filoramo, B.A., Vice President for Institutional Advancement
 Susan Dizzine, Institutional Advancement Associate
 Anna Casiano, A.A.S., Office Assistant
 Susan Sterling Amorosi, Special Events Coordinator
Erin DeWard, B.A., Director of Public Relations
Brett Bekrisky, M.P.A., Director of Marketing Services
Julika Von Stackelberg-Addo, B.A., Director of Annual Funding
Samira Allen, M.A., Director of Alumni Affairs

INSTITUTIONAL RESEARCH

William Stegmayer, Ph.D., Director

Full-time Faculty

Boyd, Margaret E., *Instructor in Occupational Therapy (1994)*

B.S.,Dominican College
M.P.H.,NewYork Medical College

Countee, Sandra, *Associate Professor and Program Director, Occupational Therapy (2000)*

B.S.,Kansas University
M.S.,Columbia University School of Social Work
M.P.A.,NewYork University
Ph.D.,NewYork University

Creegan, Maureen, *Professor of Nursing (1979)*

Diploma,Bellevue Hospital School of Nursing
B.S.N.,Dominican College
M.A.,Teachers College, Columbia University
M.Ed.,Teachers College, Columbia University
Ed.D.,Teachers College, Columbia University

Gallucci, Michael., *Associate Professor and Program Director, Physical Therapy (2006)*

B.S.,Montclair State University
B.S.,NewYork Medical College
Ed.D.,Teachers College, Columbia University

Garbarini, Jan G., *Assistant Professor and Research Coordinator, Occupational Therapy (1996)*

B.S.,Temple University
M.A.,NewYork University

Henderson, Lori, *Instructor in Nursing (2003)*

B.S.N.,University of Texas,El Paso
M.S.N.,NNP, Columbia University
C.,NAACOG

Herd, Sr. Beryl, O.P., *Professor of Allied Health and Coordinator of Graduate Studies (1999)*

B.A.,Hunter College
M.S.,Hunter College
Ph.D.,St. John's University

Humbach, Eva, *Assistant Professor of Nursing and Director of the College's Health Center (2001)*

B.A., Western College for Women
M.S., Pace University
APRN-BC
C.,American Nurses Credentialing Center

Kelly, Michael W., *Associate Professor of Education (1987)*

B.A.,Iona College
M.S.,College of New Rochelle
Ph.D.,Fordham University

McDonough, Andrew, *Associate Professor of Physical Therapy (2003)*

B.A.,Gettysburg College
M.S.,Fairleigh Dickinson University
Ed.D.,Columbia University

McFall, Pamela, *Assistant Professor of Occupational Therapy (2003)*

B.S.,University of Texas
M.S.,College of Misericordia

Shaw, Rona, *Professor of Special Education and Coordinator of Graduate Programs in Education (1979)*

B.A.,Brooklyn College
M.S.,Hunter College
M.Ed.,Teachers College, Columbia University
Ed.D.,Teachers College, Columbia University

Timmerberg, Jean, *Instructor in Physical Therapy (2005)*

B.S.,SUNY Stony Brook
B.S.,(PT) SUNY Stony Brook
M.H.S.,University of Indiana
OCS, Orthopedic Clinical Specialist

Vilonen, Kristina, *Instructor and Coordinator of Academic Studies and Fieldwork, Occupational Therapy (1987)*

B.A.,Wartburg College
M.A.,NewYork University

Weissman, Lynne, *Assistant Professor of Nursing and Coordinator of the Graduate Family Nurse Practitioner Program (1999)*

R.N.,Englewood Hospital School of Nursing
B.S.N.,Dominican College
M.S.,P.N.P.,Columbia University
C.,Certified in Pediatrics,National Certification
Board of Pediatric Nurse Practitioners and Nurses

Part-time Faculty

Amato, Sheila, *Lecturer in Special Education (1999)*
 B.A., Queens College
 M.A., M.Ed., Ed.D, Teachers College,
 Columbia University

Baker, Peggy, *Lecturer in Nursing (2007)*
 B.S.N. Pace University
 M.S., G.N.P. Cornell University
 Guilford County Public Health Nursing
 Certificate

Bogin, Donna, *Lecturer in Special Education (1995)*
 B.S., Marywood College
 M.S., St. Thomas Aquinas College

Bondoc, Salvador, *Lecturer in Occupational Therapy (2003)*
 B.S., University of the Philippines Manila
 OTD, Creighton University

D'Antoni, Anthony, *Lecturer in Physical Therapy (2005)*
 B.S., Seton Hall University
 M.S., Wagner College
 B.S., National University of Health Sciences
 D.C., National University of Health Sciences

Daigle, Richard A., *Lecturer in Physical Therapy (2008)*
 B.S., New England College
 D.P.T., Simmons College

Diamond, Kathleen, (2008)
 B.S. Trenton State College (College of New
 Jersey)
 M.S. Ramapo College

Fedoruk, Randy, *Adjunct Assistant Professor of Occupational Therapy (2003)*
 B.Sc. (OT), University of Alberta, Canada
 M.A. (OT), New York University

Fellerman, Cynthia, *Lecturer in Special Education (2005)*
 B.S., Florida State University M.S., Florida
 State University

Fishner, Beth, *Lecturer in Occupational Therapy (2003)*
 B.S., Tufts University M.S., Fordham
 University

Goodman, Jeffrey, *Lecturer in Biology (1999)*
 B.S., Syracuse University
 Ph.D., University of Texas Health Science
 Center Postdoctoral Fellow, University of
 Texas Health Science Center

Gothelf, Carol, *Lecturer in Special Education (2004)*
 B.A., New York University M.A., New York
 University
 M.S. Ed., Teachers College, Columbia
 University
 Ed.D., Teachers College, Columbia University

Hunt-Slamow, Patricia, *Lecturer in Nursing (2000)*
 R.N. St. Vincent's Hospital School of Nursing
 B.S.N. Hunter College CUNY

Hutter, Jeanette, *Lecturer in Occupational Therapy (2007)*
 B.A. SUNY Stony Brook
 B.S./M.S. Dominican College

Kelly, John J., *Lecturer in Teacher Education (2007)*
 B.S. Dominican College
 M.S. Ed. SUNY New Paltz

Kogut, Gary, *Lecturer in Nursing (2007)*
 B.S.N., Hartwick College
 M.B.A. Cornell University
 Sloan Certificate, Hospital and Health
 Services Administration

Lichtman, Steven, *Lecturer in Physical Therapy (2006)*
 B.A. Queens College
 M. Ed. American University
 Ed.D. Teachers College, Columbia University

MacGregor, Alicia, *Lecturer in Occupational Therapy (2006)*
 B.S. Rutgers University
 M.S. Seton Hall University

McGrath, Mildred, *Lecturer in Nursing (1996)*
 B.S.N. & M.S.N., Seton Hall University

Mahan, Patricia, *Lecturer in Occupational Therapy (2006)*
 B.S./M.S., Dominican College

Michela, Karen, *Lecturer in Physical Therapy, (2008)*
 B.S./M.S. Mercy College

- Nowak**, Kathleen, *Lecturer in Nursing(2008)*
 R.N.,Queens General Hospital
 B.S.N.,Dominican College
 M.S.N.Ed.,Lehman College CUNY
- Pfohl**, Emily (2006)
 B.A.Bethany College
 M.Ed.University of Pittsburgh
 Ph.D. Indiana University of Pennsylvania
- Reed**, Sheila, *Lecturer in Physical Therapy (2006)*
 B.A.SUNY Buffalo
 M.S.P.T. University of Miami
- Rikhye**, D. Catherine Hall, *Adjunct Associate Professor of Special Education (1994)*
 B.A.,Barnard College, Columbia University
 M.A., Teachers College, Columbia University
 M .Ed., Teachers College, Columbia University
 Ed.D., Teachers College, Columbia University
- Ross**, Stewart Y., *Lecturer in Physical Therapy (2007)*
 B.S.,Adelphi University
 B.S.,Hunter College CUNY
 D.P.T. U. Medicine and Dentistry of NJ
- Rothman**, Jeffrey, *Adjunct Professor of Physical Therapy (2005)*
 B.A.,SUNY Brockport
 M.A.,New York University
 Ed.D.,Rutgers University
- Safaie**, Saeed, *Lecturer in Physics (1995)*
 B.S.,New Jersey Institute of Technology
 M.S.,Rutgers University
 M.S.,State University of New York at New Paltz
- Stancanelli**, Jeanine, *Adjunct Assistant Professor of Occupational Therapy (2003)*
 B.S.,Quinnipiac College
 M . P.H.Southern Connecticut State University
- Weiss**, Diane, *Lecturer in Occupational Therapy (1987)*
 B.Sc. (O.T.),University of Western Ontario, Canada
 M.A.,Fairleigh Dickinson University

Occupational Therapy Fieldwork Supervisors

CALIFORNIA

Kentfield Hospital
Yvette A.Santiago, OTR/L

CONNECTICUT

Center for Pediatric Therapy
Courtney Richards, MA OTR/L

Children's Therapy Center
Kelly Champagne, OTR/L

Colchester Public School System
Kathleen Epperson, OTR/L

Institute for Living
Erica DeFrancesco, OTR/L

Kettlebrook Care Center
Christine E.Charif, OTR/L

Natchaug Hospital
Tracy Heck, OTR/L

*Nonwalk Rehabilitation Services
Wheeler Clinic*
Joyce Rioux, OTR

FLORIDA

*Miami Children's Hospital Dan Marino
Center*
John McDonough, OTR/Health

South Sunrise Rehabilitation Hospital
Toni Miret, OTR

GEORGIA

St.Josephs/Chandler Hospital
Lindsay Meyers, MPH, OTR

MARYLAND

The John Hopkins Hospital
Jennifer Sickmond, OTR/L

MASSACHUSETTS

Bay State Medical Center
Michelle Parker, OTR/L/NW

England Medical Center
Ellen White, OTR/L

NEW JERSEY

Allegro School
Erin O'Hara, OTR

Ann Klein Forensic Center
Stacey Creech, OTR

Bergen Pediatric Therapy Center
Lisa Koo, OTR

Bergen Special Services
Rebecca Rupich, MS OTR/L

Care One at Pine Rest
Lisa McConville, OTR/L/Children's

Learning Center
Lisa Brown, OTR/L

Children's Specialized Hospital
Anni Pederson, BCP, OTR

Englewood Hospital
Brian Frese, OTR

Forum School
Betsey Hemmerle, OTR

Hackensack University Medical Center
Mark Sparta, OTR

Hamilton Park Health Care Center
Lorna Mercado, OTR

Holy Name Hospital
Christine Smith, OTR/L

Horizon School
Kathleen Nozierre, OTR/JFK-

Johnson Rehabilitation Institute
Shelly Levin, OTR

Jersey City Medical Center
Allison Baird, OTR/L

Jewish Home at Rockleigh
Maryann Adams, OTR

Kessler Institute for Rehabilitation
Christine DeFiglio, OTR/L

Morristown Memorial Hospital
Kristine Hernandez, OTR/L

Occupational Therapy Consultants, Inc.
Claire Glasser, MA, OTR

Overlook Hospital
Jeanne White, OTR

Passaic County Elks, CP Center
Donna Coffey, OTR

PG Chamber School
Karen Z. Kowalski, M.P.H., OTR/L

Ridgewood Pediatric Therapy Associates
Rose Santos-Martinez, OTR

St.Barnabas Health Care System
Raj Chawda, OTR

St.Clare's Hospital
Cathy Levin, OTR

St.Joseph's Regional Medical Center
Patricia Jones, OTR/L, CHT

School for Children
Megan Weissberg, OTR

Tender Touch Health Care Services
Lori Blaire, OTR

The Rehabilitation Institute
Karen Christopher, OTR/L

Universal Rehabilitation
Randi Marti, OTR

*Valley Hospital Center for Child
Development*
Greta Gray, MS, OTR/L

Waldwick Public Schools
Maria Scalia, MA, Ed, OTR

*Wanaque Center for Nursing &
Rehabilitation*
Jennifer Waters, OTR

NEW YORK

A Starting Place
Laurie Lupien, MS, OTR/ACE

Day Treatment School
Dale A.Coffin, MS, OTR, CAS

All About Kids
Erin Schneckenbeyer, OTR

Brookdale Hospital
Michelle Springer-Cooper, OTR/L

Brunswick Hospital Center
Carol Chamoff, OTR

Burke Rehabilitation Hospital
Lorraine Kramer, MS, OTR/L

Central Park Early Learning Center
Deborah Riccardi, OTR/L

Children's Home Intervention Program
Kathleen Kuhlman, MA OTR/L,
LCSW

Children's Learning Center
Maureen Johnson, OTR

Cooney Island Hospital
Lisa Bosse, OTR

Corwall Hospital
Jeanne Campbell, OTR

Creedmoor Psychiatric Center
Curtisse Renee Waddy, MA, OTR/L

Dove Rehabilitation Services
Gary Matteson, MPA, OTR

Eger Health Care Center
Greg Taylor, OTR

First Step, LLC
Lina Zhitnik, MS, OTR/L

Fishkill Health Center
Donna Frazier, OTR/L

Franklin Hospital Medical Center
Denise Jackbir, OTR

George Robinson Center
Peggy Amatura, OTR

Giant Leaps Occupational Therapy, PC
Tammy Belcher, MS, OTR/L

Glens Falls Hospital
Kerri Bondy, OTR/L

Glen Haven Health Care Center
Alison Hiestand, OTR/L

Goshen School District
Marian Hammaren, OTR

Helen Hayes Hospital
Terry Berg, OTR

Herbert G. Birch Early Childhood
Deborah Natale, OTR/L

Hillside Hospital
Cynthia Cassanova, OTR

Hudson Valley Hospital Center
Evie Shoenthal, OTR/L

Island Therapies
Jeanne Ganz, OTR

Jamaica Hospital
Camille Hodge, OTR/L

Kidabilities
Sue Seiler, OT/L

Kingston Hospital
Bonnie Fischer-Camara, OTR

Lifespire
Joyce Karpinski, OTR

Lutheran Medical Center
Romana Ahmad, OTR/L

Manhattan Psychiatric Center
Marie Colette Noel, OTR/L

Michael Malot Skilled Nursing Home
Mary Lynn Lounsbury, OTR

Morningside House Nursing Home
Terri Flynn, OTR/L

Nassau Extended Care
Frank Emokpae, OTR

Nassau University Medical Center
Josee Lamour, OTR

New York Hospital-Cornell Medical Center, New York Institute for Special Education
Marianne Robbins, OTR/L

New York Presbyterian Hospital-Weill Cornell Medical Center
Robin Silver, OTR/L

Northeast Center for Special Care
Vicky Chandler, OTR

Northern Riverview
Joyce Kopelman, OTR/L

North Shore Central School District
Christina Van Vorst, OTR/L

One Step Beyond
Susan Greenberg, OTR/L

Orange Regional Medical Center
Diane Strysko, OTR

Our P.L.A.C.E.School Parkview Nursing Home
Ravi Sardesai, OTR

Pediatric OT Solutions
Laura Stubecki, OTR

Phelps Memorial Hospital
Wendy Wheeler-Eagleton, OTR/L

Prime Time for Kids
Elizabeth McKiernan, OTR

Rehabilitation Programs, Inc.
Kristine Schilling, OTR

Rockland Occupational Therapy for Children
Pam McFall, OTR/L

Rockville Centre School District
Maria Minondo, MS, OTR/L

Rusk Institute
Nandita Singh, MPH, OTR/L

Schervier Pavilion
Frank Zorrola, OTR

Schurmacher Center for Rehab. & Nursing
Jennifer Krol, OTR

South Beach Psychiatric Center
Carol Capper, MS, OTR/L

St.Barnabas Hospital
Guillermo R.Cruz Jr., OTR/L

St.Elizabeth Ann's Health & Rehabilitation Center
Mary Manaker, OTR

St.Francis Hospital
Michael Lavoie, OTR/L

St.Martin DePorres Infirmary
Sharon Martinez, MS, OTR/L

St.Mary's Rehab. Center for Children
Diane Dessanti, OTR

St. Vincent's Hospital
Peter Guntner, OTR

Staten Island University Hospital
Nora Goldberg, OTR

Stony Brook University Hospital
Kathleen Grant, MS, OTR

The Center for Discovery
Melissa Grassi, OTR
The Children's Annex
Laurie Hopkins, OTR

The Summit School
Jeanette Hutter, MS, OTR/L

Transitions of Long Island
Patricia Kearney, OTR/L

UCP Association, Nassau County, Inc.
Betty Waring, OTR/L

United Cerebral Palsy Association
Gary Grimaldi, MS, OTR

VA Hudson Valley Health Care System
Maura Timm, OTR

Variety Child Learning Center
Terrie Ludwig, OTR

Wappingers Central School District
Nellie Ferraro, OTR

Westchester Center for Educational and Emotional Development
Rebecca Laber-Quijaro, OTR/L

Westchester Medical Center
Beverly Thiemann, OTR

Westchester School for Special Children
Sharon Sedlak, OTR

William Floyd School District
Edwin Diaz, OTR/L

Woodmere Rehabilitation & Healthcare Center
Patricia Conroy, MS, OTR

YAI National Institute for People with Disabilities

VERMONT

Kids on the Move
Lora Clements, OTR/L Rutland

Regional Medical Center
Thomas Hartigan, OTR

VIRGINIA

Atlantic Progressive Rehabilitation
Eric Schaver, OTR/L

Sentara Hilltop Therapy Center
Crystal Sempier, OTR

Physical Therapy

Clinical Coordinators

ALABAMA

Health South Lake Shore Rehabilitation
Nancy Mc Cracken,PT, CCCE

CALIFORNIA

Magnolia Physical Therapy
Michelle Edwards,CCCE

CONNECTICUT

Elim Park
Josh Greene, OT, CCCE

MASSACHUSETTS

Falmouth Hospital
Doug Kennedy, PT, CCCE

Health South of Western MA
Danielle Godin,CCCE

NEVADA

Health South Rehab of Reno
Rhonda Green,CCCE

NEW JERSEY

Alliance Hand & Physical Therapy
Nisha Shah,PT, CCCE

Barnet Memorial Hospital Center
Melita Torralba-Hao Cuenco, PT, CCCE

Bergen Center for Child Development
James Park,PT,CCCE

PG Chambers School
Linda Macario,CCCE

Children's Center of Monmouth County
Rachel Cunningham, Director

Children's Specialized Hospital
Ellen Lloyd,PT,CCCE

Chilton Memorial Hospital
Lisa Roosma,PT, CCCE

Clara Maas Hospital
Gloria Brabone, PT, CCCE

Community Medical Center
Karen Tortorelli,CCCE

CP of Middlesex County - The Lakeview School
Linda D'Anton,PT, CCCE

Cornerstone Physical Therapy
David De La Fuente, PT, CCCE

Cranbury Nursing & Rehab Center
Celema Abantao, PT, CCCE

Daughters of Miriam
Kimberly Topchiev, CCCE

Delaware Valley Physical Therapy
Tony Kauffman,PT, CCCE

ECLC of New Jersey-Chatam
Suzanne Johnson, PT,CCCE

Fairfield Physical Therapy
Kevin Kopack,PT,CCCE

Felician School for Exceptional Children
Katie Dunne, PT, CCCE

First CP of New Jersey
Danielle Van Beuzekom, PT, CCCE

Forsgate Physical Therapy
Dennis Gramata,PT, Director, CCCE

Forum School
Carolyn Rickard,PT, Director

Franklin Lakes Physical Therapy
Katrinn L.Ramsey, PT, CCCE

Genesis Eldercare Rehab Services
Felicia Chew, CCCE

Hackensack University Medical Center
Michele Simeone, PT, CCCE

Hamilton Physical Therapy
Mark Laurinaitis,PT, CCCE

HealthSouth of East Rutherford
Debbie Arrington, PT,CCCE

IVYREHAB MAHWAH
Paul Schroeder, PT, CCCE

JAG Physical Therapy
John Gallucci,PT, CCCE, Director

Jardine Academy
Ro Zeiss,CCCE

Jersey Central Physical Therapy
Jennifer Barnett,CCCE

JFK Medical Center
Pragati Shah,PT, CCCE

Kessler Institute for Rehabilitation
Jennifer Skrapits,PT, CCCE

Ladacin Network
Beth Vroman,CCCE

Lakeview Subacute Care Center
Karen Iamuri,PT,CCCE

Looking Upwards
Dr. Genevieve Zipp, CCCE

Marc Community Rehab Centers
Suzanne Brown,Director

Morristown Memorial Hospital
Joseph Patanella,PT, CCCE

Mountainside Hospital
Sheila Parana,PT, CCCE

Muhlenberg Regional Medical Center
Lynne Stallworth,CCCE

North Jersey Developmental Center
Tara Fettes,PTA,CCCE

North Jersey PT Association
Carol Cote, PT, Director

Optimum Orthopedics
Jeromy Divine,PT, CCCE

Oradell Health Center
Nichole Scarpati,CCCE

Overlook Hospital
Janet Warnet,PT, CCCE

Palisades Hospital
Nicole Nerli, OT, CCCE

Princeton Orthopedic Associates
Richard Szuminsky, PT, CCCE

Procare Rehabilitation,LLC
Glen Smythe, PT, CCCE

Quest Physical Therapy
Carolyn Mitchell, PT,CCCE

Rickard Rehab. Services Inc.
Carolyn Rickard,Director, PT, CCCE

Robert Wood Johnson Univ. Hosp.
Mirza Gamboa,PT,CCCE

R.W. Johnson Univ. Hosp. at Rahway
Mary Windsor, PT, CCCE

St.Barnabus Medical Center
Dana Fleming,MPT, CCCE

St.Joseph's Regional Medical Center
Diane Bertone, PT, CCCE

St.Joseph's Wayne Hosp. & Rehab.
Lori Hayward,PT, CCCE

St.Peter's University Hospital
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Visitors are welcome at any time. Prospective students can contact the Office of Admissions to schedule a campus tour and admissions conference. The Office of Admissions is open on weekdays throughout the year and in the evenings and on Saturdays by appointment.

Dominican College is located in Rockland County, New York, at Exit 6E of the Palisades Parkway. The College is just west of Route 303 at Orangeburg Road and Western Highway, Orangeburg, NY, minutes from the Bergen County line. The College is readily accessible from:

New York City

Take the George Washington Bridge to the Palisades Parkway to Exit 6E to second traffic light, and left (Western Highway) to College

Westchester

Take the Tappan Zee Bridge to the NYS Thruway to Exit 12, Route 303 South, right on Orangeburg Road to first traffic light (Western Highway) and right to College.

New Jersey

Take the Garden State Parkway to the New York State Thruway South to Exit 12 to Route 303 South right on Orangeburg Road to first traffic light (Western Highway) and right to College.

Orange County

Take Harriman Interchange (Route 32) to Route 6 to Palisades Parkway. South to Exit 6E to second traffic light, and left (Western Highway) to the College.

The College may be reached using public transportation via Transport of Rockland (TOR) Route 92 or Red and Tan lines Bus #20, to Orangeburg Road and Western Highway. Dominican College is also located near major airports serving New York and New Jersey.

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