

2012-2014

GRADUATE CATALOG



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ACADEMIC CALENDAR

TRADITIONAL ACADEMIC CALENDAR

FALL 2012

August 2012

25	Saturday	Resident Halls Open/Orientation-New Freshmen
26	Sunday	Resident Halls Open/Returning Students
27	Monday	Classes Begin
30	Thursday	Academic Convocation
31	Friday	Last Day for Registration & Course Drop with 100% Refund

September

3	Monday	Labor Day Holiday - No Classes
7	Friday	Intent to Graduate Form Due For December 2012 Graduation
10	Monday	Last Day for 60% Refund
17	Monday	Last Day for 30% Refund
17	Monday	AW grades due
18	Tuesday	Start of No Refund Period

October

8	Monday	Columbus Day Holiday - No Classes
12	Friday	Intent to Graduate Form Due For May 2013 Graduation
16	Tuesday	Mid-Semester
23	Tuesday	Midterm grades due by noon

November

6	Tuesday	Last Day to Withdraw Without Academic Penalty
21-23	Wed-Fri	Thanksgiving Recess
26	Monday	Classes Resume

December

10	Monday	Last Day of Classes
11	Tuesday	Reading Day
12-14	Wed-Fri	Final Examination Period
18	Tuesday	Final Grades Due By Noon

2013

JANUARY INTERIM 2013

January 2013

2	Wednesday	Classes Begin
3	Thursday	Last Day for Registration & Course Drop with Refund

4	Friday	AW grades due
8	Tuesday	Mid-Semester
10	Thursday	Last Day to Withdraw Without Academic Penalty
15	Tuesday	Last Day of Class or Final Examination
18	Friday	Final grades due by noon (except for Graduate Education Courses - grades due on Jan 22)

SPRING 2013

January

21	Monday	Residence Halls Open
22	Tuesday	Classes Begin
28	Monday	Last Day for Registration & Course Drop with 100% Refund

February

4	Monday	Last Day for 60% Refund AW grades due
11	Monday	Last Day for 30% Refund
12	Tuesday	Start of No Refund Period

March

4-8	Mon-Fri	Spring Break
11	Monday	Classes resume
18	Tuesday	Mid-Term
22	Friday	Midterm Grades Due by Noon
28	Thursday	Friday classes meet instead of scheduled Thursday classes
29-April 1	Friy-Mon	Easter Recess

April

2	Tuesday	Classes resume
3	Wednesday	Last Day to Withdraw Without Academic Penalty

May

7	Tuesday	Last Day of Classes
7	Tuesday	Intent to Graduate Form Due For August 2013 Graduation
8	Wednesday	Reading Day
9-11	Thurs-Sat	Final Exam Period
13	Monday	Senior Grades Due by Noon
18	Saturday	Commencement
20	Monday	All Final Grades Due by Noon

FIRST SUMMER SESSION 2013

May

20	Monday	Classes Begin (laboratory science only)
21	Tuesday	Classes Begin (all others)
22	Wednesday	Last Day for Registration & Course Drop with 100% Refund
27	Monday	Memorial Day Holiday - No Classes
28	Tuesday	AW Grades Due
31	Friday	Make-Up for Laboratory Science Only

June

6	Thursday	Mid-Semester
13	Thursday	Last Day to Withdraw Without Academic Penalty
20	Thursday	Last Day of Class or Final Examination
25	Tuesday	Final Grades Due By Noon

SECOND SUMMER SESSION 2013

June

24	Monday	Classes Begin (laboratory science)
25	Tuesday	Classes Begin (all others)
26	Wednesday	Last Day for Registration & Course Drop with 100% Refund

July

1	Monday	AW Grades Due
4	Thursday	Independence Day Holiday – No Classes
5	Friday	Make-up day for Independence Day Holiday
10	Wednesday	Mid-Semester
12	Friday	Make-Up for Laboratory Science Only
15	Monday	Last Day to Withdraw Without Academic Penalty
25	Thursday	Last Day of Class or Final Examination
30	Tuesday	Final Grades due by Noon

FALL 2013

August

24	Saturday	Residence Halls Open/New Freshmen
25	Sunday	Residence Halls Open/Returning Students
26	Monday	First Day of Class
29	Thursday	Academic Convocation
30	Friday	Last Day for Registration & Course Drop with 100% Refund

September

2	Monday	Labor Day - No Classes
6	Friday	Intent to Graduate Form Due For
		December 2013 Graduation
9	Monday	Last Day for 60% Refund
16	Monday	Last Day for 30% Refund
16	Monday	AW Grades Due
17	Tuesday	Start of No Refund Period

October

11	Friday	Intent to Graduate Form Due for May 2014 Graduation
14	Monday	Columbus Day - No Classes
15	Tuesday	Mid-Semester
22	Tuesday	Mid-Term Grades Due by Noon

November

5	Tuesday	Last Day to Withdraw Without Academic Penalty
27-29	Wed-Fri	Thanksgiving Recess

December

2	Monday	Classes resume
9	Monday	Last Day of Classes
10	Tuesday	Reading Day
11-14	Wed-Sat	Final Exam Period
18	Wednesday	Final Grades Due by Noon

2014

JANUARY INTERIM 2014

2	Thursday	First Day of Class
3	Friday	Last Day for Registration & Course Drop with 100% Refund
6	Monday	AW Grades Due
8	Wednesday	Mid-Semester
10	Friday	Last Day to Withdraw Without Academic Penalty
15	Wednesday	Last Day of Class or Final Examination
21	Tuesday	Final Grades Due By Noon (except for graduate education courses - grades due on January 24th)

SPRING 2014

January

20	Monday	Residence Halls Open
21	Tuesday	First Day of Class
27	Monday	Last Day for Registration & Course Drop With 100% Refund

February

3	Monday	Last Day for 60% Refund
10	Monday	Last Day for 30% Refund AW Grades Due
11	Tuesday	Start of No Refund Period

March

7	Friday	Mid-Semester
10-14	Monday-Friday	Spring Break
17	Monday	Classes Resume
18	Tuesday	Mid Term Grades Due by Noon
31	Monday	Last Day to Withdraw Without Academic Penalty

April

15	Tuesday	Monday Classes Meet Instead of Tuesday Classes
18-21	Fri-Mon	Easter Recess
22	Tuesday	Classes Resume

May

7	Wednesday	Last Day of Class Friday Classes Meet Instead of Wednesday Classes Intent to Graduate Form Due for August 2014
8	Thursday	Graduation Reading Day
9-13	Fri-Tues	Final Exam Period
12	Monday	Senior Grades Due
17	Saturday	Commencement
20	Tuesday	All final grades due by Noon

FIRST SUMMER SESSION 2014

May

19	Monday	First day of Class (laboratory science only)
20	Tuesday	Classes Begin (all others)
21	Wednesday	Last Day for Registration & Course Drop with 100% Refund
26	Monday	Memorial Day - No Classes
27	Tuesday	AW Grades Due
30	Friday	Make-up For Laboratory Science Only

June

5	Thursday	Mid-Semester
12	Thursday	Last Day to Withdraw Without Academic Penalty

19	Thursday	Last Day of Class or Final Examination
24	Tuesday	Final Grades Due by Noon

SECOND SUMMER SESSION 2014

June

23	Monday	Classes Begin (laboratory science only)
24	Tuesday	Classes Begin (all others)
25	Wednesday	Last Day for Registration & Course Drop with 100% Refund

July

4	Friday	Independence Day - No Classes
9	Wednesday	Mid-Semester
17	Thursday	Last Day to Withdraw Without Academic Penalty
24	Thursday	Last Day of Class or Final Examination
29	Tuesday	Final Grades Due by Noon

FALL 2014

August

23	Saturday	Residence Halls Open/New Freshmen
24	Sunday	Residence Halls Open/Returning Students
25	Monday	First Day of Class
28	Thursday	Academic Convocation
29	Friday	Last Day for Registration & Course Drop with 100% Refund

September

1	Monday	Labor Day - No Classes
5	Friday	Intent to Graduate Form Due For December 2014 Graduation
8	Monday	Last Day for 60% Refund
15	Monday	Last Day for 30% Refund
15	Monday	AW Grades Due
16	Tuesday	Start of No Refund Period

October

10	Friday	Intent to Graduate Form Due For May 2015 Graduation
13	Monday	Columbus Day - No Classes
14	Tuesday	Mid-Semester
21	Tuesday	Midterm Grades Due by Noon

November

4	Tuesday	Last Day to Withdraw Without Academic Penalty
26-28	Wed-Fri	Thanksgiving Break

December

1	Monday	Classes Resume
8	Monday	Last Day of Classes
9	Tuesday	Reading Day
10-13	Wed-Fri	Final Exam Period
17	Wednesday	Final Grades Due by Noon

ACCELERATED 6 WEEK CALENDAR

2012

Accelerated C Session

August

13	C Session Begins
20	Last day for Registration and Course Drop with 100% Refund
27	AW Grades Due

September

3	Labor Day (No Classes)
7	Makeup for September 3rd Holiday (Labor Day)
7	Last Day to Withdraw Without Academic Penalty
22	Last Day of Class
25	Final Grades Due

Accelerated D Session

September

24	D Session Begins
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October

1	Last day for Registration and Course Drop with 100% Refund
8	Columbus Day Holiday (No Classes)
9	AW Grades Due
12	Makeup for October 8th Holiday (Columbus Day)
19	Last Day to Withdraw without Academic Penalty

November

3	D Session Ends
6	Final Grades Due

Accelerated E Session

November

5	E Session Begins
12	Last day for Registration and Course Drop with 100% Refund
16	Makeup for November 21st (Thanksgiving Break)
19	AW Grades Due
21-25	Thanksgiving Break (No Classes)
30	Makeup for November 22nd (Thanksgiving Break)
30	Last Day to withdraw without academic penalty

December

7	Makeup for 24th (Thanksgiving Break)
15	E Session Ends
18	Final Grades Due

2013

Accelerated F Session

January

7	F Session Begins
14	Last day for Registration and Course Drop with 100% Refund
21	Martin Luther King Day Holiday (no classes)
22	AW Grades Due
25	Makeup for Martin Luther King Holiday

February

1	Last Day to Withdraw without Academic Penalty
16	Last Day of Class
19	Final Grades Due

Accelerated G Session

February

18	G Session Begin
25	Last day to add/drop classes with 100% refund

March

4-8	Spring Break
11	AW Grades Due
22	Last Day to Withdraw without Academic Penalty
29-31	Easter Break

April

1	Monday Classes meet
6	Last Day of Classes
9	Final Grades Due

Accelerated H Session

April

8	H Session Begins
15	Last day for Registration and Course Drop with 100% Refund
22	AW Grades Due

May

3	Last Day to Withdraw without Academic Penalty
16	Last Day of Class
17	Final Grades Due
18	COMMENCEMENT

Accelerated A Session

May

20	A Session Begins
27	Memorial Day (no classes)
28	Last day for Registration and Course Drop with 100% Refund
31	Makeup day for Memorial Day holiday (Monday classes only)

J

une

4	AW Grades due
11	Last Day to withdraw from Session without academic penalty
30	Last Day of Class

July

2	Final Grades Due
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Accelerated B Session

July

1	B Session begins
4	Independence Day -- no classes
9	Last day for Registration and Course Drop with 100% Refund
12	Makeup day for Independence Day holiday (Thursday classes only)
16	AW Grades Due
30	Last Day to withdraw from Session without academic penalty

August

11	Last Day of Class
13	Final Grades Due

Accelerated C Session

August

12	C Session Begins
19	Last day for Registration and Course Drop with 100% Refund
26	AW Grades Due

September

2	Labor Day
6	Makeup day for Labor Day Holiday (Monday classes only)
10	Last Day to Withdraw Without Academic Penalty
22	Last Day of Class
24	Final Grades Due

Accelerated D Session

September

23	D Session Begins
30	Last day for Registration and Course Drop with 100% Refund

October

7	AW Grades Due
14	Columbus Day Holiday (No Classes)
18	Makeup for October 10th Holiday (Columbus Day)
21	Last Day to Withdraw without Academic Penalty

November

3	Last Day of Class
5	Final Grades Due

Accelerated E Session**November**

4	E Session Begins
11	Last day for Registration and Course Drop with 100% Refund
18	AW Grades Due
27-29	Thanksgiving Break (No Classes)

December

4	Last Day to Withdraw without Academic Penalty
6	Makeup for Thanksgiving (Wednesday Classes)
13	Makeup for Thanksgiving (Thursday Classes)
15	Last Day of Class
17	Final Grades Due

2014**Accelerated F Session****January**

6	F session Begins
13	Last day for Registration and Course Drop with 100% Refund
20	<i>Martin Luther King Holiday</i>
21	AW Grades due
24	Makeup for Martin Luther King Holiday

February

3	Last Day to Withdraw without Academic Penalty
15	Last Day of Class
18	Final Grades Due

Accelerated G Session**February**

17	G Session Begins
24	Last day for Registration and Course Drop with 100% Refund

March

3	AW Grades Due
10-14	Spring Break
24	Last Day to Withdraw without Academic Penalty

April

5	Last day of class
8	Final Grades Due

Accelerated H Session

April

7	H Session Begins
14	Last day for Registration and Course Drop with 100% Refund
18-20	Easter Break (NOTE: There IS class on Easter Monday for Accelerated Students)
22	AW Grades due

May

6	Last day to withdraw without academic penalty
15	Last Day of Class
16	Final Grades Due
17	COMMENCEMENT

Accelerated A Session

May

19	A Session Begins
26	Memorial Day
27	Last day for Registration and Course drop with 100% refund
30	Makeup for Memorial Day Holiday (Monday classes only)

June

3	AW Grades Due
17	Last Day to withdraw from Session without academic penalty
28	Last Day of Class

July

1	Final Grades Due
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Accelerated B Session

July

7	B Session begins
14	Last day for registration and course drop with 100% refund
21	AW grades due

August

4	Last day to withdraw without academic penalty
16	Last day of Class
19	Final Grades Due

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GENERAL INFORMATION

History of Mount Saint Mary College

The Dominican Sisters of Hope in Newburgh, New York, established Mount Saint Mary College in 1959. The College grew out of the Dominican Sisters' school for teacher training, founded in 1930. Since opening its doors in 1960, the College's goals have been the pursuit and dissemination of truth and the development of the capacity to discern and use it. Mount Saint Mary College maintains a firm belief in the value of a liberal arts education and a commitment to the Judeo-Christian traditions upon which it was founded. It retains the spirit of the intellectual, cultural, ethical, spiritual and social philosophies of its founders.

The College remains on sound footing, supported by meaningful academic programs, prudent fiscal management, and a commitment to serving the Hudson Valley. Mount Saint Mary College has a respected position in the region.

Mission and Vision

PREAMBLE TO MISSION

Mount Saint Mary College is an institution of higher education guided by the Catholic and Dominican traditions of academic rigor, pursuit of truth, social justice, leadership, and service. The College Bylaws indicate that Mount Saint Mary College "aims to give its students a Catholic cultural-professional education in the liberal arts tradition."

This distinctive approach provides the philosophy for our commitment to educating the whole person and to cultivating intellectual achievement, religious and spiritual growth, and the development of moral character.

Consistent with these principles, Mount Saint Mary College endeavors to graduate students who

- are inquisitive and value the free exchange of ideas in pursuit of truth;
- are analytical in their approach to problem solving;
- are motivated toward self-improvement;
- have developed an aesthetic sense;
- possess effective leadership and communication skills;
- respect the values and ethics of the Catholic and Dominican traditions;
- embrace civic responsibility and community service.

The deepening of Mount Saint Mary College's commitment to these principles will involve the leadership efforts of the entire college community, within a culture of academic excellence.

The College's Strategic Plan aims to advance our legacy of excellence, leadership and service in light of our brand identity as a Catholic and Dominican college, as communicated in our name and through the College's motto "Doce Me Veritatem" (Teach Me the Truth).

The Plan will augment our attributes, shaped by signature programs, and demonstrated by Mount students and graduates who think critically, communicate effectively, and exemplify virtues of leadership and service.

MISSION

As reflected in its motto “Doce Me Veritatem” (Teach Me the Truth) Mount Saint Mary College, founded by the Dominican Sisters of Hope, is an independent, coeducational institution committed to providing students with a liberal arts education to prepare them for lives of leadership and service. Through a variety of majors and professional programs, students are also prepared for career entry or graduate and professional studies.

Consistent with Judeo-Christian values and the Dominican tradition of education that values the inherent worth of the individual, the mission of Mount Saint Mary College is to create an environment which fosters close student-faculty interaction that enables students to reach their full potential as lifelong learners. Mount Saint Mary College strives to provide a stimulating environment that promotes the intellectual and personal growth of undergraduate, graduate, and continuing education students.

MOUNT SAINT MARY COLLEGE VISION

Mount Saint Mary College will be a pre-eminent college for the liberal arts, sciences, and pre-professional programs in the Northeast, recognized for its excellence in teaching, learning, scholarship, and community. In 2014, the College will serve some 3,000 undergraduate and graduate students, with around one third of its students living on campus. The College will be a vibrant community celebrating in all its activities the values and traditions expressed in its mission.

GOVERNANCE AND ACCREDITATION

Under the Education Law of the State of New York, a Board of Trustees governs and bears full responsibility for Mount Saint Mary College, an incorporated institution. The Board of Regents of the University of the State of New York has chartered Mount Saint Mary College.

The following have accredited Mount Saint Mary College: the New York State Department of Education; the Commission on Higher Education of the Middle States Association of Colleges and Schools; the Commission on Collegiate Nursing Education; and the National Council for Accreditation of Teacher Education.

Accrediting and licensing documents may be reviewed in the Office of Academic Affairs.

INSTITUTIONAL AFFILIATIONS

American Association of Colleges of Nursing

American Association of Collegiate Registrars and Admissions Officers

American Library Association

Association of American Colleges and Universities

Association of Catholic Colleges and Universities
Association of Governing Boards of Universities and Colleges
Catholic Higher Education Research Project
College and University Professional Association for Human Resources
Commission on Independent Colleges - USA
Commission on Independent Colleges and Universities of the State of New York
Cooperative Education and Internship Association, Inc.
Council for Advancement and Support of Education
Council for Higher Education Accreditation
Council on Independent Colleges
Dominican Colleges and Universities – USA
Eastern Collegiate Athletic Conference
EDUCAUSE
Environmental Consortium of Hudson Valley Colleges and Universities
Lower Hudson Valley Catholic Colleges & Universities Consortium
National Association of College and University Business Officers
National Collegiate Athletic Association
National Commission for Cooperative Education
New York Association of Colleges for Teacher Education
Nylink
Orange County Citizens Foundation
Pattern for Progress
Planned Giving Group of New York
Skyline Conference
Southeastern New York Library Resource Council
Tech Valley Chamber Coalition
Various regional Chambers of Commerce

The Campus

Mount Saint Mary College is situated on 86 acres in Newburgh, New York, overlooking the Hudson River. The main campus at Powell Avenue covers 60 acres and the Desmond Campus, 26 acres. The College is 58 miles north of New York City and 12 miles north of the United States Military Academy at West Point.

The campus is accessible from: Exit 17 of the New York State Thruway (Interstate 87); the Taconic Parkway to Interstate 84; or NYS Route 9 on the east side of the Hudson River. The Short Line Bus System runs between New York City and Newburgh. Adirondack Trailways runs between Albany and Newburgh. Metro-North Commuter Railroad runs between New York City and Beacon; and ferry and taxi service is available between Beacon and Newburgh. The College provides free shuttle service to the train station in Beacon.

Several major airlines serve the Hudson Valley with daily scheduled flights into Stewart International Airport, located about six miles from the campus. Limousine and taxi service is available at the airport directly to the campus.

Aquinas Hall is the main campus building with smart classrooms, computer classrooms, a multimedia presentation hall, science and computer laboratories, a nursing learning resource center, a television studio, an art studio, a music room, an 1,100-seat theatre, administrative and faculty offices, a technology support center; library, mailroom, dining hall, snack bar, student lounge, and campus store. The Divisions of Arts and Letters, Business, Natural Sciences, Nursing, and Mathematics and Information Technology are located in Aquinas Hall and its addition, the Kaplan Family Mathematics, Science and Technology Center.

The College recently opened the 52,000 square-foot **Kaplan Family Mathematics, Science and Technology (MST) Center** as an addition to Aquinas Hall. The center provides state-of-the-art computer and science labs, a café, and an atrium with support space that brings students and faculty together for both formal and informal learning opportunities. It includes some administrative and faculty offices, as well as the Career Center.

Bishop Dunn Memorial School, an adjunct facility, is an elementary school where education students teach and observe. Individually guided programs, on both primary and middle levels, are conducted here, as well as classes for children with learning disabilities.

The College Courts are newly renovated student residences, accommodating close to 600 students in 10 buildings. All rooms are either singles or doubles with air conditioning throughout. With over 150,000 square feet of space, these residences offer upper-class students both a spacious community atmosphere as well as the privacy they desire. The College Courts are equipped with four laundry rooms, kitchens, vending areas and endless lounges. One of our newer lounges, The Knight Spot, located in College Court # 392, is a multipurpose space for student events, meetings and socialization.

The **Desmond Campus for Adult Enrichment** is located two miles from the main campus in Balmville. Noncredit courses, the LIFE programs, Road Scholars, speaker

series, and other forms of community education take place here. The campus features the Alice and Thomas Desmond Arboretum.

The **Dominican Center** was purchased by the College in July 2011 from the Dominican Sisters. In 2012, *A Call to Excellence: The Campaign for the Dominican Center* was launched, as the College raises funds for the transformation of the Dominican Center into a modern living and learning center. This 100,000 square foot building was built in 1927, and housed the Mount Saint Mary Academy/High School for more than 50 years.

The **Garden Apartments** are residence halls.

Guzman Hall is a multi-purpose facility that includes resident rooms, Security and Safety, Founders Chapel, Health Services, and the student newspaper office. Students live on the first, second, and third floors in double rooms and four-person suites. Amenities in the residential area include a fitness room, computer room, movie room, vending area, laundry room, and multimedia lounge

Hudson Hall contains state-of-the-art smart classrooms, plus the Curriculum Library and Design Center, a café, lounges, the Division of Education, Campus Ministry, HEOP, Residence Life, Student Activities, Student Government Association, the radio station, the College ID Office, and Security and Safety.

The **Elaine and William Kaplan Recreation Center** is available for recreational and intramural activities as well as intercollegiate sports. The facility accommodates NCAA-rated basketball and volleyball courts, seating for 1,500, a weight training room, an aerobics room, complete athletic training facilities, exercise equipment, an indoor running track, a pool, lounges, and a snack bar. The annex has four classrooms, including three smart classrooms.

Elmwood Place houses Student Affairs (the vice president of student affairs and the dean of students), as well as Counseling and Services for Students with Disabilities.

The **Powell Avenue** properties are located across the street from the main campus and are used as administrative offices for Online and Adult Education, Adult and Continuing Education, Adult Student Admissions, Human Resources, Operations, Planning and Institutional Research, Advancement, Alumni Affairs, and Annual Giving.

Sakac Hall houses students in two-, four-, and six-person suites. The ground floor has a fitness room, computer room, vending area, television lounge, and laundry room. The first floor includes a reception hall and television lounge. The second, third, and fourth floors have lounges with study carrels, conference tables, and cable television.

The **Villa**, an historic Victorian mansion, houses the offices of Undergraduate and Graduate Admissions, Enrollment Management, Academic Affairs, Community Relations, News Services, International Studies, Marketing and Advertising, the president's office, the Catholic and Dominican Institute, and the Center for Adolescent Research and Development. There is also a conference room in this beautiful building, and a library and parlor on the first floor.

Whittaker Hall contains the Division of Philosophy and Religious Studies, the Division of Social Sciences, a lecture hall, and a small stage.

Admissions

Procedures pertaining to the individual graduate programs in business, education, and nursing follow this section that applies to all programs.

The admissions policy at Mount Saint Mary College emphasizes flexibility and individuality. The appropriate program carefully evaluates each prospective student's application on the basis of past academic achievement and potential for success at Mount Saint Mary College.

Mount Saint Mary College does not discriminate in the admissions process on the basis of race, creed, national origin, age, disability, sex, or marital status of the candidate for entrance. The College will make efforts to accommodate persons with disabilities in the majors of their choice. Persons with disabilities desiring accommodation are responsible for making their needs known to the coordinator of services for persons with disabilities. Information concerning this policy may be found in the Mount Saint Mary College Student Handbook, or obtained from the coordinator of services for persons with disabilities.

ADMISSION PROCEDURES

Documents submitted in support of an application for admission become part of the permanent records of the graduate program, and will not be returned to the applicant. When the applicant's admission file is complete, the coordinator of the graduate program to which the student is applying will evaluate the credentials. Upon recommendation of the graduate program coordinator, the student will be notified and if he/she is admitted to graduate study, be given a letter of acceptance including the name of an advisor. The student should arrange an interview with the advisor before or at the time of registration. Letters of notification are ordinarily sent out within two weeks after a student's application file has been completed and submitted.

Under special circumstances, an applicant may be permitted to register for one course before completion of the application process. At such time, the individual must sign a form acknowledging that he/she will not be permitted to register for any additional courses until the application process has been completed. Failure to provide the College with official undergraduate transcript(s) by the middle of the first semester may result in the College's withholding credits and transcripts.

A student who is rejected for a degree program may, depending on his/her records and background, be permitted to register for coursework on a non-degree (visitor) basis. Occasionally, a division may encourage an applicant to re-apply after making up deficiencies or taking specific courses. Any credits earned to remove deficiencies or inadequacies in the undergraduate preparation to meet requirements for acceptance to a graduate program will not be credited toward course requirements for the student's program.

Applicants may be admitted as matriculated (degree) or non-matriculated (non-degree) students.

Admission to study does not imply admission to candidacy for a degree.

NON-DEGREE STUDENTS (VISITORS)

Non-degree graduate students are those students completing course work for professional or personal enrichment or to transfer credit to another institution. A maximum of 12 credits will be permitted.

Applicants for admission as non-degree students must submit the following to the appropriate division:

- A completed application form;
- Official transcript(s) from the institution that awarded the applicant's baccalaureate degree (student copies are not acceptable).

CHANGE OF STATUS

A student who wishes to change his/her academic status must satisfy all admissions requirements for the classification in which he/she wishes to apply. He/she must obtain the necessary forms and present them to the appropriate division.

Academic Information

Students who have been admitted to a graduate program (MBA, MEd, MSN) are awarded matriculation status and will be assessed a matriculation fee upon admission.

Students maintain a matriculated status by completing at least six credits per calendar year (September–August). Students are not required to register for consecutive terms. A student requiring a leave of absence from the program must apply to the appropriate graduate coordinator for an official leave of absence and specify the expected term of return. Students who break their matriculation for more than one calendar year from the date of departure and who present themselves for re-matriculation must comply with the degree requirements in place at the time of re-entry.

Students failing to qualify for, or to maintain matriculation status, will be dropped from the program unless special permission to continue is obtained from the appropriate graduate coordinator.

Master's degrees must be completed within six calendar years from the date of matriculation for business and nursing students; students in the education program must complete requirements in five calendar years from the date of matriculation. An extension of time may be granted for exceptional reasons when a written proposal has been submitted by the student and accepted by the coordinator.

ACADEMIC DISMISSAL

The College reserves the right to dismiss a student who fails to make reasonable progress toward the completion of the degree and the program in which the individual is enrolled. When considering dismissal, the Academic Standards Committee will review the factors stated under Academic Standing, as well as whether a student has incurred probation. The committee will inform the student in writing of her/his dismissal and ineligibility to take further courses. The student may submit a written

appeal of the dismissal decision within two weeks to the associate dean, as chair of the College's Appeals Committee.

The College also reserves the right to dismiss a student at any time if individual conduct does not conform to its spirit and standards.

Students who are allowed to enroll at Mount Saint Mary College are considered in good academic standing and are so certified by Mount Saint Mary College for financial aid programs. Students who are academically dismissed are no longer in good academic standing and thus, are no longer certified by Mount Saint Mary College as eligible for financial aid programs.

ACADEMIC HONESTY

I. COLLEGE POSITION

The mission of Mount Saint Mary College is concerned with "... the development of sound values, goals and commitments on the part of students. Equipping students to play responsible roles in society has been a consistent aim of our institution."

Instances of academic dishonesty subvert the mission of the College and the experience students derive from it. These instances harm the offender as well as students who maintain academic honesty. The Mount community, therefore, commits itself to do all in its power to prevent such dishonesty and imposes impartial sanctions upon those who harm themselves, their fellow students and the College in this way.

II. DEFINITIONS

Generally, academic dishonesty may be defined in the following ways:

- **Cheating** - using or attempting to use, giving or attempting to give, unauthorized materials, information, assistance or study aids in any academic exercise or evaluation (tests), unless the nature of the academic exercise legitimizes cooperative learning;
- **Plagiarism** - copying or imitating the language, ideas or thoughts of another author and passing off the same as one's original work;
- **Falsification** - forging, altering or misusing academic documents, records or forms.

III. PREVENTION OF ACADEMIC DISHONESTY

Both students and faculty members should be alert to academic dishonesty and should work diligently to eliminate situations that foster academic dishonesty. Students have an obligation to make their abhorrence of it known to their peers. Faculty members have an obligation to create a classroom atmosphere that encourages careful proctoring of examinations and monitoring of papers. Other professional staff should encourage honesty in a manner dictated by the nature of their interactions with students.

IV. DUE PROCESS

In any allegation of academic dishonesty, every effort will be made to ensure due process. Due process is defined as a course of formal proceedings carried out regularly

and in accordance with established rules and principles. Thus, in the unfortunate event of an alleged breach of academic honesty, the student so charged will be ensured due process as follows:

- a.** Immediately if possible, but not later than two school days after the alleged incident or the awareness of academic dishonesty, the instructor presents to the student the specific charge with supporting evidence. This charge, if given verbally and/or in writing, should include the nature of alleged academic dishonesty (cheating, plagiarism, falsification); the date, time, and description of the incident; the action that was taken by the instructor at the time of the incident. The instructor meets with student and permits the student to respond to the charge with facts and mitigating circumstances relating to the alleged incident of academic dishonesty. If, after hearing the student's response, the instructor concludes that the student is culpable of the allegation, the instructor has the authority to impose a sanction on the student. (See Section V, Sanctions, of this policy.) The nature of the sanction is communicated to the student and the academic dean and the chair of the division.
- b.** Appeal of the instructor's decision: Within three school days after the student has been notified of the instructor's decision, the student may appeal in writing to the chair of the division to which the faculty member belongs.

The division chair will initiate the development of an Appeals Committee. The Appeals Committee will consist of three teaching faculty members who, in the opinion of the division chair, are competent to evaluate the appeal. The division chair will be one of the three members unless that person is the faculty member who charged the student with academic dishonesty.

The Appeals Committee will designate one of its members to serve as chair of the committee. The Appeals Committee has the authority to hear the case, to rule on procedure for the hearing, to impose or alter sanctions on the student and to communicate the findings of the committee to the student and to faculty member and the academic dean. The case must be decided by a majority vote within 48 hours of conclusion of the hearing by the Appeals Committee.

- c.** A student who has been penalized for academic dishonesty may appeal the decision to the vice president for academic affairs who will convene an administrative Appeals Board, which consists of the academic dean, the chair of the Faculty Senate, and the vice president of student affairs. Such an appeal must be made in writing within 14 school days after the student has been notified of the Appeals Committee decision. The appeal must be based on one or more of the following grounds:

- 1.** The student was not accorded due process as described in this policy.
- 2.** The student has new evidence that was not available or was unknown at the time of the Appeals Committee hearing.

The administrative Appeals Board will review and make the final disposition of the case. The decision of this Appeals Board will be final and binding.

d. Conduct of appeals hearings:

1. Both the student and the faculty member must be present at each appeals hearing, i.e., Appeals Committee and administrative Appeals Board.
2. Both the student and the faculty member may have counsel at each appeals hearing. Persons providing counsel may advise students and faculty and may be present during, but not participate in, the hearings.
3. Both the student and the faculty member may present his/her case and hear and question all witnesses during an appeals hearing.
4. The student will receive a written report of the findings and the decision at each level of the appeal process. Copies of this written report will be given to the faculty member, the vice president of academic affairs and the registrar.

V. SANCTIONS

In cases where culpability is established, the student is to be accorded the opportunity to enter mitigating circumstances through the student's own testimony and that of any witnesses the student produces. Such testimony may be made during the meeting with the faculty member and during an appeals hearing. Sanctions will vary according to the nature of the academic dishonesty, or according to the validity of the mitigating circumstances. In cases where culpability is established, students may be subject to such penalties as:

- a failing grade on a given academic exercise;
- a failing grade in a given course;
- academic dismissal from a course or program of studies;
- academic dismissal from the College.

ACADEMIC PROBATION

Placement on probation is a serious warning to students that unless their academic record is improved, they may be dismissed. The usual duration of "on probation" is one traditional semester. At the end of the semester, the student's progress is reviewed by the Academic Standards Committee. If the student has fulfilled the requirements imposed by the Academic Standards Committee, the individual will be reinstated as a student in good standing. Normally, no graduate student may be on probation for more than one semester. The student will be informed of the probation by a written communication from the Academic Standards Committee.

ACADEMIC STANDING

A student is considered in good standing if the Grade Point Average (GPA) is 3.0 or higher. Students in good standing are eligible to continue their courses at Mount Saint Mary College.

A student may be placed on probation by the Academic Standards Committee. Among the factors the committee shall consider when reviewing a student's progress are:

1. failure to fulfill entrance conditions related to federal and/or state mandates or

National Council for Accreditation of Teacher Education requirements;

2. failure to maintain a GPA of 3.0 or higher;
3. failure to attain satisfactory grades in courses required in the graduate program in which the student is enrolled (see graduation requirements for the respective graduate programs).

CLASS ATTENDANCE

Education is a cooperative process in which both faculty and students share a responsibility. Regular attendance is expected. Students are responsible for meeting the course requirements including attendance as stated in writing by the instructor at the beginning of the semester. Section 50.1 of the commissioner's Regulations for New York State requires the satisfactory completion of at least 15 hours of instruction and at least 30 hours of supplementary assignments for a student to earn a semester hour of credit.

CLOSINGS

Should severe inclement weather or other conditions make it necessary for the administration to suspend classes, such notification will usually be made over local radio stations commencing at approximately 6 am. Students can call the Weather Line (845-569-3500) or refer to the College website, www.msmc.edu, for school closings; students should not call the switchboard or College personnel. When severe weather conditions require classes to be canceled, they will be made up.

EVALUATION

In evaluating the learning experiences provided by a term of study, instructors may choose a variety of procedures. Among these may be written or oral examinations, projects, practica, or theses. The course requirements and methods of evaluation are stated in writing and distributed at the beginning of the term.

GRADING SYSTEM

The grading system used in the graduate programs is as follows:

GRADES	QUALITY POINTS
A, A-	4.0, 3.67
B+, B, B-	3.33; 3.0, 2.67
C+, C, C-	2.33; 2.0, 1.67
D+, D	1.33; 1.0
F	0
I	Incomplete
W	Withdrawal during the period of the third week of class and three weeks after the mid-semester date
X	Exempted, course requirement has been waived, no credit
TR	Transfer credit, no grades
AW	Academic Withdrawal

"I" is used only when a student has met the class attendance requirements of a course and must postpone, for reasons beyond his/her control and satisfactory to the instructor, the completion of certain papers, reports or other assignments. The student must obtain the proper request form from the Office of the Registrar and submit a written request to the instructor for a grade of "I". At the time the "I" is requested, the student and instructor will agree on a date by which the course work must be completed. All incomplete grades must be changed by the end of the following semester or, as in the case of students completing the last course before graduation, by the end of 10th week of classes. If the grade is not changed by the date on the request form, the "I" will be changed to a "F"

"AW" is used at the discretion of the faculty member for students who fail to attend class before the end of the Add/Drop period. The "AW" grade is requested in writing no later than the week following the Add/Drop deadline.

GRADE APPEAL PROCEDURE

A student who believes that the grade he/she has received in any subject is in error should initiate the following steps. If the student is dissatisfied with the response at any step, he/she should proceed to the next specified step within two weeks following the issuance of the unfavorable response.

Step 1. The student should discuss the case with the instructor before the third week of the next regular semester following the one in which he/she received the grade.

Step 2. The student should present a written appeal to the instructor giving a rationale for the grade change and provide supporting information.

Step 3. The student should submit the written appeal and supporting evidence to the chair of the division.

The division chair will then select an appeals committee. The Appeals Committee will consist of three teaching faculty members who, in the opinion of the division chair, are competent to evaluate the appeal and the subject matter of the course. The committee will proceed as follows:

The committee will designate one of its members to serve as chair. The chair will monitor the hearing, rule on procedure and communicate the findings of the committee to the student and College officials.

The division chair will be one of the three members, unless that person is the instructor against whom the grievance has been brought. Both student and faculty member must be present at the presentation of the appeal to the committee.

In the case where the faculty member against whom the grievance is made cannot be contacted due to change in employment, death, etc., the associate dean of academic affairs will be empowered to take the place of the faculty member and will change the course grade if the Appeals Committee decides in favor of the student.

Both the student and the faculty member may have counsel at the hearing. The case must be decided by majority vote within the semester during which the appeal is initiated. The decisions of the Appeals Committee are final and binding. They will be communicated

to the student in writing by the chair of the Appeals Committee with copies sent to the faculty member, the associate dean of academic affairs, and the registrar.

GRIEVANCE PROCEDURE

When a student believes he or she has a grievance against Mount Saint Mary College for which no adjudication procedures appear to exist, he/she may bring the grievance to the College Review Board chair, who is the vice president for academic affairs. If the vice president for academic affairs is alleged in the grievance to be directly and immediately the cause for the grievance, the vice president will withdraw as chair and the president of the College will appoint another chair.

A grievance should be in writing and describe in detail the basis for the grievance and any remedy deemed appropriate. The College Review Board chair will investigate the grievance. If the grievance cannot be resolved informally to the satisfaction of all parties and if indeed no specific college procedures exist for adjudication, the grievance will be accepted for review by the College Review Board.

The College Review Board is composed of the chair who appoints two other MSMC educators (faculty or administrators) for the adjudication in question. Other persons may be added to the board by the chair as non-voting members or asked to advise the board as the nature of the grievance warrants.

The College Review Board will then hold a hearing to review the grievance. At the hearing, the person bringing the grievance has the opportunity and responsibility to resent his/her entire case, including allegations and evidence. Witnesses may be introduced by the person bringing the grievance. The person bringing the grievance may be advised by a counselor who may not directly participate in the hearing. The board may also receive other information from the College as part of its investigation and hearing. Upon completion of the hearing, the board will deliberate and make a decision that is communicated in writing to the person making the grievance.

The decision may be appealed to the president of the College. Notice of appeal of the decision of the College Review Board must be submitted to the president within two working days of the decision. The full written appeal must be submitted to the president within six working days of the decision and be based on an alleged violation of the College procedure, local, state and/or federal law. The president reviews the appeal as appropriate and makes the final decision.

REPORTS AND TRANSCRIPTS

Students receive grades at the end of the term. At the student's written request, a transcript of credits will be sent to an institution. For each transcript sent, a fee of \$5 must accompany the request.

WITHDRAWAL FROM COURSES

When a student withdraws from a course during the add/drop period, no notation will appear on the record. A student may be admitted to a course no later than the designated date after registration. When a student withdraws during the period following the add/drop to the day prior to the academic penalty period, the symbol "W" will be entered on the student's transcript. No credits or quality points will be

given for the course work. When a student withdraws after the above period, the grade "F" will be entered on his/her record.

Program Support Resources

BISHOP DUNN MEMORIAL SCHOOL

Bishop Dunn Memorial School is an elementary school on campus where education students participate in observing and teaching. Individually guided programs, in pre-kindergarten, primary, and middle levels are conducted here, as are classes for children with learning disabilities.

CURTIN MEMORIAL LIBRARY

With holdings of over 100,000 volumes, Curtin Memorial Library in Aquinas Hall subscribes to more than 1,100 journals and periodicals, many of which are available in microform format. Holdings are added at the request of the faculty. Further access to information is facilitated through computerized database searches. An advanced researcher can tap into such databases as ERIC, PSYCH-INFO, Exceptional Child Educational Resources, CINAHL, MEDLINE and BIOSIS/FS. Reference librarians are available to assist students with their searches and other information needs.

In order to meet the programmatic needs of education students, the Curriculum Materials Center provides access to textbooks, teaching aids, and syllabi on the elementary and secondary levels, with many materials appropriate for exceptional learners.

CDs, DVDs, tapes, video-cassettes and other audio-visual aids may be found in the library's Media Center. These materials are available for review in the individual listening/viewing areas and carrels. Library services are available during weekends and weekday evenings to accommodate student needs.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

Within the Education Amendments Act of 1974 was an amendment sponsored by Senator James Buckley of New York entitled the Family Educational Rights and Privacy Act (FERPA), which became effective in November 1974.

In summary, the Buckley Amendment governs access to, and release of, records maintained by certain educational institutions and agencies. Educational records may not be released to third parties (with some exceptions) without the student's prior written permission (for the purpose of releasing educational records to third parties, such as parents/guardians, the Academic Records FERPA Release form is available from the Registrar's Office). Eligible Mount Saint Mary College students who have been in attendance have access to their educational records.

EDUCATIONAL RECORDS

Educational records are defined broadly to include records, files, documents and other materials that contain information directly related to a student and are maintained by this College or by a person acting for this College. The following educational records are maintained by the Office of the Registrar as indicated. (Those marked with an asterisk (*) are retained for only five years after the date of last attendance; all others

are a permanent part of the academic record):

- Academic Probation and Dismissal Letters*
- Acceptance, Letters of*
- Admissions application*
- Appeal and Re-admission Letters*
- Computer Data forms*
- Grade Change Forms
- Incomplete Grade Requests*
- Independent Study Requests*
- Internships Requests*
- Student Transcript
- Transfer Credit Evaluations and Supporting Transcripts*
- Veterans' Administration Forms*
- Withdrawal Forms*

The Office of Student Affairs maintains medical records and disciplinary records. The Career Center maintains student and alumni placement files.

Upon request, a student may obtain an unofficial transcript of courses. No official transcript will be issued to a proper authority without the expressed written consent of the student. A student's academic advisor may request an evaluation of transfer credits for advisory purposes. Reports of proficiency examinations, advanced placement tests and college-level examinations are also evaluated by the division chair.

ACCESS TO RECORDS

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:

1. The right to inspect and review the student's education records within 45 days of the day the College receives a request for access. Students should submit to the registrar, dean, chair of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. Students may ask the College to amend a record that they believe is inaccurate or misleading. They should write the College official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his/her right to a hearing regarding the request for amendment. Additional information

regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted (such as an attorney, auditor or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his/her professional responsibility.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave. SW, Washington, D.C. 20202-4605.

The right of access shall include:

- List of records kept by the College that are directly related to the student.
- Right of inspection and review.
- Right to obtain copies but at the individual's own expense (cost of reproduction - \$3 per unofficial transcript, 10 cents per page for other educational records).
- Right to reasonable explanation of records.
- Right to hearing to challenge the content of records.
- Eligible students do not have a right of access in the following cases:
 - Financial records of parents.
 - Confidential materials or recommendations submitted before January 1, 1975.
 - Where there has been a waiver concerning confidential recommendations, such as admissions, employment, and honor awards.

CHALLENGES TO THE CONTENTS OF RECORDS

Eligible students shall have the right to a hearing to ensure that records are not inaccurate, misleading or otherwise violate privacy. Opportunity to correct or delete information where appropriate shall be provided. In addition, an opportunity to submit a written explanation when deemed necessary by the challenger will be afforded.

HONOR SOCIETIES

Delta Mu Delta is the national honor society for accounting and business administration students. The Epsilon Iota Chapter was established at Mount Saint Mary College in 1990.

Kappa Gamma Pi is a National Catholic College Graduate Honor Society. It was founded in 1926 in Kentucky to honor graduate students. Students may apply for the KGP Cornaro Scholarship (\$2,000). For more information, students should contact the coordinator of their graduate program.

Sigma Tau is a chapter of Kappa Delta Pi, an international honor society in education; it was established at the Mount in 1992. Kappa Delta Pi promotes excellence in, and recognizes outstanding contributions to, education. The society endeavors to maintain a high degree of professional fellowship among its members, quicken professional growth and honor achievement in educational work. Active membership in the society is open to students enrolled in graduate programs in education who have completed at least 12 credits with a Grade Point Average of 3.25 or better. Membership is open to Mount alumni and faculty.

Mu Epsilon is a chapter of Sigma Theta Tau, nursing's international honor society; it was established at the Mount in 1990. The purposes of Sigma Theta Tau International are to:

- Recognize superior achievement and scholarship;
- Recognize the development of leadership qualities;
- Foster high professional standards;
- Encourage creative work;
- Strengthen commitment to the ideals and purposes of the profession.

Candidates for membership shall have demonstrated superior scholastic achievement, evidence of leadership potential and/or marked achievement in the field of nursing.

Graduate students who have completed one-fourth of the master's program (12 credits) with a GPA of 3.5 or better may be invited to membership in Mu Epsilon.

STUDENT/ALUMNI DIRECTORY INFORMATION

Student Directory Information is standard information that the College may release for public consumption without prior authorization. It includes: student's name, address, telephone listing, college email address, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received and the most recent previous educational agency or institution attended by the student.

Students may request that directory information not be released without his/her written consent by contacting the Office of the Registrar. Graduates of Mount Saint Mary College may likewise request a ban of release of directory information in the Alumni Directory before publication by sending a written request to the Office of Alumni Affairs.

Student Development

ALUMNI AFFAIRS

The Office of Alumni Affairs is the liaison between the College and all individuals who have been accepted for active, honorary, and associate membership in the Mount Saint Mary College Alumni Association. It is responsible for the coordination of all activities relating to alumni.

CAMPUS MINISTRY

Rooted in the Dominican tradition of “*veritas*,” best described as the pursuit of truth, Campus Ministry at Mount Saint Mary College offers students the opportunity to discover a “sense of the sacred” in themselves and in the world around them.

Experiences of prayer, challenging discussions on social justice, programs of volunteer service to the sick and poor as well as liturgies that celebrate the sacramental life of the Church can deepen a student’s spiritual life and allow them to put into action the universal mandate of “doing unto others as you would have done unto you.”

CAREER CENTER

The Career Center provides opportunities for career exploration and development through counseling, career assessment and workshops. Resource materials in the Career Resource Library are available to students involved in career decision-making. Career and employment listings are maintained in the office for review. A career development listserv is also available to learn about employment opportunities and career-related events.

COUNSELING

The Counseling Center offers time-limited, confidential counseling sessions with qualified mental health professionals to matriculated students of Mount Saint Mary College enrolled during the current semester. Students that are determined to require long-term, intensive treatment and/or who present with issues that require services beyond the scope of our office will be referred to appropriate treatment services off-campus. Referrals are also provided for students who opt not to utilize the Counseling Center services.

The Counseling Center is available for consultation to college faculty, administration, and departments for issues related to mental health, counseling, and performance. Counseling Center staff members are also available to make presentations and provide training on a wide variety of topics.

To schedule an appointment or obtain more information about the Counseling Center services please call 845-569-3115 or email the Counseling Center at counseling@msmc.edu. In the case of an after-hours emergency, contact the Campus Safety and Security Office at 845-569-3200.

DISABLED STUDENT SERVICES

The Office of Disabled Student Services (DSS) acts as a resource for students who need assistance in addressing disability issues. DSS coordinates the College’s academic and

non-academic campus accommodations, assists students in communicating needs to faculty and staff, and works collaboratively with other departments to resolve any concerns related to disability needs that may arise.

DISABILITY ACCOMMODATIONS

In order to receive accommodations, students must provide DSS with updated and recent documentation to support the diagnosis of a disability, and complete the "Requesting Accommodations Packet" located in the DSS office and on the DSS web page located at www.msmc.edu. Students can also request a copy of this packet by calling or emailing the DSS office. Upon receipt of all necessary forms, documentation, and testing data, DSS will review the information and formulate an accommodation plan for the student. Every effort will be made to provide accommodations in a timely manner, but circumstances, such as incomplete documentation and/or last-minute requests for accommodations may delay this process. Once an accommodation plan has been formulated, DSS will contact students to inform them of the accommodations they have been approved for on the Mount Saint Mary College campus. Should there be any disagreement about the documentation, the plan, or some aspect of its implementation, the matter will be referred to the Committee on Disabilities. This committee will consider the matter and will make a recommendation to the president of the College, whose decision is final.

Further information about DSS and disability accommodations can be obtained by contacting DSS staff by phone (845-569-3115), email (disabilityservices@msmc.edu), or online (www.msmc.edu).

IMMUNIZATION

New York State Public Health Law (NYSPL) 2165 requires students born after 1957 to show proof of immunity for measles, mumps and rubella. NYSPHL 2167 requires all students to submit a complete Meningitis Notification Form. Students not in compliance 30 days after the first day of classes will be dismissed. For further information, contact Health Services at 845-569-3152.

PARKING

Students wishing to use a car on campus must register their cars and obtain parking permits through the Security and Safety Office in Hudson Hall. Permits are valid for one academic year and must be renewed annually.

SECURITY AND SAFETY

Mount Saint Mary College is committed to providing a safe campus for the college community. We employ our own licensed, professional Security and Safety Department that patrols the campus 24 hours per day. We also use a variety of systems to enhance campus safety which include: closed circuit television cameras, access control on all student dormitories, safety escorts, and emergency phones throughout campus. The Office of Security and Safety distributes to all students and employees a campus security report that outlines campus security and safety services and policies, offers safety advice, and provides campus crime statistics. The 24-hour Security and Safety office, located on the first floor of Guzman Hall, can be reached at 845-569-3200.

The administrative office, which is open during normal business hours, is located in the lobby of Hudson Hall.

The College maintains an Advisory Committee on Campus Safety that meets regularly to review campus security policy and to make recommendations. The Advisory Committee on Campus Safety will provide upon request all campus crimes statistics as reported to the U.S. Department of Education. These statistics are also available on the Department of Education's website: <http://ope.ed.gov/security>. For further information, contact the Director of Security and Safety at 845-569-3597.

SEXUAL HARASSMENT

COLLEGE STATEMENT

Mount Saint Mary College seeks to maintain a learning and work environment free from sexual harassment. Sexual harassment is an unacceptable impediment to the educational and scholarly purposes of the College. It subverts the mission of the College and threatens the careers, educational experiences and well-being of students, faculty, administration, and staff.

Sexual harassment in the workplace is a violation of Section 703 of Title VII of the Civil Rights Act of 1964 as amended (see 42 U.S.C., section 2000e-2). It is also a violation of the Equal Opportunity Act of 1972. Sexual harassment of students can be seen as a violation of Title IX of the Educational Amendments of 1972. Behaviors that inappropriately assert sexuality as relevant to employee or student performance are damaging to the college environment and will not be tolerated in the college community.

Sexual harassment is especially serious when it threatens relationships between teacher and student or supervisor and subordinate. In such situations, sexual harassment unfairly exploits the power inherent in a faculty member's or supervisor's position.

While sexual harassment often takes place in situations of a power differential between the persons involved, the College recognizes that sexual harassment may also occur between persons of the same college status. The College will not tolerate behavior between or among any members of the college community that constitutes sexual harassment as defined below.

DEFINITION

The determination of what constitutes sexual harassment will vary with the particular circumstances. Unwelcome sexual advances, requests for favors, and other verbal or physical conduct of sexual nature constitute sexual harassment when: 1. submission to such conduct is made either explicitly or implicitly a term of condition of an individual's employment, grade or education; 2. submission to or rejection of such conduct by an individual is used as the basis for employment, grade or education decisions affecting an individual; or 3. such conduct has the purpose or effect of unreasonably interfering with an individual's academic or work performance or creating an intimidating, hostile, demeaning, or offensive working or educational environment.

Students seeking further information on the policy, grievance procedures and/or sanctions, may consult the Student Handbook or contact the Director of Counseling or the Dean of Students.

Tuition and Fees

Tuition per credit hour	\$742
Registration Fee	\$70
<i>(payable each semester)</i>	
Change of Program Fee	\$10
<i>(for each course dropped at the request of the student)</i>	
Placement Credentials.....	\$20
<i>(good for six years)</i>	
State Certification Fee	\$50
<i>(subject to change; for categories recommended by the college; prevailing rate of State Education Department)</i>	
Transcript Fee (Official).....	\$5
Health Workshop Fee (ED 5522)	\$30
Late Payment Fee	\$200

PAYMENT OF TUITION AND FEES

Tuition and fees are due one week before the semester begins. Checks should be made payable to Mount Saint Mary College. MasterCard, VISA, and Discover are accepted. Credit card and E-check payments may be made online through the MSMC web module.

For students who prefer to pay tuition and fees on a monthly basis, the college offers a payment plan. Please contact the Finance Office (845-569-3214) or visit the College website for an application or additional information:
www.msmc.edu/monthlypayment

A late payment fee will be assessed if the student account balance is not satisfied by the due date.

Students will not be allowed to register for classes or receive an official transcript with an outstanding balance.

Books and supplies may be purchased at the Campus Store, but may not be charged to the Student Account. The estimated expenses per year for books and supplies for full-time students are \$1,000.

REFUND OF TUITION AND FEES

The college must make financial commitments to its faculty, staff, suppliers and service contractors on an annual basis. For this reason, refunds will be made only as follows:

WITHDRAWAL FROM THE COLLEGE

Whether withdrawing from the college or from individual courses, the student

must give written notification to the Registrar. The date of the withdrawal will be determined by the date received by the Registrar. Withdrawal before the first day of class will result in a 100% refund of institutional charges, which consist of tuition, mandatory fees, room, and board. All refunds are subject to a \$50 administrative fee.

If a student withdraws:	*Institutional charges returned
Before/within first week of class	100% refund
Within second week of class	60% refund
Within third week of class	30% refund
After third week of class	No refund

The date of the withdrawal will be determined by the date received in the Office of the Registrar. Percentage refund dates are listed in the Academic Calendar.

*Institutional charges include any tuition, mandatory fees; room and board. All withdrawals are subject to a \$10-per-course administrative fee. Resident students leaving college housing will be prorated as detailed above with no refund on room charges after the third week of class.

DROPPED COURSES

Withdrawal from a course is the student’s responsibility. The student must drop the course by contacting the Registrar in writing or online through the MSMC web module (print a copy). Failure to attend a class will not be regarded as a drop and a student will be responsible for tuition charges.

If a student remains registered but drops a course in a traditional schedule during the first week of classes, all charges will be dropped. Thereafter, refunds will be made as follows:

If the student withdraws during:	The refund will be:
Week 1	100%
Week 2	60%
Week 3	30%
After week 3	None

For Accelerated/Evening courses, refunds will be made as follows:

If a student withdraws:	**Institutional charges returned:
Before/within first week of class	100%
Within second week of class	50%
After the second week of class	None

Note: Accelerated/Evening classes that run 12 or more weeks follow the traditional refund schedule.

Whether withdrawing from the college or from individual courses, the student

must give written notification to the Registrar. The date of the withdrawal will be determined by the date received in the Registrar.

** Institutional charges include any tuition and mandatory fees. All withdrawals are subject to a \$10-per-course administrative fee.

Any student who drops below 9 credits (full-time status) will risk losing full-time financial aid and have the award adjusted accordingly.

TUITION REDUCTION FOR PAROCHIAL SCHOOL TEACHERS

To encourage teachers to remain in parochial schools, Mount Saint Mary College offers a 33 1/3% tuition discount to full-time parochial school teachers pursuing a master's degree in education at the Mount. To qualify for this discount, teachers must document current full-time employment by a copy of their teaching contract or letter from their principal.

Financial Aid

Assistance is available in the form of student loans. Graduate students must be accepted and matriculated for each loan period they are requesting and must make satisfactory academic progress according to the college's financial aid Satisfactory Academic Progress (SAP) standards to be eligible. Students also must be citizens or permanent residents of the United States. As Federal regulations regarding SAP are changing, we urge you to review MSMC's SAP policy at the following url: <http://www.msmc.edu/finaid>

Graduate students must be registered for a minimum of 9 credit hours each fall and spring to be considered full time for financial aid purposes. A minimum of 6 credit hours must be taken each semester in order for a student to be considered half-time as well as to maintain eligibility for Federal Stafford Loans. Effective July 1, 2012, new Federal regulations were established by Congress that eliminated the interest rate subsidies on Federal Direct student loans for graduate students. As of July 30, 2012, all Federal Direct student loans for graduate students enrolled in a term starting on or after July 1, 2012, carries an interest rate of 6.8% fixed. This interest rate is set annually and applies to the 2012-2013 academic year only. Please consult our website for additional information, which will be updated late spring/early summer of each year as we receive new rates.

The Division of Nursing applies for federal HRSA Nurse-Traineeships on an annual basis. These monies, if awarded, are given to eligible full-time graduate nursing students (9 credits a semester) or students within 12 months of graduation.

APPLICATION PROCESS

To determine financial eligibility for aid, graduate students must file the Free Application for Federal Student Aid (FAFSA) online at www.fafsa.edu.gov. Information will be received electronically by schools listed on the FAFSA within 72 hours. The Mount's federal code is 002778.

This form must be filed annually. Because of the processing time involved, students are advised to complete and file the FAFSA by April 15th of the academic year prior to

the start of classes. Federal regulations prohibit us from disbursing funding if a valid FAFSA is not received, and loan origination has not taken place before the last date of attendance for the semester. You must have a valid FAFSA with an EFC and we must originate your loan before the last date of attendance. If you file after the April 15th deadline, you must make an appointment to speak with a financial aid counselor who can validate that you have enough time to request a loan.

STAFFORD LOAN PROGRAM

For graduate students, this program offers only unsubsidized loans (student pays or defers interest that accrues while in attendance).

Graduate students may borrow up to \$20,500 per year, as long as they are matriculated and attending at least half-time for every semester they wish to receive loan funding.

The aggregate a student may borrow under the subsidized program is \$65,500 including undergraduate Stafford Loans; the combined lifetime total for both segments is \$138,500.

Need is a determining factor of eligibility and a student must promptly report to the Office of Financial Aid any assistance made available to the student from sources other than the college. This includes scholarships, state awards, or employer reimbursements.

Disbursement of this loan will occur within two weeks of the start of each semester. Although tuition payment may be deferred until the funds arrive from the U.S. Department of Education, students should not expect any disbursements from this loan before its receipt.

The college participates in the Electronic Funds Transfer (EFT) process, which allows funds to be forwarded to the college electronically.

VETERANS ADMINISTRATION (VA) EDUCATION BENEFITS

Information and application forms are available at all VA offices, active duty stations and American embassies. Completed forms are submitted to the nearest VA office. The Registrar is responsible for verifying enrollment status.

GRADUATE PROGRAMS OF STUDY

Graduate programs lead to the degrees of master of business administration (MBA), master of science in education (MSEd) or master of science in nursing (MSN) and are registered by the New York State Education Department. Enrollment in other than the following registered programs may jeopardize a student's eligibility for certain student aid awards:

Program	Title	Degree
0502	Accounting BS/Business Administration MBA	BS/MBA
0506	Business Management and Administration	MBA
0803	Adolescence Education (gr. 7-12) (Initial/Professional) English, Spanish, biology, chemistry, physics, mathematics, social studies	MSEd
0803	Adolescence Education (gr. 7-12) & Special Education (gr. 7-12) (Initial/Professional) English, Spanish, biology, chemistry, physics, mathematics, social studies and special education (gr. 7-12)	MSEd
0830	Adolescence Education (gr. 7-12) with companion certificate in literacy (gr. 5-12)	MSEd
0802	Childhood Education (gr. 1-6) (Initial/Professional)	MSEd
0802	Childhood Education (gr. 1-6) & Special Education (gr. 1-6) (Initial/Professional)	MSEd
0802	Childhood Education (gr. 1-6) with companion certificate in literacy (birth-gr. 6) (Initial/Professional)	MSEd
0808	Special Education (gr. 1-6) or (gr. 7-12) (Initial/Professional)	MSEd
0830	Literacy (birth - gr. 6) (Initial/Professional)	MSEd
0830	Literacy (birth - gr. 6) & Special Education (gr. 1-6) (Initial/Professional)	MSEd
0830	Literacy (gr. 5-12) (Initial/Professional)	MSEd
0830	Literacy (gr. 5-12) & Special Education (gr. 7-12) (Initial/Professional)	MSEd
TBA	Literacy (B-gr. 6) & (gr. 5-12) (Initial/Professional)	MSEd
0808	Middle School Extension in Content Area (gr. 5-6) (Initial/Professional)	MSEd
0808	Middle School Extension in Content Area (gr. 7-9) (Initial/Professional)	MSEd
0808	Special Education (gr. 1-6) (Initial/Professional)	MSEd
0808	Special Education (gr. 7-12) (Initial/Professional)	MSEd
0899	Alternative Certification, Adolescence Ed. (Transition B)	MSEd
0899	Alternative Certification, Childhood Ed. (Transition B)	MSEd
	Certificate Program: Literacy (b.-grade 6)	
	Certificate Program: Literacy (grades 5-12)	
	Certificate Program: Special Education (grades 1-6) and (grades 7-12)	
1203.10	Nurse Practitioner in Adult Health Nursing	MSN
1203.10	Nurse Practitioner in Family Health Nursing	MSN
TBA	Advanced Certificate Programs in Nursing	

MASTER OF BUSINESS ADMINISTRATION

Purpose

The aim of the MBA programs is to respond to the academic expectations of students and to prepare professionals to meet the needs of the business community. Building upon the College's strengths in the liberal arts as well as responding to current informed opinion in the field of business management, the selected curriculum provides an integrated program of studies, incorporating liberal learning with strong professional components, leading to a number of career options.

The College believes that the education of professional managers involves much more than an understanding of the various functions constituting an organization. Preparation also involves cultivating the following qualities in candidates indispensable to management effectiveness:

- Analytical, critical, and integrative faculties that are necessary for effective decision-making.
- Skills in interpersonal and group relations within organizations and skills in leadership that are essential in motivating people to accomplish goals.
- An appreciation for the external environmental influences, as well as internal forces that affect the life of the organization.
- The ability to integrate and interrelate the different areas of operation within the organization such that it functions as a whole.
- A sense of ethical and social responsibility outside the organization as well as within it.
- Competency in written and oral communication within organizations.

The accounting/business administration bachelor of science/master of business administration (BS/MBA) is designed to provide training in the fundamentals of accounting and business that fulfill the requirements for admission to the licensing examination for Certified Public Accounting in New York.

Admissions

Students may enter the MBA program during any of the fall, spring, and summer six-week sessions. A student may submit an application at any time, but should file at least six weeks before the beginning of the desired entry date. Once admitted, a student may immediately register for the next applicable section. Applications are valid for one year from the date received. Students who do not register in the session for which they are accepted may apply in writing for admission within the one-year limit.

COMPETENCY EXPECTATIONS

Entering students are expected to have basic knowledge and skills in the following areas: accounting, economics, mathematics for quantitative analysis, and computer use in business. Competency expectations provide the foundation upon which the graduate program is built. Competency in the above areas may be accomplished by

taking the appropriate undergraduate courses.

ADMISSION REQUIREMENTS

1. A baccalaureate degree from an accredited undergraduate institution.
2. An undergraduate Grade Point Average of 2.75 or above on a 4.0 scale or a 3.0 GPA if graduate study is presented as the basis for admission.
3. A completed application form, including official transcripts from all colleges attended.
4. An interview with the graduate program coordinator.
5. Official results of the Test of English as a Foreign Language (TOEFL), if applicable; information and application forms are available from TOEFL Program, Educational Testing Services, Box 966, Princeton, NJ 08540.

APPLICATION PROCEDURES

Applicants must submit the following:

1. A completed application form with a written statement of graduate study objectives.
2. Official transcripts from all institutions attended, undergraduate and graduate. Student copies are not acceptable.
3. Three letters of recommendation. Students are encouraged to submit additional information or evidence to support their credentials.

TRANSFER CREDITS

A minimum of 34 credits of the 55 required must be taken at Mount Saint Mary College.

Before admission to the program, an applicant may submit previous graduate work for evaluation as transfer credit. Coursework taken at another accredited institution will be considered for transfer credit if the course has been taken within five years of the request for transfer. The course content must be comparable to a course in the program and completed with a grade of 3.0 or better. Course equivalence will be determined by the Registrar.

WAIVER POLICY FOR CREDITS

The MBA curriculum consists of a maximum of 55 credits. The College allows a waiver of a maximum of 21 credits.

The courses to be waived must have been completed in the last five years or be deemed sufficient by the graduate program coordinator;

Comparable courses completed elsewhere must generally have been completed with a grade of B or better or must evidence sufficient competency to the graduate program coordinator;

The graduate program coordinator and/or the chair of the Division of Business will determine courses that are eligible for waiver.

Academic Information

Students requiring academic counseling for entry into the MBA graduate program should make appointments with the secretary in the division. The graduate program coordinator is responsible for advisement. Students are responsible for consulting advisors before registration, if course authorization is required. The responsibility for properly fulfilling the requirements for a degree or certificate rests entirely with the student.

ADVISING

The graduate program coordinator is responsible for advisement. Faculty registration advisors are available during announced times within each fall and spring advisement period. The graduate program coordinator is also available by appointment to provide program planning advice, certification information, and long-range career counseling.

COURSE SCHEDULING

The College reserves the right to cancel any course for which there is insufficient registration. Courses are offered during eight accelerated sessions throughout the year. Sessions C, D, and E constitute the fall term; sessions F, G, and H constitute the spring term; sessions A and B constitute the summer term.

Classes meet for six to eight weeks, either in a traditional or hybrid online and on-site format, or, in the case of the capstone courses, for 12 weeks. In addition, each course includes an out-of-class independent student project that will represent a minimum of 15 hours of student work. Course contact hours meet the state requirements for graduate courses.

GRADUATION

CANDIDACY FOR DEGREE

Matriculated students are considered to be degree candidates. Transcripts of graduate work at Mount Saint Mary College will be reviewed after the completion of four courses. If a grade of "B" or higher has not been maintained, students may be placed on probationary status or may be dropped from the program.

APPLICATION FOR GRADUATION

Every candidate for graduation must file an application for graduation during the first month of the term in which it is anticipated that requirements for graduation will be completed. See the traditional Academic Calendar for filing dates.

GRADUATION REQUIREMENTS

Students maintain matriculated status in the MBA program by completing at least six graduate credits in each calendar year of eight sessions (September– August).

A Grade Point Average of B or better must be maintained in order to remain in the program and receive the degree.

When a grade below C (2.0) is earned in a required course, the student must repeat that course. If a grade below C is earned in an elective course, the student must either

repeat the course or select another elective. If the student elects to repeat a course, the original grade remains on the student's transcript until the replacement course is taken, after which the lower of the two grades is eliminated from the cumulative GPA. If a substitute elective is taken, the original grade will remain on the transcript and will be factored into the overall GPA. If students complete all of their course requirements with an average slightly below 3.0, they may take two additional courses to raise their GPA to the appropriate level.

REGISTRATION

Registration may be completed in person or online, or through the mail, email, or facsimile. In-person registration is held before the start of each semester/session. Tuition is payable before the start of each semester/session, as specified by the Office of Finance. MasterCard and VISA credit cards are accepted. Tuition deferment is granted to students whose education is reimbursed 100% by their employers. Students who submit appropriate documents from their employers can have their tuition deferred until the session is completed.

DEGREE COMPLETION

Based on the most recent data, 70% of students typically complete the MBA degree within three years of entrance. The vast majority of students typically complete the pre-capstone course work within two years.

Business Management and Administration, MBA Program Code 0506

DEGREE REQUIREMENTS

A minimum of 34 credits, taken at the College, is required for the MBA management program. A maximum of 55 credits may be taken, subject to waivers which may result in a minimum of 34 credits being taken. See Transfer Credits, under Admissions.

The credits are distributed as follows for the MBA management program:

- A minimum of 22 semester hours of core credits.
- Nine semester hours of elective credits.
- Three semester hours of either capstone course, MGT 6530 or capstone course, MGT 6600.

REQUIRED CORE COURSES

The core curriculum provides students with a background in understanding of the basic tools and techniques employed by contemporary managers, with a working knowledge of the various functional areas of business and exposure to the larger environment in which businesses must function.

For the MBA management program, 22 of the following semester hours of core credits are required (MGT 5080 shall be excluded).

- MGT 5000 - Seminar in Management **(1)**

- MGT 5010 - Writing for Management **(3)**
- MGT 5020 - Speech Communication for Management **(3)**
- MGT 5050 - Organizational Behavior and Management **(3)**
- MGT 5060 - Marketing Management **(3)**
- MGT 5080 - Quantitative Methods for Management **(3)**
- MGT 5090 - Financial Management **(3)**
- MGT 5110 - Production and Operations Management **(3)**
- MGT 5140 - Ethics in Management **(3)**

ADDITIONAL REQUIREMENTS

For the MBA management program, the following additional 21 semester hours of core credits are required, subject to the waiver policy under Admissions.

- MGT 5030 - Statistical Analysis for Management **(3)**
- MGT 5040 - Management Information Systems **(3)**
- MGT 5070 - Managerial Accounting **(3)**
- MGT 5080 - Quantitative Methods for Management **(3)**
- MGT 5100 - Managerial Economics **(3)**
- MGT 5120 - The Legal Environment of Business **(3)**
- MGT 5130 - The International Business Environment **(3)**

ELECTIVE COURSES

Students must confer with the graduate program coordinator in planning their selection of courses and the sequencing of courses. These courses reflect the liberal arts emphasis and the general management perspectives of the program.

For the MBA management program, 9 semester hours of elective courses are to be chosen from the following.

- MGT 5990 - Independent Study **(3)**
- MGT 6000 - Human Resource Management **(3)**
- MGT 6010 - International Trade and Finance **(3)**
- MGT 6020 - Industrial Relations **(3)**
- MGT 6030 - Career Development **(3)**
- MGT 6040 - Economics of Labor Markets **(3)**
- MGT 6050 - Quality Assurance **(3)**

- MGT 6060 - Political and Social Environment of Business (3)
- MGT 6070 - Entrepreneurship and Business Development (3)
- MGT 6071 - Management for Non-Profits (3)
- MGT 6072 - Organizational Change and Development (3)
- MGT 6073 - Salesmanship (3)
- MGT 6074 - Products and Promotions (3)
- MGT 6080 - American Business History (3)
- MGT 6090 - Banking and Money Markets (3)
- MGT 6100 - Advanced Management Seminar (3)

Required Capstone Courses

The comprehensive capstone course for the program is the culminating experience and is designed to integrate the entire graduate experience of students in the program.

For the MBA management program, the capstone course may be:

- MGT 6530 - Directed Research (3)

or

- MGT 6600 - Research Seminar in Planning and Implementation of Business Policy (3)

SUMMARY OF THE TOTAL CREDIT REQUIREMENT

For MBA management:

Core	max 43 cr	min 22 cr
Electives	max 9 cr	min 9 cr
Capstone Course	max 3 cr	min 3 cr

Total: 55 Maximum Credits / 34 Minimum Credits

Accounting/Business Administration, BS/MBA Program Code 0502

DEGREE REQUIREMENTS

The credits are distributed as follows for the Accounting/Business Administration BS/MBA

- A minimum of 25 semester hours of core credits.
- Six semester hours of elective credits.
- Three semester hours of the capstone course, MGT 6510.

REQUIRED CORE COURSES

The core curriculum provides students with a background in understanding of the basic tools and techniques employed by contemporary managers, with a working knowledge of the various functional areas of business and exposure to the larger environment in which businesses must function.

For the accounting/business administration BS/MBA, the following 25 semester hours of core credits are required:

- MGT 5000 - Seminar in Management **(1)**
- MGT 5010 - Writing for Management **(3)**
- MGT 5020 - Speech Communication for Management **(3)**
- MGT 5050 - Organizational Behavior and Management **(3)**
- MGT 5060 - Marketing Management **(3)**
- MGT 5080 - Quantitative Methods for Management **(3)**
- MGT 5090 - Financial Management **(3)**
- MGT 5110 - Production and Operations Management **(3)**
- MGT 5140 - Ethics in Management **(3)**

Elective Courses

Students must confer with the graduate program coordinator in planning their selection of courses and the sequencing of courses. These courses reflect the liberal arts emphasis and the general management perspectives of the program.

For the accounting/business administration BS/MBA, 6 semester hours of elective courses are to be chosen from the following:

- MGT 5990 - Independent Study **(3)**
- MGT 6000 - Human Resource Management **(3)**
- MGT 6010 - International Trade and Finance **(3)**
- MGT 6020 - Industrial Relations **(3)**
- MGT 6030 - Career Development **(3)**
- MGT 6040 - Economics of Labor Markets **(3)**
- MGT 6050 - Quality Assurance **(3)**
- MGT 6060 - Political and Social Environment of Business **(3)**
- MGT 6070 - Entrepreneurship and Business Development **(3)**
- MGT 6071 - Management for Non-Profits **(3)**
- MGT 6072 - Organizational Change and Development **(3)**
- MGT 6073 - Salesmanship **(3)**
- MGT 6074 - Products and Promotions **(3)**

- MGT 6080 - American Business History (3)
- MGT 6090 - Banking and Money Markets (3)
- MGT 6100 - Advanced Management Seminar (3)

REQUIRED CAPSTONE COURSES

The comprehensive capstone course for the program is the culminating experience and is designed to integrate the entire graduate experience of students in the program.

For the accounting/business administration BS/MBA, the capstone course is:

- MGT 6510 - Accounting Research Seminar (3)

SUMMARY OF THE TOTAL CREDIT REQUIREMENT

For the accounting/business administration BS/MBA:

Core	25 cr
Electives	6 cr
Capstone	3 cr

Total: 34 credits

MASTER OF SCIENCE IN EDUCATION

Purpose

The philosophy, purposes, and objectives of all graduate programs are reflected in a variety of ways. In keeping with the mission of the College, all graduate programs in education are designed to provide the highest quality of professional development for either beginning or experienced teachers. Programs are rooted in theory and research and aim to translate past and contemporary issues and trends into practice. The purpose of each program is to prepare beginning and experienced teachers to address educational challenges with skill and expertise.

Objectives of all programs include:

- Developing a sensitivity to the diverse needs of today's student population.
- Developing an awareness of current educational research and ways to engage in action research within the role of reflective practitioner.
- Developing deeper insight and knowledge in such areas as standards-based education, special education, character education, technology education and literacy.
- Developing professional skills and competencies needed to maximize the effectiveness of the teaching-learning process in today's schools.
- Developing skills in communication and interpersonal relationships within the school community.
- Developing an appreciation for lifelong learning and on-going professional development.

PROFESSIONAL DEVELOPMENT

All candidates for certification in any area of graduate education are required to join a professional organization appropriate with their area of concentration. They also are required to attend a professional development event connected to their major field as a condition of being recommended for certification in New York State.

NEW YORK STATE TEACHER CERTIFICATION

The New York State Education Department is changing all of the certification examinations by Spring 2014. They have stated: "Do not register for the ATS-W, the LAST, or the CST tests if you are applying for certification after May 1, 2014." Graduate students in the masters degree programs who will not complete all of their degree requirements, including passing the comprehensive examination, and graduate by December 2013, should not take the current NYS certification exams.

CHILDHOOD EDUCATION

The College offers programs that qualify graduates for New York State Teacher certification in childhood education (grades 1-6), childhood education (grades 1-6) and special education (grades 1-6), childhood education (grades 1-6) with option for companion certificate program in literacy (birth-grade 6).

ADOLESCENCE EDUCATION

The College offers programs that qualify graduates for New York State teacher certification in adolescence education (grades 7-12), adolescence and special education (grades 7-12), and adolescence education (grades 7-12) with option for companion certificate program in literacy (grades 5-12).

SPECIAL EDUCATION

The College offers programs that qualify graduates for New York State Teacher certification in special education grades 1-6 or 7-12.

LITERACY PROGRAM

The programs in literacy are designed to prepare either prospective or experienced educators to develop in children literacy skills that are essential for success in school and in lifelong learning. The theoretical foundations of literacy instruction and the latest developments in research on literacy serve as a framework for developing awareness of early literacy and its relationship to skill development and diversity issues affecting literacy learning. An emphasis on translating theory and research into practice provides a basis for developing an understanding and appreciation for literacy learning as it applies to all children.

A primary aim of the literacy programs is to develop proficiency in providing instruction and assessment in literacy. Another aim is to develop proficiency in organizing and enhancing literacy programs in cooperation and collaboration with other school personnel that results in creating instructional environments that maximize literacy skills in all learners.

MIDDLE SCHOOL EXTENSION PROGRAM

Mount Saint Mary College offers two middle school extension programs: in content area grades 7-9 and content area grades 5-6. The aim of these programs focuses on developing skills and expertise required to effectively teach today's young adolescents. Theoretical foundations related to adolescent development and research on effective teaching strategies serve as a basis for preparing teachers to design instruction that maximizes successful outcomes as applied to middle school learning experiences. Standards based planning and instruction is emphasized in the following content areas: biology, chemistry, physics, English, mathematics, social studies and Spanish.

Admissions

Students may enter the education program during the fall, spring and summer sessions. Applications may be submitted at any time, but should be on file at least six weeks before the beginning of the desired entry date. Applications are valid for one year from the date received.

All program descriptions and requirements are for the current programs registered with the New York State Education Department.

ADMISSIONS REQUIREMENTS

1. A baccalaureate degree from an accredited undergraduate institution.
2. Applicants in special education (grades 1-6 or grades 7-12), literacy (birth-grade 6 or grades 5-12), literacy (grades 5-12) and special education (grades 7-12), literacy (birth-grade 6 and grades 5-12), and the extension programs (grades 7-9 or grades 5-6) must submit a copy of a valid New York State teaching certificate (either initial/ professional/permanent).
3. Applicants in the childhood (grades 1-6), childhood and special education (grades 1-6), or childhood with the advanced certificate in literacy (birth-grade 6) programs are required to present evidence of undergraduate preparation in appropriate liberal arts areas with a minimum of 30 credits in an acceptable liberal arts concentration designated by the Division of Education with at least 12 credits in upper level courses (3000/4000 level). In addition, a total of 75 liberal arts credits are required, inclusive of 6 credits of English and 3 credits in each of the following: math, science, social science, humanities, fine arts, history, computer science, and a language other than English.
4. Applicants in the adolescence education (grades 7-12) or adolescence and special education (grades 7-12), adolescence education (grades 7-12) with the advanced certificate in literacy (grades 5-12) programs must show evidence that acceptable course work has been successfully completed. Applicants will be required to meet the distribution of courses as outlined in the Mount Saint Mary College undergraduate catalog in one of the following areas of specialization with at least 18 credits in sequential upper level courses (3000 or 4000 level):
 - Biology - 36 credits
 - Chemistry - 36 credits
 - English - 30 credits beyond ENG 101, 102
 - Mathematics - 36 credits
 - Social science (social studies) - 36 creditsIn addition, a total of 75 liberal arts credits is required, inclusive of 6 credits of English and 3 credits in each of the following: math, science, social science, humanities, fine arts, history, computer science, and a language other than English.
5. A Grade Point Average of 3.0 or above on a 4.0 scale with a 3.0 GPA in area of specialization. The candidate may be admitted if the GPA is between 2.75 and 2.99 and will have to attain a "B" in the first four graduate courses. The Division of Education reserves the right to require that applicants complete appropriate

liberal arts courses before granting a student matriculated status in the program.

6. An onsite writing sample before acceptance.
7. Additional evidence of potential to complete the degree successfully, to be provided through letters of professional references and a statement of professional goals;
8. An interview with the graduate program coordinators in education and/or the chair of the Division of Education.
9. A graduate candidate with a deficiency could be admitted and then, required to make up the credits before being fully matriculated. **No more than 12 credits at the graduate level may be earned before this deficiency is met.**
10. All graduate students seeking adolescence certification must take and pass the New York State LAST and the multi-subject Content Specialty Test in the subject area (biology, chemistry, physics, English, history, Spanish, mathematics) in which the student is seeking certification **dated on or before completion of 12 graduate credits and prior to full matriculation.**
11. All graduate students seeking childhood certification must take and pass the New York State LAST and the multi-subject Content Specialty Test for candidates seeking childhood certification **dated on or before completion of 12 graduate credits and prior to full matriculation.**

APPLICATION PROCEDURES

Applicants must submit the following:

1. A completed application form.
2. A writing sample, to be completed on site in the Division of Education offices.
3. Official transcripts from all institutions attended, undergraduate and graduate; student copies are not acceptable.
4. Three letters of recommendation (students are encouraged to submit additional information or evidence to support their credentials).
5. A copy of the applicant's valid NYS teaching certification, if applicable.
6. A completed health form verifying current immunization as specified on the form.

ELIGIBILITY OF MSMC UNDERGRADUATES FOR GRADUATE COURSEWORK

Mount Saint Mary College undergraduates who are enrolled in a teacher education program at the College, who have earned at least 105 credits, and who have a cumulative index of 3.0 or better may apply to take a graduate course. Eligible students must make a written request and must receive permission from the division chair. A student who wishes to apply the graduate credits toward the baccalaureate degree must indicate this in the written request and must receive the chair's permission for this purpose. Graduate credits applied toward the baccalaureate degree may not be counted toward a master's degree at Mount Saint Mary College.

TRANSFER CREDITS

A student may request transfer up to 6 semester hours of his/her degree program from another accredited graduate school; the graduate coordinator must approve each course for transfer. Forms for requesting approval of transfer credits are available in the Division of Education office.

A minimum grade of "B" is required for each course accepted for transfer. Courses must have been taken within five years of matriculation at Mount Saint Mary College, unless otherwise approved by the graduate coordinator under special circumstances. Transfer credit will be recorded when the student has been accepted for candidacy. No transfer credit will be accepted for the MEd program in special education, without special permission of the graduate coordinator, unless reference is made to special education or pupils with disabilities in the title or the catalog course description.

Academic Information

ADVISEMENT

Faculty registration advisors are available during announced times within each fall and spring advisement period. The graduate program coordinator is also available by appointment to provide program planning advice, certification information, and long-range career counseling.

COURSE SCHEDULING

Courses are offered on a semester or weekend basis. Fall and spring courses are generally scheduled in the late afternoon and evening, and meet once a week for 14 weeks.

Summer courses generally meet three times a week for five weeks and are scheduled in the late afternoon and evening during Session I and in the morning/early afternoon during Session II. Weekend courses are offered occasionally and generally meet Friday afternoons/evenings and all-day Saturday for three weekends. Online courses are also offered occasionally. For online courses, students are required to have Internet and email access and should be computer proficient. Courses are cycled so that students may complete the program in the required time sequence.

COURSE LOAD

The MEd program serves both full- and part-time students. The course load for full-time graduate students in the fall or spring semester is nine semester hours.

GRADUATION REQUIREMENTS

A Grade Point Average of B or better (3.0 or better) must be maintained in order to remain in the program and receive the degree. Students must achieve a grade of B or better in all graduate education courses as indicated in the course descriptions. **Students who do not receive a B or better in a course may repeat the course once. Failure to achieve a B or better the second time will lead to dismissal from the program.** A graduate teacher education candidate may repeat no more than

two courses unless otherwise approved by a review committee from the Division of Education whose decision is final. A student who has repeated two courses will be notified that any further course repetitions will result in dismissal from the program.

CHILDHOOD EDUCATION

A minimum of 40 credits is required for the childhood education (grades 1-6), MEd. A minimum of 49 credits is required for the childhood education (grades 1-6) and special education (grades 1-6), MEd.

ADOLESCENCE EDUCATION

A minimum of 42 credits is required for the adolescence education (grades 7-12), MEd.

Candidates who do not already hold a teaching certificate are required to demonstrate their ability to plan and implement an integrated program using knowledge and skills learned in courses. Students do this by successfully completing a student teaching experience. Additional information regarding the student teaching experience can be found under each specific program.

SPECIAL EDUCATION

A minimum of 33 credits is required for the special education (grades 1-6), MEd or special education (grades 7-12), MEd. Prior certification is required in elementary, childhood (1-6) or special subject area for special education (grades 1-6) and in secondary, adolescence, or special subject areas (math, science, social science, humanities, fine arts, history, computer science, and a language other than English) for special education (grades 7-12).

LITERACY

A minimum of 34 credits is required for the literacy (birth-grade 6 and grades 5-12), MEd. A minimum of 43 credits is required for the literacy (grades 5-12) & special education (grades 7-12), MEd. A minimum of 41 credits is required for a literacy (birth-grade 6), MEd and literacy (grades 5-12), MEd. Prior certification in childhood education, adolescence education, or special subject is required.

MIDDLE SCHOOL EXTENSION PROGRAMS

A minimum of 33 credits is required for the middle school extension in content area grades 7-9, MEd or middle school extension in content area grades 5-6, MEd. Prior certification is required in elementary or childhood (grades 1-6) for the extension program grades 7-9, and in secondary or adolescence for the extension program grades 5-6.

Candidates are also required to demonstrate their ability to plan and implement an integrated program using knowledge and skills learned in courses. Students may do this by successfully completing a practicum experience. Additional information regarding the practicum can be found under each specific program.

COMPREHENSIVE EXAM

A written comprehensive examination is required for graduation for all degree programs in education. Students should take the examination during their last

semester of study. Application for the examination must be submitted by the student to the graduate coordinator by the date indicated in the graduate newsletter. The examination is graded on a pass/fail basis. Students who fail the comprehensive examination will have the opportunity to take the examination a second time.

Matriculation will be terminated if a student does not pass the examination after taking it a second time.

APPLICATION FOR TEACHER CERTIFICATION

Candidates for graduation who wish to apply for New York State certification in the areas listed above should complete the appropriate form online on the New York State Education Department website. Students who already possess an initial certification in an area other than that in which the degree is being sought, must apply independently to the state education department for professional certification in that area.

Persons who have no prior New York State teaching certificates and persons who have lapsed teaching certificates must achieve passing scores on the sections of the New York State Teacher Certification Examinations as required by the state education department.

CONFERRING OF DEGREES

A student who has completed all requirements for the MEd degree at the conclusion of the summer term or December may receive a form or transcript certifying this fact from the Office of the Registrar. This certification will serve in the place of the diploma until the degree has been formally conferred. Upon conferral of the degree or completion of the degree requirements, students will be recommended for New York State Certification in the area of the degree completed.

REGISTRATION

Registration may be completed in person or online, or through the mail, email or facsimile. In-person registration is held before the start of each semester/session. Tuition is payable before the start of each semester/session, as specified by the Office of Finance. MasterCard and VISA credit cards are accepted. Tuition deferment is granted to students whose education is reimbursed 100% by their employers. Students who submit appropriate documents from their employers can have their tuition deferred until the session is completed.

ANNUAL NYSTCE RESULTS (NEW YORK STATE TEACHER CERTIFICATION EXAM)

STATE EDUCATION DEPARTMENT REQUIREMENTS

The New York State Education Department sets all teacher certification requirements, which are subject to change by the Board of Regents. All graduate programs in education meet the requirements for New York State teacher certification in respective areas. In addition, all programs are registered and approved by the New York State Department of Education

Students desiring certification outside New York are responsible for meeting the requirements for the respective states. The student should consult with the appropriate division or department for information concerning the approved majors in the various liberal arts areas.

Fieldwork

While completing the teacher education program in childhood or adolescence education, students must complete 100 hours of approved, course-related, supervised fieldwork before student teaching. Students pursuing dual certification must complete 150 hours, while students pursuing a middle school extension must complete 100 hours plus a 3-credit practicum.

Student Teaching for Non-Certified Students

Students must complete a semester of full-time student teaching. Each student has two placements during the semester (i.e., grades 1-3 and 4-6 or 7-9 and 10-12 for childhood and adolescence certification respectively). One of these placements will be in a special education position for students pursuing dual certification.

New York State Teacher Certification Examinations

Other requirements include passing scores on the three to four New York State teacher Certification Examinations: Liberal Arts and Sciences Test (LAST), Assessment of Teaching Skills-Written (ATS-W), and Content Specialty Test (CST) in the relevant certification area. The percentages of MSMC students passing the LAST and ATS-W according to the NYS Education Department are as follows:

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<i>Test Category</i>	<i># Tested</i>	<i># Passed</i>	<i>% Passed</i>
LAST	151	149	99
ATS-W (elementary)	102	102	100
ATS-W (secondary)	53	53	100

Adolescence Education (grades 7-12), MSEd Program Code 0803

(Qualifying for Initial Certification)

PURPOSE

The program in adolescence education is designed to prepare prospective educators to gain a better understanding and appreciation of the secondary school community and environment. The programs emphasize the need for secondary school teachers to become reflective practitioners, lifelong learners and skilled researchers who have a clear understanding of the total high school curriculum and its influence on current methods of teaching and learning.

PROGRAM DESCRIPTION

This is a 42-credit program designed specifically for college graduates holding an appropriate liberal arts degree in English, mathematics, science, or social studies who have not had formal training in professional education and who wish to prepare for a teaching career in adolescence education (7-12).

Upon successful completion of the program, candidates will be recommended to the New York State Education Department for Initial Certification. The candidate shall submit evidence of having achieved a satisfactory level of performance on the New York State Teacher Certification Examinations, namely in the liberal arts and sciences test (LAST), assessment of teaching skills – written (ATS-W), and content specialty test(s) (CST) in the area of the certificate. The initial certificate shall be valid for five years from its effective date. For the professional certificate, the candidate shall successfully complete three years of teaching experience one of which must be under the guidance of a mentor teacher.

DEGREE REQUIREMENTS

A minimum of 42 credits is required for the MEd in adolescence education. These credits are distributed as follows:

- Thirty-six credits of required courses.
- A no-credit, eight-hour workshop on health education.
- Six credits of full-time, college supervised student teaching.
- Satisfactory performance on a written comprehensive examination (see Graduation Requirements).

REQUIRED COURSES (36 CREDITS)

- ED 5001 - Introduction to Special Education **(3)**
- ED 5042 - Applied Research in Behavior Management **(3)**
- ED 5210 - Nature of Schools in the Education of All Children **(3)**
- ED 5220 - Theories, Research and Application of Adolescent Development **(3)**
- ED 5231 - Content Area Literacy in the Secondary School for Pupils with and without Disabilities **(3)**
- ED 5252 - Introduction to Instruction & Assessment for Adolescence Education (Gen. Pedagogy) **(3)**

One of the following:

- ED 5245 - Curriculum and Assessment in 7-12 English **(3)**
- ED 5246 - Curriculum and Assessment in 7-12 Math **(3)**
- ED 5247 - Curriculum and Assessment in 7-12 Science **(3)**
- ED 5248 - Curriculum and Assessment in 7-12 Social Studies **(3)**

One of the following after the Curriculum and Assessment course in content area:

- ED 5565 - Content - English Methods (NCTE - National Council of Teachers of English) **(3)**
- ED 5566 - Content - Social Studies Methods (NCSS - National Council for the Social Studies) **(3)**
- ED 5567 - Content - Science Methods (NSTA - National Science Teachers Association) **(3)**

- ED 5568 - Content - Mathematics Methods (NCTM - National Council of Teachers of Mathematics) **(3)**
- ED 5390 - Collaboration with Professionals and Parents **(3)**
- ED 5441 - Basics of Literacy Instruction for Adolescence Education **(3)**
- ED 5522 - Child Abuse, Health, and Safety Education Workshop **(0)**
- ED 5710 - Differentiated Instruction **(3)**

or

- ED 5542 - Mathematics for Secondary School Teachers I **(3)** (for adolescence mathematics certification)
- ED 5700 - Teaching with Technology **(3)**

or

- ED 5552 - Mathematics for Secondary School Teachers II: Geometry **(3) (math majors only)**

STUDENT TEACHING (6 CREDITS)

Students are required to complete ED 5464 (Student Teaching in Secondary Education). This experience is completed in one placement in grades 7-9 and another in grades 10-12 during one full academic semester, after completing course requirements. Student teaching must take place within three years of graduation from Mount Saint Mary College.

- ED 5464 - Student Teaching in Secondary Education **(6)**

Adolescence Education and Special Education (grades 7-12), MEd Program Code 0803

(Qualifying for Initial Certification)

PURPOSE

The aim of this program is to provide professional training in the fields of both adolescence and special education. To achieve this aim, the program is designed to assist prospective educators to qualify for initial certification in adolescence and special education by providing a concentrated core curriculum of courses that combines the aims and objectives of the master's programs in special and adolescence education.

PROGRAM DESCRIPTION

This is a 48-credit program designed specifically for college graduates holding an appropriate liberal arts degree in English, mathematics, science, or social studies who have not had formal training in professional education and who wish to prepare for a teaching career in adolescence education (grades 7-12) and special education (grades 7-12).

Upon successful completion of the program, candidates will be recommended to the New York State Education Department for Initial Certification. The candidate shall

submit evidence of having achieved a satisfactory level of performance on the New York State Teacher Certification Examinations, namely in the liberal arts and sciences test (LAST), assessment of teaching skills – written (ATS-W), and content specialty test (s) (CST) in the area of the certificate. The initial certificate shall be valid for five years from its effective date. For the professional certificate, the candidate shall successfully complete three years of teaching experience, one of which must be under the guidance of a mentor teacher.

DEGREE REQUIREMENTS

A minimum of 48 credits is required for the MSEd in adolescence and special education. These credits are distributed as follows:

- Forty-two credits of required courses.
- A no-credit, eight-hour workshop in health education.
- Six credits of full-time, college supervised student teaching.
- Satisfactory performance on a written comprehensive examination (see Graduation Requirements).

REQUIRED COURSES (42 CREDITS)

- ED 5001 - Introduction to Special Education **(3)**
- ED 5042 - Applied Research in Behavior Management **(3)**
- ED 5220 - Theories, Research and Application of Adolescent Development **(3)**
- ED 5125 - Foundations of Teaching Students with Disabilities **(3)**
- ED 5231 - Content Area Literacy in the Secondary School for Pupils with and without Disabilities **(3)**
- ED 5252 - Introduction to Instruction & Assessment for Adolescence Education (General Pedagogy) **(3)**
- ED 5282 - Content Enhancement for Students with Learning Problems **(3)**
- ED 5924 - Diagnostic Evaluation for RTI, IEP and Transition Planning **(3)**
- ED 5295 - Research Based Instruction for Students with Disabilities **(3)**
- ED 5390 - Collaboration with Professionals and Parents **(3)**
- ED 5441 - Basics of Literacy Instruction for Adolescence Education **(3)**
- ED 5364 - Technology for Teaching Students with Autism and Communication Disorders **(3)**
- ED 5522 - Child Abuse, Health, and Safety Education Workshop **(0)**

One of the following: (3 credits)

- ED 5245 - Curriculum and Assessment in 7-12 English **(3)**
- ED 5246 - Curriculum and Assessment in 7-12 Math **(3)**
- ED 5247 - Curriculum and Assessment in 7-12 Science **(3)**

- ED 5248 - Curriculum and Assessment in 7-12 Social Studies **(3)**

One of the following: after Curriculum and Assessment in content area (3 credits)

- ED 5565 - Content - English Methods (NCTE-National Council of Teachers of English) **(3)**
- ED 5566 - Content - Social Studies Methods (NCSS-National Council for the Social Studies) **(3)**
- ED 5567 - Content - Science Methods (NSTA-National Science Teachers Association) **(3)**
- ED 5568 - Content - Mathematics Methods (NCTM-National Council of Teachers of Mathematics) **(3)**

STUDENT TEACHING (6 CREDITS)

Students are required to complete ED 5466 (Student Teaching in Secondary and Special Education). Half the semester will be in a regular classroom and the other half in a special education setting, with the two experiences also arranged so that one will be in a grade 7-9 classroom, and the other in a grade 10-12 classroom. Student teaching must take place within three years of graduation from Mount Saint Mary College.

- ED 5466 - Student Teaching in Secondary and Special Education: Grades 7-12 **(6)**

Adolescence Education (grades 7-12) with Option for a Companion Certificate Program in Literacy (grades 5-12) Program Code 0803

(Qualifying for Initial/Professional Certification)

PURPOSE

The aim of this program is to provide professional training in the fields of adolescence at the initial level. To achieve this aim, the program is designed to assist prospective educators to qualify for initial certification in adolescence by providing a concentrated core curriculum. Upon completion of all of the requirements leading to the master of science in education degree and New York State initial certification in adolescence education (grades 7-12), the candidates may apply to continue to the Companion Certificate Program in Literacy (grades 5-12) leading to an additional New York State certificate.

PROGRAM DESCRIPTION

This program is designed for college graduates possessing an appropriate liberal arts baccalaureate degree who have not had formal training in professional education and who wish to prepare for a career in education. The adolescence program (grades 7-12) requires a minimum of 42 credits that includes a supervised student teaching experience in area cooperating schools.

Upon successful completion of the adolescence program, candidates will be recommended for New York State Initial Certification in adolescence education (grades 7-12). The candidate shall submit evidence of having achieved a satisfactory level of performance on the New York State Teacher Certification Examinations, namely in the

liberal arts and sciences test (LAST), assessment of teaching skills – written (ATS-W), and content specialty test (s) (CST) in the area of the certificate. The initial certificate shall be valid for five years from its effective date. For the professional certificate, the candidate shall successfully complete three years of teaching experience one of which must be under the guidance of a mentor teacher.

Degree Requirements

A minimum of 42 credits is required for the MEd in adolescence education (grades 7-12). These credits are distributed as follows:

- Thirty-six credits of required courses.
- A no-credit, eight-hour workshop in health education.
- Six credits of full-time, college-supervised student teaching.
- Satisfactory performance on a written comprehensive examination (see Graduation Requirements).

REQUIRED COURSES (36 CREDITS)

- ED 5001 - Introduction to Special Education **(3)**
- ED 5042 - Applied Research in Behavior Management **(3)**
- ED 5210 - Nature of Schools in the Education of All Children **(3)**
- ED 5220 - Theories, Research and Application of Adolescent Development **(3)**
- ED 5231 - Content Area Literacy in the Secondary School for Pupils with and without Disabilities **(3)**
- ED 5252 - Introduction to Instruction & Assessment for Adolescence Education (General Pedagogy) **(3)**
- ED 5390 - Collaboration with Professionals and Parents **(3)**

or

- ED 5375 - Effective Literacy Leadership **(3)**
- ED 5441 - Basics of Literacy Instruction for Adolescence Education **(3)**
- ED 5522 - Child Abuse, Health, and Safety Education Workshop **(0)**
- ED 5710 - Differentiated Instruction **(3)**

or

- ED 5542 - Mathematics for Secondary School Teachers I **(3)** (math majors only)
- ED 5700 - Teaching with Technology **(3)**

or

- ED 5552 - Mathematics for Secondary School Teachers II: Geometry **(3)** (math majors only)

One of the following:

- ED 5245 - Curriculum and Assessment in 7-12 English **(3)**
- ED 5246 - Curriculum and Assessment in 7-12 Math **(3)**
- ED 5247 - Curriculum and Assessment in 7-12 Science **(3)**
- ED 5248 - Curriculum and Assessment in 7-12 Social Studies **(3)**

One of the following after Curriculum and Assessment in content area:

- ED 5565 - Content - English Methods (NCTE - National Council of Teachers of English) **(3)**
- ED 5566 - Content - Social Studies Methods (NCSS - National Council for the Social Studies) **(3)**
- ED 5567 - Content - Science Methods (NSTA - National Science Teachers Association) **(3)**
- ED 5568 - Content - Mathematics Methods (NCTM - National Council of Teachers of Mathematics) **(3)**

STUDENT TEACHING (6 CREDITS)

Students are required to complete ED 5464 (Student Teaching in Secondary Education). This experience is completed in a grade 7-9 placement and another in a grade 10-12 placement during one full academic semester, after completing course requirements. Student teaching must take place within three years of graduation from Mount Saint Mary College.

ED 5464 - STUDENT TEACHING IN SECONDARY EDUCATION **(6)**

COMPANION CERTIFICATE PROGRAM IN LITERACY (GRADES 5-12)

Upon completion of the above requirements, candidates may apply to the companion certificate program in literacy (grades 5-12), leading to an additional New York State certification. Students are recommended for each certification in separate semesters.

REQUIRED COURSES (13 CREDITS)

- ED 5480 - Literacy for Special Needs Pupils: Grades 3-6 **(3)**
- ED 5485 - Literacy for Special Needs Pupils, Grades 7-12 **(3)**
- ED 5502 - Reading and Literature: Grades 5-12 **(3)**

To be completed after above:

Students in the companion literacy program are required to complete ED 5621 (Applied Research in Literacy Remediation - Adolescence). This course is a reflective practicum that is the culmination of the certificate program for teachers of literacy grade 5-12. The practicum involves tutoring diverse pupils with literacy problems, including native English speakers with disabilities and pupils who are English language learners.

- ED 5621 - Applied Research Practicum in Literacy Remediation – Adolescence **(4)**

Childhood Education (grades 1-6), MEd

Program Code 0802

(Qualifying for Initial/Professional Certification)

PURPOSE

The program in childhood education is designed to reflect a commitment to the study of past and contemporary issues and trends in education and their effects on today's education of elementary school children. The aim of the program is to prepare prospective educators to address current educational challenges with skill and expertise.

DESCRIPTION

This program is designed for college graduates holding appropriate baccalaureate degrees in liberal arts who have not had formal training in professional education and who wish to prepare for a career in childhood education. The program requires a minimum of 40 semester hours to include a supervised student teaching experience in area cooperating schools.

Upon successful completion of the program, candidates will be recommended to the New York State Education Department for initial certification. The candidate shall submit evidence of having achieved a satisfactory level of performance on the New York State Teacher Certification Examinations, namely in the liberal arts and sciences test (LAST), assessment of teaching skills – written (ATS-W), and content specialty test (CST) in the area of the certificate. The initial certificate shall be valid for five years from its effective date. For the professional certificate, the candidate shall successfully complete three years of teaching experience one of which must be under the guidance of a mentor teacher.

DEGREE REQUIREMENTS

A minimum of 40 credits is required for the MEd in childhood education. These credits are distributed as follows:

- Thirty-four credits of required courses.
- No-credit, eight-hour workshop in health education.
- Six credits of full-time, college supervised student teaching.
- Satisfactory performance on a written comprehensive examination (see Graduation Requirements).

REQUIRED COURSES (34 CREDITS)

- ED 5001 - Introduction to Special Education **(3)**
- ED 5531 - Research in Teaching Mathematics for Childhood Education **(3)**
- ED 5532 - Research in Literacy Teaching for Diverse Childhood Learners **(4)**
- ED 5533 - Research in Teaching Language Arts for Childhood Education **(3)**

- ED 5534 - Research in Teaching Science and Technology for Childhood Education (3)
- ED 5535 - Research in Teaching Social Studies for Childhood Education (3)
- ED 5042 - Applied Research in Behavior Management (3)
- ED 5210 - Nature of Schools in the Education of All Children (3)
- ED 5390 - Collaboration with Professionals and Parents (3)
- ED 5410 - Research in Child Development and Theories of Learning (3)
- ED 5282 - Content Enhancement for Students with Learning Problems (3)
- ED 5522 - Child Abuse, Health, and Safety Education Workshop (0)

STUDENT TEACHING (6 CREDITS)

Students are required to complete ED 5463 (Student Teaching in Elementary Education). This experience will be completed in one primary classroom (grades 1-3) and one intermediate classroom (grades 4-6) during one full academic semester, after completing course requirements. Student teaching must take place within three years of graduation from Mount Saint Mary College.

- ED 5463 - Student Teaching in Elementary Education (6)

Childhood Education (grades 1-6) and Special Education (grades 1-6), MEd Program Code 0802

(Qualifying for Initial Certification)

PURPOSE

The aim of this program is to provide professional training in the fields of both regular and special education. To achieve this aim, the program is designed to assist prospective educators to qualify for initial certification in childhood and special education by providing a concentrated core curriculum of courses that combines the aims and objectives of the master's programs in special and childhood education.

PROGRAM DESCRIPTION

This program is designed for college graduates with an appropriate liberal arts baccalaureate degree who have not had formal training in professional education and who wish to prepare for a career in childhood and/or special education. The program requires a minimum of 49 credits which includes a supervised student teaching experience in area cooperating schools.

Upon successful completion of the program, candidates will be recommended for New York State initial certification in childhood education (grades 1-6) and students with disabilities (grades 1-6). The candidate shall submit evidence of having achieved a satisfactory level of performance on the New York State Teacher Certification Examinations, namely in the liberal arts and sciences test (LAST), assessment of teaching skills-written (ATS-W), and content specialty test (s) (CST) in the area of the certificate. The initial certificate shall be valid for five years from its effective date. For

the professional certificate, the candidate shall successfully complete three years of teaching experience, one of which must be under the guidance of a mentor teacher.

DEGREE REQUIREMENTS

A minimum of 49 credits are required for the MEd in childhood and special education. These credits are distributed as follows:

- Forty-three credits of required courses.
- A no-credit, eight-hour workshop in health education.
- Six credits of full-time, college supervised student teaching.
- Satisfactory performance on a written comprehensive examination (see Graduation Requirements).

REQUIRED COURSES (43 CREDITS)

- ED 5001 - Introduction to Special Education **(3)**
- ED 5531 - Research in Teaching Mathematics for Childhood Education **(3)**
- ED 5532 - Research in Literacy Teaching for Diverse Childhood Learners **(4)**
- ED 5533 - Research in Teaching Language Arts for Childhood Education **(3)**
- ED 5534 - Research in Teaching Science and Technology for Childhood Education **(3)**
- ED 5535 - Research in Teaching Social Studies for Childhood Education **(3)**
- ED 5042 - Applied Research in Behavior Management **(3)**
- ED 5282 - Content Enhancement for Students with Learning Problems **(3)**
- ED 5295 - Research Based Instruction for Students with Disabilities **(3)**
- ED 5390 - Collaboration with Professionals and Parents **(3)**
- ED 5410 - Research in Child Development and Theories of Learning **(3)**
- ED 5924 - Diagnostic Evaluation for RTI, IEP and Transition Planning **(3)**
- ED 5364 - Technology for Teaching Students with Autism and Communication Disorders **(3)**
- ED 5522 - Child Abuse, Health, and Safety Education Workshop **(0)**

STUDENT TEACHING (6 CREDITS)

Students are required to complete ED 5465 (Student Teaching in Elementary and Special Education) in one elementary level placement and one special education placement during one full academic semester, with one placement in grades 1-3 and the other in grades 4-6, after completing course requirements. Student teaching must take place within three years of graduation from Mount Saint Mary College.

- ED 5465 - Student Teaching in Elementary and Special Education: Grades 1-6 **(6)**

Childhood Education (grades 1-6) with Option for Companion Certificate Program in Literacy (birth-grade 6)

Program Code 0802

(Qualifying for Initial/Professional Certification)

PURPOSE

The aim of this program is to provide professional training in the field of childhood education at the initial level. To achieve this aim, the program is designed to assist prospective educators to qualify for initial certification in childhood education by providing a concentrated core curriculum. Upon completion of all the requirements leading to the master of science in education degree and New York State initial certification in childhood education (grades 1-6), candidates may apply to continue to the companion certificate program in literacy (grades 1-6) leading to an additional New York State certificate.

PROGRAM DESCRIPTION

This program is designed for college graduates possessing an appropriate liberal arts baccalaureate degree who have not had formal training in professional education and who wish to prepare for a career in childhood education. The childhood education program (grades 1-6) requires a minimum of 40 credits, which includes a supervised student teaching experience in area cooperating schools.

Upon successful completion of the childhood education program, candidates will be recommended for New York State Initial Certification in childhood education (grades 1 - 6). The candidate shall submit evidence of having achieved a satisfactory level of performance on the New York State Teacher Certification Examinations, namely in the liberal arts and sciences test (LAST), assessment of teaching skills–written (ATS-W), and content specialty test(s) (CST) in the area of the certificate. The initial certificate shall be valid for five years from its effective date. For the professional certificate, the candidate shall successfully complete three years of teaching experience one of which must be under the guidance of a mentor teacher.

Upon successful completion of the childhood education program, candidates may apply to continue to the companion certificate program in literacy (birth-grade 6) leading to an additional New York State certificate.

DEGREE REQUIREMENTS

A minimum of 40 credits is required for the MEd in childhood education. These credits are distributed as follows:

- Thirty-four credits of required courses.
- A no-credit, eight-hour workshop in health education.
- Six credits of full-time, college-supervised student teaching.
- Satisfactory performance on a written comprehensive examination (see Graduation Requirements).

REQUIRED COURSES (34 CREDITS)

- ED 5001 - Introduction to Special Education (3)
- ED 5531 - Research in Teaching Mathematics for Childhood Education (3)
- ED 5532 - Research in Literacy Teaching for Diverse Childhood Learners (4)
- ED 5533 - Research in Teaching Language Arts for Childhood Education (3)
- ED 5534 - Research in Teaching Science and Technology for Childhood Education (3)
- ED 5535 - Research in Teaching Social Studies for Childhood Education (3)
- ED 5042 - Applied Research in Behavior Management (3)
- ED 5210 - Nature of Schools in the Education of All Children (3)
- ED 5390 - Collaboration with Professionals and Parents (3)

or

- ED 5375 - Effective Literacy Leadership (3)
- ED 5410 - Research in Child Development and Theories of Learning (3)
- ED 5282 - Content Enhancement for Students with Learning Problems (3)
- ED 5522 - Child Abuse, Health, and Safety Education Workshop (0)

STUDENT TEACHING (6 CREDITS)

Students are required to complete ED 5463 (Student Teaching in Elementary Education). This experience will be completed in one primary classroom (grades 1-3) and one intermediate classroom (grades 4-6) during one full academic semester, after completing course requirements. Student teaching must take place within three years of graduation from Mount Saint Mary College.

- ED 5463 - Student Teaching in Elementary Education (6)

Companion Certificate Program in Literacy (birth-grade 6)

Upon successful completion of the above requirements, candidates may apply to continue to the companion certificate program in literacy (birth-grade 6) leading to an additional New York State certification. Candidates are recommended for each certification in separate semesters.

REQUIRED COURSES (16 CREDITS)

- ED 5122 - Literacy in the Content Area for Childhood Education (3)
- ED 5470 - Literacy for Special Needs Pupils: Pre-K-Grade 3 (3)
- ED 5480 - Literacy for Special Needs Pupils: Grades 3-6 (3)
- ED 5501 - Reading and Literature: Birth-Grade 6 (3)

To be completed after above:

Students in the companion literacy program are required to complete ED 5620 (Applied Research Practicum in Literacy Remediation - Childhood). This course is a

reflective practicum that is the culmination of the certificate program for teachers of literacy from birth to grade 6. The practicum involves tutoring diverse pupils with literacy problems, including native English speakers with disabilities and pupils who are English language learners.

- ED 5620 - Applied Research Practicum in Literacy Remediation - Childhood **(4)**

Literacy (birth-grade 6), MEd Program Code 0830

(Qualifying for Initial/Professional Certification)

DESCRIPTION

The role of the literacy specialist within the school involves instruction, assessment and leadership that contribute to the development of student reading/writing/thinking/listening in all phases of learning. This program is, therefore, designed for people who already hold New York State certification for teaching, whether provisional/initial or permanent/professional. A minimum of 34 credits is required, including 28 credits that must be taken in literacy education. A college-supervised practicum in teaching literacy is also required for the literacy certificate.

Successful completion of the program will lead to a MEd in literacy. In addition, successful candidates will be eligible for an initial/professional certificate in literacy.

DEGREE REQUIREMENTS

Satisfactory performance on a written comprehensive examination is required (see graduation requirements). A minimum of 34 credits is required for the MEd degree in literacy. These credits are distributed as follows:

REQUIRED COURSES (28 CREDITS)

- ED 5122 - Literacy in the Content Area for Childhood Education **(3)**
- ED 5201 - Measurement and Evaluation for Pupils with and without Disabilities **(3) ***
- ED 5371 - Teaching Language Arts Through Literacy Instruction **(3)**

or

- ED 5510 - Reading Improvement Through Writing **(3)**
- ED 5375 - Effective Literacy Leadership **(3)**
- ED 5470 - Literacy for Special Needs Pupils: Pre-K-Grade 3 **(3)**
- ED 5480 - Literacy for Special Needs Pupils: Grades 3-6 **(3)**
- ED 5501 - Reading and Literature: Birth-Grade 6 **(3)**
- ED 5690 - Emergent Literacy **(3)**

Note: * May be replaced with an elective if an equivalent course was taken within the last five years with permission of the *advisor or chairperson of the division*.

ELECTIVES (6 CREDITS)

- ED 5001 - Introduction to Special Education (3)
- ED 5210 - Nature of Schools in the Education of All Children (3)
- ED 5371 - Teaching Language Arts Through Literacy Instruction (3)
- ED 5510 - Reading Improvement Through Writing (3)
- ED 5630 - Specialized Methods for Pupils with Severe Literacy Problems (4)
- ED 5680 - Special Topics (3)
- ED 5670 - Literacy and Technology (3)

PRACTICUM (4 CREDITS)

- ED 5620 - Applied Research Practicum in Literacy Remediation - Childhood (4)

Literacy (grades 5-12), MSEd Program Code 0830

(Leading to Initial and Professional Certification)

DEGREE REQUIREMENTS

Satisfactory performance on a written comprehensive examination is required (see graduation requirements). A minimum of 34 credits is required for the MSEd in literacy grades 5-12. These credits are distributed as follows:

REQUIRED COURSES (24 CREDITS)

- ED 5231 - Content Area Literacy in the Secondary School for Pupils with and without Disabilities (3)
- ED 5201 - Measurement and Evaluation for Pupils with and without Disabilities (3) *
- ED 5375 - Effective Literacy Leadership (3)
- ED 5502 - Reading and Literature: Grades 5-12 (3)
- ED 5480 - Literacy for Special Needs Pupils: Grades 3-6 (3)
- ED 5485 - Literacy for Special Needs Pupils, Grades 7-12 (3)
- ED 5441 - Basics of Literacy Instruction for Adolescence Education (3)
- ED 5510 - Reading Improvement Through Writing (3)

or

- ED 5371 - Teaching Language Arts Through Literacy Instruction (3)

Note: * *May be replaced with an elective if an equivalent course was taken within the last five years with permission of the advisor or chairperson of the division.*

ELECTIVES (6 CREDITS)

- ED 5001 - Introduction to Special Education (3)
- ED 5510 - Reading Improvement Through Writing (3)
- ED 5371 - Teaching Language Arts Through Literacy Instruction (3)
- ED 5630 - Specialized Methods for Pupils with Severe Literacy Problems (4)
- ED 5680 - Special Topics (3)
- ED 5670 - Literacy and Technology (3)

PRACTICUM (4 CREDITS)

- ED 5621 - Applied Research Practicum in Literacy Remediation – Adolescence (4)

Literacy (birth-grade 6) & (grades 5-12), MEd Program Code TBA

(Leading to Initial/Professional Certification)

DEGREE REQUIREMENTS

A minimum of 41 credits is required for the MEd in literacy (birth-grade 6) and (grades 5-12). This program is designed for people who already hold New York State certification in childhood or adolescence education, whether initial or professional/permanent. Satisfactory performance on a written comprehensive examination is required (see graduation requirements).

Successful completion of the program will lead to a comprehensive MEd in literacy (birth-grade 12). In addition, successful candidates will be recommended for New York State certification in literacy (birth-grade 6) and literacy (grades 5-12).

The core components of 41 credits in literacy are required.

REQUIRED COURSES (33 CREDITS)

- ED 5690 - Emergent Literacy (3)
- ED 5201 - Measurement and Evaluation for Pupils with and without Disabilities (3) *
- ED 5441 - Basics of Literacy Instruction for Adolescence Education (3) *
- ED 5470 - Literacy for Special Needs Pupils: Pre-K-Grade 3 (3)
- ED 5480 - Literacy for Special Needs Pupils: Grades 3-6 (3)
- ED 5485 - Literacy for Special Needs Pupils, Grades 7-12 (3)
- ED 5122 - Literacy in the Content Area for Childhood Education (3)

or

- ED 5231 - Content Area Literacy in the Secondary School for Pupils with and without Disabilities (3)
- ED 5501 - Reading and Literature: Birth-Grade 6 (3)

- ED 5502 - Reading and Literature: Grades 5-12 (3)
- ED 5375 - Effective Literacy Leadership (3)
- ED 5510 - Reading Improvement Through Writing (3)

or

- ED 5371 - Teaching Language Arts Through Literacy Instruction (3)

Note: **May be replaced with an elective if an equivalent course was taken within the last five years with permission of the adviser or chairperson of the division.*

PRACTICA (8 CREDITS)

- ED 5620 - Applied Research Practicum in Literacy Remediation - Childhood (4)
- ED 5621 - Applied Research Practicum in Literacy Remediation – Adolescence (4)

Literacy (birth-grade 6) & Special Education (grades 1-6), MSED

Program Code 0830

(Qualifying for Initial/Professional Certification)

DESCRIPTION

This program is designed for people who already hold New York State certification in elementary/childhood education, whether provisional or permanent. A minimum of 43 credits is required. A college-supervised practicum in teaching literacy is required for the literacy certificate. A separate college-supervised practicum in teaching students with disabilities is also required for the dual certification.

Successful completion of the program will lead to the MSED in literacy (birth to grade 6) and special education (grades 1-6). In addition, successful candidates will be recommended for New York State certification in literacy (birth to grade 6) and special education (grades 1-6).

DEGREE REQUIREMENTS

A minimum of 43 credits is required for the MSED in literacy and special education. These credits are distributed as follows:

- Thirty-six credits of required courses.
- Four credits of college-supervised practicum in literacy education.
- Three credits of college supervised practicum in special education.
- Satisfactory performance on a written comprehensive examination (see Graduation Requirements).

REQUIRED LITERACY COURSES (18 CREDITS)

- ED 5122 - Literacy in the Content Area for Childhood Education (3)
- ED 5375 - Effective Literacy Leadership (3)

- ED 5470 - Literacy for Special Needs Pupils: Pre-K-Grade 3 **(3)**
- ED 5480 - Literacy for Special Needs Pupils: Grades 3-6 **(3)**
- ED 5501 - Reading and Literature: Birth-Grade 6 **(3)**
- ED 5690 - Emergent Literacy **(3)**

SPECIAL EDUCATION COURSES (18 CREDITS)

- ED 5001 - Introduction to Special Education **(3) ***
- ED 5125 - Foundations of Teaching Students with Disabilities **(3)**
- ED 5282 - Content Enhancement for Students with Learning Problems **(3)**
- ED 5295 - Research Based Instruction for Students with Disabilities **(3)**
- ED 5364 - Technology for Teaching Students with Autism and Communication Disorders **(3)**
- ED 5924 - Diagnostic Evaluation for RTI, IEP and Transition Planning **(3)**

Note: **May be replaced with an elective if an equivalent course was taken within the last five years with permission of the adviser or chairperson of the division.*

PRACTICA (7 CREDITS)

- ED 5620 - Applied Research Practicum in Literacy Remediation - Childhood **(4)**
- ED 5053 - Practicum in Teaching Students with Disabilities **(3)**

Literacy (grades 5-12) and Special Education (grades 7-12), MSEd Program Code 0830

(Leading to Initial/Professional Certification)

DEGREE REQUIREMENTS

A minimum of 43 credits is required for the MSEd in literacy (grades 5-12) and special education (grades 7-12) program. This program is designed for people who already hold New York State certification in secondary/adolescence education, whether provisional or permanent. Satisfactory performance on a written comprehensive examination is required (see graduation requirements).

Successful completion of the program will lead to a MSEd in literacy (grades 5-12) and special education (grades 7-12). In addition, successful candidates will be recommended for New York State certification in literacy (grades 5-12) and special education (grades 7-12).

The core components of 25 credits in literacy education and 18 credits in special education are required.

REQUIRED LITERACY COURSES (18 CREDITS)

- ED 5231 - Content Area Literacy in the Secondary School for Pupils with and without Disabilities **(3)**

- ED 5375 - Effective Literacy Leadership (3)
- ED 5441 - Basics of Literacy Instruction for Adolescence Education (3)
- ED 5480 - Literacy for Special Needs Pupils: Grades 3-6 (3)
- ED 5485 - Literacy Instruction for Special Needs Pupils, Grades 5-12 (3)
- ED 5502 - Reading and Literature: Grades 5-12 (3)

REQUIRED SPECIAL EDUCATION COURSES (18 CREDITS)

- ED 5001 - Introduction to Special Education (3)*
- ED 5125 - Foundations of Teaching Students with Disabilities (3)
- ED 5282 - Content Enhancement for Students with Learning Problems (3)
- ED 5295 - Research Based Instruction for Students with Disabilities (3)
- ED 5364 - Technology for Teaching Students with Autism and Communication Disorders (3)
- ED 5924 - Diagnostic Evaluation for RTI, IEP and Transition Planning (3)

Note: **May be replaced with an elective if an equivalent course was taken within the last five years with permission of the adviser or chairperson of the division.*

PRACTICA (7 CREDITS)

- ED 5053 - Practicum in Teaching Students with Disabilities (3)
- ED 5621 - Applied Research Practicum in Literacy Remediation – Adolescence (4)

Middle School Extension in Content Area (grades 5-6), MSEd Program Code 0808

PURPOSE

This program is designed for teachers who hold a valid New York State teaching certificate in secondary/adolescent education (grades 7-12) and have completed a major of at least 30 credits in the subject for which the extension is sought. The aim of the program is to prepare grade 7-12 educators to effectively teach in grades 5-6. The program includes the study of early adolescent development and instructional approaches of particular importance to the middle grades. Courses are designed to strengthen the certified teachers' ability to focus on the pedagogical and developmental needs of all pupils across grades 5-12. A minimum of 34 credits is required for the master of science in education degree in grades 5-6.

Upon successful completion of the program, candidates will be eligible for New York State middle school extension (grades 5-6).

DEGREE REQUIREMENTS

A minimum of 34 credits is required for the MSEd in grades 5-6 content area extension. These credits are distributed as follows:

- Thirty-one credits of required courses.

- Three credits of college supervised practicum in middle school education.
- Satisfactory performance on a written comprehensive examination (see Graduation Requirements).

REQUIRED COURSES (31 CREDITS)

- ED 5001 - Introduction to Special Education (3)
- ED 5042 - Applied Research in Behavior Management (3)
- ED 5282 - Content Enhancement for Students with Learning Problems (3)
- ED 5390 - Collaboration with Professionals and Parents (3)
- ED 5410 - Research in Child Development and Theories of Learning (3)
- ED 5650 - The Young Adolescent in the Middle School (3)
- ED 5531 - Research in Teaching Mathematics for Childhood Education (3)*
- ED 5532 - Research in Literacy Teaching for Diverse Childhood Learners (4)
- ED 5533 - Research in Teaching Language Arts for Childhood Education (3)*
- ED 5534 - Research in Teaching Science and Technology for Childhood Education (3)*
- ED 5535 - Research in Teaching Social Studies for Childhood Education (3)*

*STUDENTS MUST TAKE 3 OF THE 4 COURSES MARKED. THEY DO NOT HAVE TO TAKE THE RESEARCH COURSE IN THE CONTENT AREA IN WHICH THEY ARE ALREADY CERTIFIED.

PRACTICUM (3 CREDITS)

- ED 5640 - Middle School Practicum (3)

Middle School Extension in Content Area (grades 7-9), MEd Program Code 0809

PURPOSE

This program is designed for teachers who hold a valid New York State teaching certificate in elementary/childhood education and who have completed a major of at least 30 credits in the subject for which the extension is sought. The aim of the program is to prepare elementary educators to effectively teach in grades 7-9. The program includes the study of early adolescent development and instructional approaches of particular importance to the middle grades. Courses are designed to strengthen the certified teachers' ability to meet the needs of all pupils and to increase a repertoire of pedagogical tools applicable across grades 1-9. A minimum of 33 credits is required for the MEd in extension grades 7-9.

Upon successful completion of the program, candidates will be eligible for New York State certification in middle childhood extension in grades 7-9. In addition, candidates must pass the New York State Teacher Examination in the specific content subject area.

DEGREE REQUIREMENTS

A minimum of 33 credits is required for the MEd in grades 7-9 content area extension. These credits are distributed as follows:

- Thirty credits of required courses.
- Three credits of college-supervised practicum in middle school education.
- Satisfactory performance on a written comprehensive examination (see Graduation Requirements).

REQUIRED COURSES (30 CREDITS)

- ED 5001 - Introduction to Special Education **(3)**
- ED 5042 - Applied Research in Behavior Management **(3)**
- ED 5282 - Content Enhancement for Students with Learning Problems **(3)**
- ED 5390 - Collaboration with Professionals and Parents **(3)**
- ED 5650 - The Young Adolescent in the Middle School **(3)**
- ED 5441 - Basics of Literacy Instruction for Adolescence Education **(3)**
- ED 5710 - Differentiated Instruction **(3)**
- ED 5220 - Theories, Research and Application of Adolescent Development **(3)**

One of the following:

- ED 5245 - Curriculum and Assessment in 7-12 English **(3)**
- ED 5246 - Curriculum and Assessment in 7-12 Math **(3)**
- ED 5247 - Curriculum and Assessment in 7-12 Science **(3)**
- ED 5248 - Curriculum and Assessment in 7-12 Social Studies **(3)**

And one of the following:

- ED 5565 - CONTENT - ENGLISH METHODS (NCTE - National Council of Teachers of English) **(3)**
- ED 5566 - Content - Social Studies Methods (NCSS - National Council for the Social Studies) **(3)**
- ED 5567 - Content - Science Methods (NSTA - National Science Teachers Association) **(3)**
- ED 5568 - Content- Mathematics Methods (NCTM-National Council of Teachers of Mathematics) **(3)**

PRACTICUM

- ED 5640 - Middle School Practicum **(3)**

Special Education (grades 1-6), MEd

Program Code 0808

(Qualifying for Initial/Professional Certification)

PURPOSE

The aim of the program is to provide advanced professional training in the field of special education. To achieve this aim the College provides a program designed to assist the beginning or experienced teacher to qualify for initial or professional certification in special education by learning to:

- interpret and evaluate special education research;
- increase competence in assessment of pupils with mild disabilities;
- develop new skills in instruction and behavior management of pupils with mild disabilities;
- prepare to advocate for pupils who have mild disabilities by updating knowledge of federal and state legislation governing the delivery of special education services.

DESCRIPTION

This program is designed for teachers who already hold a valid New York State Teacher Certification in elementary or childhood who wish to become initially certified in special education (grades 1-6).

Upon successful completion of the program, candidates will be recommended for initial certification in special education (grades 1-6). The candidate shall submit evidence of having achieved a satisfactory level of performance on the New York State Teacher Certification Examinations, namely in the liberal arts and sciences test (LAST), assessment of teaching skills – written (ATS-W), and content specialty test (s) (CST) in the area of the certificate. The initial certificate shall be valid for five years from its effective date. For the professional certificate, the candidate shall successfully complete three years of teaching experience one of which must be under the guidance of a mentor teacher.

DEGREE REQUIREMENTS

A minimum of 33 credits is required for the MEd in special education. These credits are distributed as follows:

- Twenty-four credits of required courses.
- Six credits of electives.
- Three credits of college supervised practicum in special education.
- Satisfactory performance on a written comprehensive examination (see Graduation Requirements).

REQUIRED COURSES (24 CREDITS)

- ED 5001 - Introduction to Special Education (3)
- ED 5042 - Applied Research in Behavior Management (3)
- ED 5282 - Content Enhancement for Students with Learning Problems (3)
- ED 5924 - Diagnostic Evaluation for RTI, IEP and Transition Planning (3)
- ED 5295 - Research Based Instruction for Students with Disabilities (3)
- ED 5364 - Technology for Teaching Students with Autism and Communication Disorders (3)
- ED 5390 - Collaboration with Professionals and Parents (3)
- ED 5125 - Foundations of Teaching Students with Disabilities (3)

ELECTIVES (6 CREDITS)

- ED 5470 - Literacy for Special Needs Pupils: Pre-K-Grade 3 (3)

or

- ED 5480 - Literacy for Special Needs Pupils: Grades 3-6 (3)
- ED 5510 - Reading Improvement Through Writing (3)
- ED 5630 - Specialized Methods for Pupils with Severe Literacy Problems (4)
- ED 5670 - Literacy and Technology (3)
- ED 5680 - Special Topics (3)

PRACTICUM (3 CREDITS)

- ED 5053 - Practicum in Teaching Students with Disabilities (3)

Special Education (grades 7-12), MSeD Program Code 0808

(Qualifying for Initial/Professional Certification)

PURPOSE

The aim of the program is to provide advanced professional training in the field of special education. To achieve this, the College provides a program designed to assist the beginning or experienced teacher to qualify for initial or professional certification in special education by learning to:

- interpret and evaluate special education research;
- increase competence in assessment of pupils with mild disabilities;
- develop new skills in instruction and behavior management of pupils with mild disabilities;
- prepare to advocate for pupils who have mild disabilities by updating knowledge of federal and state legislation governing the delivery of special education services.

DESCRIPTION

This program is designed for teachers who already hold a valid New York State Teacher Certification in adolescence in biology (36 credits), chemistry (36 credits), English (30 credits beyond ENG 101, 102), mathematics (36 credits), or social science/social studies (36 credits), and who wish to become initially certified in special education (grades 7-12).

Upon successful completion of the program, candidates will be recommended for initial certification in special education (grades 7-12). The candidate shall submit evidence of having achieved a satisfactory level of performance on the New York State Teacher Certification Examinations, namely in the liberal arts and sciences test (LAST), assessment of teaching skills – written (ATS-W), and content specialty test (s) (CST) in the area of the certificate. The initial certificate shall be valid for five years from its effective date. For the professional certificate, the candidate shall successfully complete three years of teaching experience, one of which must be under the guidance of a mentor teacher.

DEGREE REQUIREMENTS

A minimum of 33 credits is required for the MEd in special education. These credits are distributed as follows:

- Twenty-four to twenty-seven credits of required courses.
- Up to 6 credits of electives.
- Three credits of college supervised practicum in special education.
- Satisfactory performance on a written comprehensive examination (see Graduation Requirements).

REQUIRED COURSES (24-27 CREDITS)

- ED 5001 - Introduction to Special Education **(3)**
- ED 5042 - Applied Research in Behavior Management **(3)**
- ED 5282 - Content Enhancement for Students with Learning Problems **(3)**
- ED 5924 - Diagnostic Evaluation for RTI, IEP and Transition Planning **(3)**
- ED 5295 - Research Based Instruction for Students with Disabilities **(3)**
- ED 5364 - Technology for Teaching Students with Autism and Communication Disorders **(3)**
- ED 5390 - Collaboration with Professionals and Parents **(3)**
- ED 5125 - Foundations of Teaching Students with Disabilities **(3)**

ELECTIVES (UP TO 6 CREDITS)

- ED 5470 - Literacy for Special Needs Pupils: Pre-K-Grade 3 **(3)**

or

- ED 5480 - Literacy for Special Needs Pupils: Grades 3-6 **(3)**

- ED 5510 - Reading Improvement Through Writing (3)
- ED 5630 - Specialized Methods for Pupils with Severe Literacy Problems (4)
- ED 5670 - Literacy and Technology (3)
- ED 5680 - Special Topics (3)

PRACTICUM (3 CREDITS)

- ED 5053 - Practicum in Teaching Students with Disabilities (3)

Alternative Certification Program Transition B Adolescence Education (Grades 7-12), MSEd Program Code 0899

PURPOSE

The alternative certification program was designed by the New York State Education Department to address the teacher shortage in certain certification areas. Transition B Certification is a highly selective curriculum designed to mobilize talented professionals committed to teaching. Unlike those in other certification programs, candidates in Transition B become full-time, working teachers while continuing their studies to earn a master's degree and initial certification. Individuals become Transition B candidates by completing an 18-credit Introductory Component, passing two NYS tests and obtaining a signed contract with a partnering district for full-time employment. **A candidate will not be recommended to NYSED for the Transition B Certification unless a signed, full-time teaching contract has been submitted to the Division of Education.**

INTRODUCTORY COMPONENT (18 CREDITS)

Candidates must take 18 credits in the Introductory Component. Candidates may take up to 6 credits before matriculating. Upon meeting all entrance requirements and completing 6 credits with a B or better, candidates will matriculate into the program and complete the remaining 12 credits of the Introductory Component.

- ED 5001 - Introduction to Special Education (3)
- ED 5220 - Theories, Research and Application of Adolescent Development (3)
- ED 5042 - Applied Research in Behavior Management (3)
- ED 5252 - Introduction to Instruction & Assessment for Adolescence Education (Gen. Pedagogy) (3)

One of the following:

- ED 5245 - Curriculum and Assessment in 7-12 English (3)
- ED 5246 - Curriculum and Assessment in 7-12 Math (3)
- ED 5247 - Curriculum and Assessment in 7-12 Science (3)
- ED 5248 - Curriculum and Assessment in 7-12 Social Studies (3)

One of the following:

- ED 5565 - Content - English Methods (NCTE - National Council of Teachers of English) **(3)**
- ED 5566 - Content - Social Studies Methods (NCSS - National Council for the Social Studies) **(3)**
- ED 5567 - Content - Science Methods (NSTA - National Science Teachers Association) **(3)**
- ED 5568 - Content - Mathematics Methods (NCTM - National Council of Teachers of Mathematics) **(3)**

ADDITIONAL REQUIRED COURSES (24 CREDITS)

Upon being employed by a partnering school district, candidates will be recommended for Transition B certification and will complete the additional 24 required credits that lead to initial certification in adolescence education.

- ED 5441 - Basics of Literacy Instruction for Adolescence Education **(3)**
- ED 5210 - Nature of Schools in the Education of All Children **(3)**
- ED 5231 - Content Area Literacy in the Secondary School for Pupils with and without Disabilities **(3)**
- ED 5390 - Collaboration with Professionals and Parents **(3)**
- ED 5710 - Differentiated Instruction **(3)**
- ED 5700 - Teaching with Technology **(3)**

Additional Requirements

- ED 5522 - Child Abuse, Health, and Safety Education Workshop **(0)**
- Liberal Arts and Sciences Test (LAST)
- **Content Specialty Test (CST)**
- **Electives (6 credits)**

Alternative Certification Program: Transition B Childhood Education (Grades 1-6), MEd Program Code 0899

The alternate certification program was designed by the New York State Education Department to address the teacher shortage in certain certification areas. Transition B certification is a highly selective curriculum designed to mobilize talented professionals committed to teaching. Unlike those in other certification programs, candidates in Transition B become full-time, working teachers while continuing their studies to earn a master's degree and initial certification. Individuals become Transition B candidates by completing a 19-credit Introductory Component, passing two NYS tests, **and** obtaining a signed contract with a partnering district for full-time employment. **A candidate will not be recommended to NYSED for the Transition B Certification unless a signed, full-time teaching contract has been submitted to the Division of Education.**

INTRODUCTORY COMPONENT (19 CREDITS)

Candidates must take 19 credits in the Introductory Component. Candidates may take up to 6 credits before matriculating. Upon meeting all entrance requirements and completing 6 credits with a B or better, candidates will matriculate into the program and complete the remaining 13 credits of the Introductory Component.

COURSES FOR INITIAL 6 CREDITS (90 HOURS)

- ED 5001 - Introduction to Special Education (3)
- ED 5410 - Research in Child Development and Theories of Learning (3)

COURSES FOR NEXT 13 CREDITS

- ED 5042 - Applied Research in Behavior Management (3)
- ED 5531 - Research in Teaching Mathematics for Childhood Education (3)
- ED 5532 - Research in Literacy Teaching for Diverse Childhood Learners (4)
- ED 5533 - Research in Teaching Language Arts for Childhood Education (3)

ADDITIONAL REQUIREMENTS

- ED 5522 - Child Abuse, Health, and Safety Education Workshop (0)
- Liberal Arts and Sciences Test (LAST)
- Content Specialty Test (CST)

Additional Required Courses (21 credits)

Upon being employed by a partnering school district, candidates **who have completed all of the Introductory Component requirements** will be formally admitted to the Transition B program and will be recommended for Transition B certification. Candidate will be required to complete the additional 21 required credits that lead to initial certification in childhood education. The additional required courses are:

- ED 5210 - Nature of Schools in the Education of All Children (3)
- ED 5282 - Content Enhancement for Students with Learning Problems (3)
- ED 5390 - Collaboration with Professionals and Parents (3)
- ED 5534 - Research in Teaching Science and Technology for Childhood Education (3)
- ED 5535 - Research in Teaching Social Studies for Childhood Education (3)

Certificate Programs in Education

LITERACY CERTIFICATION PROGRAM (BIRTH-GRADE 6) PROGRAM CODE 0830

This program is designed for people who already hold New York State certification for teaching, a master's degree in education, and are seeking certification in literacy. Candidates may apply for admittance to the core courses leading to a recommendation for certification upon completing the requirements.

CERTIFICATION REQUIREMENTS

A minimum of 28 credits is required for the certification program in literacy. The graduate coordinator must approve any requests for satisfaction of these requirements based on prior credits. These credits are distributed as follows:

REQUIRED COURSES (28 CREDITS) (BIRTH-GRADE 6)

- ED 5122 - Literacy in the Content Area for Childhood Education (3)
- ED 5201 - Measurement and Evaluation for Pupils with and without Disabilities (3)
- ED 5371 - Teaching Language Arts Through Literacy Instruction (3)

or

- ED 5510 - Reading Improvement Through Writing (3)
- ED 5375 - Effective Literacy Leadership (3)
- ED 5470 - Literacy for Special Needs Pupils: Pre-K-Grade 3 (3)
- ED 5480 - Literacy for Special Needs Pupils: Grades 3-6 (3)
- ED 5501 - Reading and Literature: Birth-Grade 6 (3)
- ED 5690 - Emergent Literacy (3)

PRACTICUM (4 CREDITS)

- ED 5620 - Applied Research Practicum in Literacy Remediation - Childhood (4)

LITERACY CERTIFICATION PROGRAM (GRADES 5-12) PROGRAM CODE 0830

This program is designed for people who already hold New York State certification or teaching, a master's degree in education and are seeking certification in literacy. Candidates may apply for admittance to the core courses and the practicum leading to a recommendation for certification upon completing the requirements.

CERTIFICATION REQUIREMENTS

A minimum of 28 credits is required for the certification program in literacy. The graduate coordinator must approve any requests for satisfaction of these requirements based on prior credits. These credits are distributed as follows:

REQUIRED COURSES (28 CREDITS)

- ED 5201 - Measurement and Evaluation for Pupils with and without Disabilities **(3)** *
- ED 5231 - Content Area Literacy in the Secondary School for Pupils with and without Disabilities **(3)**
- ED 5375 - Effective Literacy Leadership **(3)**
- ED 5441 - Basics of Literacy Instruction for Adolescence Education **(3)**
- ED 5480 - Literacy for Special Needs Pupils: Grades 3-6 **(3)**
- ED 5485 - Literacy for Special Needs Pupils, Grades 7-12 **(3)**
- ED 5502 - Reading and Literature: Grades 5-12 **(3)**
- ED 5510 - Reading Improvement Through Writing **(3)**

or

- ED 5371 - Teaching Language Arts Through Literacy Instruction **(3)**

*Note: * May be replaced with an elective if an equivalent course was taken within the last five years with permission of the adviser or chairperson of the division.*

- Practicum (4 credits)
- ED 5621 - Applied Research Practicum in Literacy Remediation – Adolescence **(4)**

SPECIAL EDUCATION CERTIFICATION PROGRAM (GRADES 1-6 OR GRADES 7-12)

This program is designed for people who already hold New York State Teacher certification and a master's degree in education, and who are seeking certification for teaching students with disabilities without earning another masters degree. Candidates may apply for admittance to the core courses and the practicum and, upon completion of the requirements, will be recommended for certification for teaching students with disabilities in grades 1-6 or teaching students with disabilities 7-12 (generalist), depending on the prior certification held by the candidate prior to admission to the program.

A minimum of 27 credits is required for the special education certification program. The graduate coordinator must approve any requests for satisfaction of these requirements based on prior credits.

REQUIRED COURSES (27 CREDITS)

- ED 5001 - Introduction to Special Education **(3)**
- ED 5042 - Applied Research in Behavior Management **(3)**
- ED 5282 - Content Enhancement for Students with Learning Problems **(3)**
- ED 5924 - Diagnostic Evaluation for RTI, IEP and Transition Planning **(3)**
- ED 5295 - Research Based Instruction for Students with Disabilities **(3)**
- ED 5364 - Technology for Teaching Students with Autism and Communication Disorders **(3)**
- ED 5390 - Collaboration with Professionals and Parents **(3)**
- ED 5125 - Foundations of Teaching Students with Disabilities **(3)**

PRACTICUM (3 CREDITS)

- ED 5053 - Practicum in Teaching Students with Disabilities **(3)**

MASTER OF SCIENCE IN NURSING

Purpose

Within the environment of a small, independent, liberal arts institution and strengthened by a commitment to Judeo-Christian values, the mission of the Division of Nursing is to educate nurses to assume by choice and preparation a professional nursing role in an ever changing society and health care system. The division is committed to delivering high quality and innovative educational programs at both the undergraduate and graduate levels; fostering the development of intelligent, creative problem solving that promotes the health of a diverse society; developing a commitment to continuous lifelong learning and to a system of values that ensure professionalism and personal integrity in practice; and the provision of service to the community.

The purposes of the master's nursing programs are:

- To prepare nurses for advanced nursing practice in adult or family health as nurse practitioners;
- To provide a foundation for doctoral study.

To achieve these purposes, the College offers two master's programs in advanced practice nursing: a nurse practitioner program in adult health (ANP) and one in family health (FNP). All students take an advanced practice nursing core of 15 credits.

Students in the adult major take 27 credits in their major, including 500-600 hours of precepted clinical practice. Students in the family health major take 30 credits in this major, including 600-700 hours of precepted clinical practice. Upon successful completion of all course requirements, the College awards the master of science in nursing degree (MSN) with a major in adult or family health. Completion of the program allows graduates to sit for national certification exams in adult or family health.

Admissions

Students may enter the MSN program at the beginning of the fall, spring or summer terms. Applications may be submitted at any time but should be on file at least six weeks before the beginning of the desired entry date. Applications are valid for one year from the date received. Students who do not register in the term for which they are accepted may apply in writing for admission within the one-year limit. Mount Saint Mary College offers two master's degrees in nursing programs: adult health (adult nurse practitioner) and another in family health (family nurse practitioner). Post-master's certificates are now offered in both the adult and family nurse practitioner programs.

ADMISSION REQUIREMENTS

Applicants must meet the following requirements:

1. A baccalaureate degree in nursing from an NLN or a CCNE accredited program with an undergraduate Grade Point Average of 2.75 (on a 0-4 scale).
2. A valid New York State RN license and current registration.

3. Health insurance and malpractice/liability insurance with a current identification number and expiration date.
4. Evidence of personal and professional qualifications, and potential for graduate study from at least three professional references:
 - a. - one from the applicant's undergraduate program (faculty or director) if possible;
 - b. - one from a current, immediate work supervisor;
 - c. - one from a previous work supervisor.
1. One year of experience as a registered nurse in clinical nursing practice is preferred.
2. Satisfactory completion of undergraduate courses in elementary statistics, principles of nursing research, and physical assessment.
3. A personal statement (essay) that reveals evidence of good communication and writing skills, and ability to identify career goals that are consistent with the purposes of the MSN program.
4. A writing sample will be requested in person at the time of the interview.
5. For international applicants whose native language is other than English, a minimum score of 550 on TOEFL (Test of English as a Foreign Language). Information and application forms are available from: TOEFL Program, Educational Testing Services, Box 966, Princeton, N.J. 08540.
6. A completed health form verifying current immunizations/vaccinations as specified on the form, and freedom from health impairments that interfere with the performance of nursing responsibilities. After admission to the program, this will be an annual requirement.
7. An interview with the graduate program coordinator.

APPLICATION PROCEDURES

Applicants for admission must submit the following:

1. A completed application form.
2. A writing test.
3. Official transcripts from all institutions attended, undergraduate and graduate; student copies are not acceptable.
4. Photocopy of New York State RN license/registration and malpractice insurance identification. Students must carry \$1 million/\$3 million coverage.
5. Three letters of recommendation.
6. Personal statement (essay) of interest, qualifications and career goals.
7. Official TOEFL score report, if applicable.
8. Completed health form.
9. Verification of health insurance.

Upon receipt of all documents, the applicant will be notified and instructed to arrange an appointment for an interview with the graduate program coordinator.

TRANSFER CREDITS

A minimum of 24-27 credits of the 42-45 required must be taken at Mount Saint Mary College.

A student may request transfer of up to 18 semester hours from another accredited graduate school provided each specific course is approved for transfer by the Division of Nursing. The course content must be comparable to a required course in the MS in nursing curriculum, must have been taken within five years of matriculation at Mount Saint Mary College, and must have been completed with a grade of "B" or better. Students requesting acceptance of transfer credit must submit official transcripts and complete course descriptions for review and approval by the Division of Nursing.

Graduation

CANDIDACY FOR DEGREE

Matriculated students are considered to be degree candidates. Transcripts of graduate work at the College will be reviewed after the completion of four courses. If a grade of "B" or higher has not been maintained, students may be placed on probationary status or may be dropped from the program.

APPLICATION FOR GRADUATION

Every candidate for graduation must file an application for graduation during the first month of the term in which it is anticipated that requirements for graduation will be completed. See traditional Academic Calendar for filing dates.

GRADUATION REQUIREMENTS

A minimum of 42-45 credits is required for the MSN degree. These credits are to be distributed as follows:

Core.....	15 credits
Major in Adult Health Nursing (ANP).....	27 credits
Major in Family Health (FNP)	30 credits

A culminating research utilization project must be satisfactorily completed before a student is recommended for graduation. Students fulfill the requirement by successful completion of NUR 6010 (Nursing Research II) and NUR 6020 (Nursing Research III).

A Grade Point Average of 3.0 is required for graduation. When a grade below C+ is earned in any course, the student must repeat that course and earn a C+ or better. Students may repeat only one course.

In addition, a minimum grade of B is required in each of the following courses:

- NUR 5210 - Advanced Adult Health Nursing I
- NUR 5220 - Advanced Adult Health Nursing II
- NUR 6010 - Nursing Research II
- NUR 6020 - Nursing Research III
- NUR 6220, NUR 6230, NUR 6270, NUR 6280, NUR 6290 Practica in Advanced Adult Health Nursing

When a grade below B is earned in any of these courses, the student must repeat that course and earn a B or better. Students may repeat only one course in the graduate program, effective January 2010.

DEGREE COMPLETION

Based on the most recent data, 90% of students typically complete the MSN degree within four years of entrance. Responses to a survey administered six months after graduation reported that 100% of the respondents who received an MSN degree were employed full time.

Adult Health (Adult Nurse Practitioner), MSN Program Code 1203.10

CORE (15 CREDITS)

- NUR 5000 - Nursing Theories and Concepts **(3)**
- NUR 5010 - Nursing Research I **(3)**
- NUR 5030 - Issues and Trends in Health Care, Social Policy and Health Care Delivery Systems **(3)**
- NUR 5040 - Human Diversity/Transcultural Nursing **(3)**
- NUR 5050 - Contemporary Role of the Advanced Practice Nurse **(3)**

MAJOR IN ADULT HEALTH (27 CREDITS)

- NUR 5200 - Advanced Adult Pathophysiology **(3)**
- NUR 5210 - Advanced Adult Health Nursing I **(3)**
- NUR 5220 - Advanced Adult Health Nursing II **(3)**
- NUR 5230 - Advanced Physical Assessment and Diagnostic Reasoning **(3)**
- NUR 5240 - Advanced Clinical Pharmacology **(3)**
- NUR 6010 - Nursing Research II **(1)**
- NUR 6020 - Nursing Research III **(2)**
- NUR 6220 - Adult Health Practicum I **(3)**
- NUR 6230 - Adult Health Practicum II **(3)**
- NUR 6270 - Adult Health Practicum III **(3)**

Family Health (Family Nurse Practitioner), MSN

Program Code 1203.10

CORE (15 CREDITS)

- NUR 5000 - Nursing Theories and Concepts **(3)**
- NUR 5010 - Nursing Research I **(3)**
- NUR 5030 - Issues and Trends in Health Care, Social Policy and Health Care Delivery Systems **(3)**
- NUR 5040 - Human Diversity/Transcultural Nursing **(3)**
- NUR 5050 - Contemporary Role of the Advanced Practice Nurse **(3)**

MAJOR IN FAMILY HEALTH (30 CREDITS)

- NUR 5200 - Advanced Adult Pathophysiology **(3)**
- NUR 5210 - Advanced Adult Health Nursing I **(3)**
- NUR 5220 - Advanced Adult Health Nursing II **(3)**
- NUR 5230 - Advanced Physical Assessment and Diagnostic Reasoning **(3)**
- NUR 5240 - Advanced Clinical Pharmacology **(3)**
- NUR 6010 - Nursing Research II **(1)**
- NUR 6020 - Nursing Research III **(2)**
- NUR 6220 - Adult Health Practicum I **(3)**
- NUR 6230 - Adult Health Practicum II **(3)**
- NUR 6280 - Advanced Practice in Pediatric Nursing Theory **(3)**
- NUR 6290 - Advanced Practice in Pediatric/Family Practicum **(3)**

Post Master's Certification

POST-MASTER'S FAMILY NURSE PRACTITIONER CERTIFICATE PROGRAM IN NURSING

PROGRAM CODE TBA

ADMISSION REQUIREMENTS

1. Completed application form.
2. A valid New York State RN license and current registration, and one year of clinical nursing practice.
3. Health insurance and malpractice/liability insurance with current identification number and expiration date.
4. Two letters of recommendation; one from a current or previous supervisor, and one from a faculty member from the master's program.

5. Submission of a portfolio consisting of current curriculum vitae; a personal statement that discusses reasons for seeking a post-master's FNP; and any other documents that further validate consideration of admission to the program, including NP certification(s).
6. Interview with the nursing graduate program coordinator.

PROGRAM REQUIREMENTS FOR FAMILY (30 CREDITS)

- NUR 5200 - Advanced Adult Pathophysiology (3)
- NUR 5230 - Advanced Physical Assessment and Diagnostic Reasoning (3)
- NUR 5240 - Advanced Clinical Pharmacology (3)
- NUR 5210 - Advanced Adult Health Nursing I (3)
- NUR 5220 - Advanced Adult Health Nursing II (3)
- NUR 5050 - Contemporary Role of the Advanced Practice Nurse (3)
- NUR 6220 - Adult Health Practicum I (3)
- NUR 6230 - Adult Health Practicum II (3)
- NUR 6280 - Advanced Practice in Pediatric Nursing Theory (3)
- NUR 6290 - Pediatric/Women's Health Practicum (3)

Note: The above courses, or equivalent courses, are required for the completion of the post-master's adult or family nurse practitioner certificate program in nursing. Evaluation of previous courses to satisfy the above requirements and determination of courses that need to be taken at Mount Saint Mary College will be made on an individual basis by the graduate nursing coordinator after evaluation of the submitted admission requirements. A minimum of 200 clinical hours of clinical practicum are required, and a minimum of 6 credits must be taken at Mount Saint Mary College.

POST-MASTER'S ADULT NURSE PRACTITIONER CERTIFICATE PROGRAM IN NURSING

PROGRAM CODE TBA

ADMISSION REQUIREMENTS

1. A completed application form.
2. A valid New York State RN license and current registration, and one year of clinical nursing practice.
3. Health insurance and malpractice/liability insurance with current identification number and expiration date.
4. Two letters of recommendation; one from a current or previous supervisor, and one from a faculty member from the master's program.

5. Submission of a portfolio consisting of current curriculum vitae; a personal statement that discusses reasons for seeking a post-master's FNP; and any other documents that further validate consideration of admission to the program, including NP certification(s).

INTERVIEW WITH THE GRADUATE PROGRAM COORDINATOR.

PROGRAM REQUIREMENTS FOR ADULT (27 CREDITS)

- NUR 5200 - Advanced Adult Pathophysiology (3)
- NUR 5230 - Advanced Physical Assessment and Diagnostic Reasoning (3)
- NUR 5240 - Advanced Clinical Pharmacology (3)
- NUR 5210 - Advanced Adult Health Nursing I (3)
- NUR 5220 - Advanced Adult Health Nursing II (3)
- NUR 5050 - Contemporary Role of the Advanced Practice Nurse (3)
- NUR 6220 - Adult Health Practicum I (3)
- NUR 6230 - Adult Health Practicum II (3)
- NUR 6270 - Adult Health Practicum III (3)

Note: The above courses, or equivalent courses, are required for the completion of the post-master's adult or family nurse practitioner certificate program in nursing. Evaluation of previous courses to satisfy the above requirements and determination of courses that need to be taken at Mount Saint Mary College will be made on an individual basis by the graduate nursing coordinator after evaluation of the submitted admission requirements. A minimum of 200 clinical hours of clinical practicum are required, and a minimum of 6 credits must be taken at Mount Saint Mary College.

COURSE DESCRIPTIONS

Courses numbered 5000 and above are graduate courses. Students registered for graduate courses should give evidence of a baccalaureate degree and pay graduate tuition for course work. Credit so obtained will be listed on the graduate's transcript. Graduate courses do not carry undergraduate credit and graduate credit is not assigned to undergraduate courses.

Education

ED 5001 - Introduction to Special Education, (3)

This course is focused on the historical, social, and legal concepts of special education, including individual differences in human developmental processes and variations, learning processes, motivation and the characteristics of students within the full range of disabilities and special healthcare needs. Categorical definitions, both federal and NYS, continuum of services, referral and identification procedures, uses of assistive technology, and post-school outcomes will be discussed. The course is intended for beginning level or non-special education teachers. **Fieldwork is required.**

Prerequisite: None.

ED 5042 - Applied Research in Behavior Management (3)

This course is focused on understanding the relationship among learning processes, motivation, communication, and classroom management, with application of that understanding to stimulate and sustain pupil interest, cooperation, and achievement and to promote positive social interaction. Students will learn to design, implement, and evaluate behavior management programs and to monitor pupil progress through observational data to make efficient and responsible decisions. Students will also learn the nature and purpose of functional behavioral

assessment and its relationship to IEP and IAP planning. Training in school violence prevention in accordance with state regulations will be conducted for at least two hours. Students must earn a grade of at least B in this course to be eligible for student teaching or practica. **Fieldwork is required.**

Prerequisite: ED 5001 or its equivalent.

Note: This course may not be transferred into Mount Saint Mary College.

ED 5053 - Practicum in Teaching Students with Disabilities (3)

This course provides supervised experience and scheduled on campus seminars in applying knowledge, attitudes and skills developed in the core courses. With written permission of the district administrator, in-service teachers may fulfill course requirements within their own school district (if within 30 miles) but under the supervision of Mount Saint Mary College faculty. Other options for scheduling are printed in the graduate newsletter. Students may apply for a waiver if they have successfully completed three years of full-time teaching in an appropriate special education setting and if they submit satisfactory records of applying target skill in this setting.

Grading: Pass/Fail.

Prerequisite: Matriculation and successful completion of ED 5042, ED 5282, ED 5295, ED 5364, ED 5390, and ED 5924

Note: This course may not be transferred into Mount Saint Mary College.

ED 5122 - Literacy in the Content Area for Childhood Education (3)

This is a course providing teaching skills necessary to support pupils constructing meaning from literacy materials in the content areas. Emphasis is placed on research-supported methods for motivating pupils, for teaching and assessing listening and reading comprehension, vocabulary development, word identification, and study strategies. Alternative approaches to organizing literacy instruction to enhance learning content area material and for developing student interest for pupils with and without disabilities will be considered. **Fieldwork is required.**

Prerequisite: ED 5532 or equivalent.

Note: This course may not be transferred into Mount Saint Mary College.

ED 5125 - Foundations of Teaching Students with Disabilities (3)

Candidates will discriminate among teaching methods that are and are not supported by evidence as being effective with students who have disabilities. Candidates will also demonstrate skill in planning and implementing lessons according to evidence based practices for students with disabilities. **Fieldwork is required.**

Prerequisite: At least 6 credits of general education teaching methods.

ED 5201 - Measurement and Evaluation for Pupils with and without Disabilities (3)

Competencies in developing teacher-made assessment devices, administering and interpreting standardized tests results, and evaluating pupils' progress will be emphasized.

Prerequisite: ED 5252 OR ED 5532 and ED 5533.

ED 5210 - Nature of Schools in the Education of All Children (3)

The goals and assumptions of American education will serve as a basis for critically examining the cultural, social, economic, and technological trends and developments affecting pupils, schools, and their staffs. Issues addressed will include: the breakdown of the nuclear family, latch-key children, alienation, psychological evaluation, multiculturalism, poverty, equity, the development of a sense of community and respect for one another, and excellence for children with and without disabilities. Examination of historical, legal and sociological contexts will illuminate the complexities and conflicts in initiating change in schools and an entitlement program such as special or remedial education. *Prerequisite: None.*

ED 5220 - Theories, Research and Application of Adolescent Development (3)

This course examines the nature of adolescent development. The biological, cognitive, cultural, and socioeconomic contexts within which pupils grow to maturity are considered in the light of research findings. Creating a safe and nurturing atmosphere in schools in the face of such challenges as substance abuse, teen pregnancy, and distractions resulting from entertainment and media will be addressed. *Prerequisite: None.*

ED 5231 - Content Area Literacy in the Secondary School for Pupils with and without Disabilities (3)

This course emphasizes the methods and strategies used to teach literacy in conjunction with teaching literature, mathematics, social studies, and science.

Strategies for assessing content literacy needs and for developing vocabulary, study skills, and constructing meaning from a variety of texts are presented. Alternative approaches for teaching pupils who are struggling literacy learners, pupils with disabilities, and English language learners will be presented. **Fieldwork is required.**

Prerequisite: ED 5441 or its equivalent and one of the following: ED 5245 ,ED 5246 , ED 5247 , or ED 5248,

Note: This course may not be transferred into Mount Saint Mary College.

ED 5245 - Curriculum and Assessment in 7-12 English (3)

Students will understand the progression of New York State standards and national standards from the intermediate level to the commencement level in English in grades 7 through 12. Implications for instruction and assessment will be expanded in lesson planning through the concepts of curriculum mapping, the spiral curriculum, essential questions, and alternate forms of curriculum design. Candidates will learn how to interpret different types of results from standardized tests and demonstrate the ability to explain test results to parents. They will also explore how to create, analyze, adapt, and implement multiple forms of assessment. This course is designed to develop content pedagogy.

Fieldwork is required.

Prerequisite: ED 5252 .

ED 5246 - Curriculum and Assessment in 7-12 Math (3)

Students will understand the progression of New York State standards and national standards from the intermediate level to the commencement level in Mathematics in grades 7 through 12. Implications

for instruction and assessment will be expanded in lesson planning through the concepts of curriculum mapping, the spiral curriculum, essential questions, and alternate forms of curriculum design. Candidates will learn how to interpret different types of results from standardized tests and demonstrate the ability to explain test results to parents. They will also explore how to create, analyze, adapt, and implement multiple forms of assessment. This course is designed to develop content pedagogy.

Fieldwork is required.

Prerequisite: ED 5252 .

ED 5247 - Curriculum and Assessment in 7-12 Science (3)

Students will understand the progression of New York State standards and national standards from the intermediate level to the commencement level in Science in grades 7 through 12. Implications for instruction and assessment will be expanded in lesson planning through the concepts of curriculum mapping, the spiral curriculum, essential questions, and alternate forms of curriculum design. Candidates will learn how to interpret different types of results from standardized tests and demonstrate the ability to explain test results to parents. They will also explore how to create, analyze, adapt, and implement multiple forms of assessment. This course is designed to develop content pedagogy.

Fieldwork is required.

Prerequisite: ED 5252 .

ED 5248 - Curriculum and Assessment in 7-12 Social Studies (3)

Students will understand the progression of New York State standards and national standards from the intermediate level to the

commencement level in Social Studies in grades 7 through 12. Implications for instruction and assessment will be expanded in lesson planning through the concepts of curriculum mapping, the spiral curriculum, essential questions, and alternate forms of curriculum design. Candidates will learn how to interpret different types of results from standardized tests and demonstrate the ability to explain test results to parents. They will also explore how to create, analyze, adapt, and implement multiple forms of assessment. This course is designed to develop content pedagogy.

Fieldwork is required.

Prerequisite: ED 5252

ED 5252 - Introduction to Instruction & Assessment for Adolescence Education (General Pedagogy) (3)

This introductory course is designed to provide an overview of a variety of general pedagogical models of instruction that can be applied across secondary content areas. Students will be introduced to models from the social, information processing, personal, and behavioral families. Students will be provided opportunity to align appropriate models of instruction as part of the lesson planning process to support state and national standards. Students will also begin to develop skill in designing and offering differentiated instruction for all students. They will explore how assessment aids instructional decision-making. **Fieldwork is required.**

ED 5282 - Content Enhancement for Students with Learning Problems (3)

Candidates will learn the nature of, research evidence for, and procedures for using content enhancement routines

to support students' understanding of course and unit expectations, concept development and differentiation, and acquisition of facts and vocabulary. Candidates will also develop understanding of the content literacy continuum as a structured approach for providing literacy instruction at increasing levels of intensity according to the needs of individual intermediate and secondary grade students.

Prerequisite: ED 5252 and one of ED 5245, ED 5246, ED 5247, ED 5248; ORED 5531 and ED 5533.

ED 5295 - Research Based Instruction for Students with Disabilities (3)

This course will focus on students classified with or at risk for learning difficulties. Candidates will review relevant research on cognitive processing and post-secondary outcomes for such pupils and will analyze the implications for instruction. Scientifically based metacognitive strategy instruction in the areas of literacy and mathematics will be applied in a fieldwork setting. Candidates will gain skill in developing and implementing curriculum based measurement for progress monitoring in reading comprehension, vocabulary, and math. **Fieldwork is required.**

Prerequisite: ED 5125 and either ED 5252 or ED 5532 .

ED 5364 - Technology for Teaching Students with Autism and Communication Disorders (3)

This course will explore the historical trends in the treatment of autism and other disabilities that affect students' abilities to communicate and socialize with others. High and low forms of technology, including visual teaching strategies, will be a focal point of the

course. Candidates will be required to design instructional materials that would conform to the principles of assistive technology and visual teaching which are critical to the success of students with autism or other communication disorders. **Fieldwork is required.**

Prerequisite: ED 5001 .

ED 5371 - Teaching Language Arts Through Literacy Instruction (3)

In this course students will learn about research-supported methods and materials used for organizing and teaching elementary and middle school pupils the skills involved in a language arts program: reading, writing, speaking, and listening. The skills and understandings which support the conventions of the English language such as the correct use of grammar, spelling, and mechanics will be addressed. Students will learn how to organize and schedule instruction for pupils with and without disabilities, as well as English language learners.

Fieldwork is required.

Prerequisite: ED 5532 or its equivalent.

ED 5375 - Effective Literacy Leadership (3)

This course prepares Literacy Masters degree candidates for the knowledge, skills, and practices required to be effective literacy professionals. Candidates will develop an understanding of effective literacy coaching practices, and will learn how to develop teachers' and other professionals' literacy knowledge and practices. The course will develop Literacy Masters candidates' abilities and practices in leading professional learning communities and professional development workshops, participating in school-wide evaluation

and leadership committees, and in performing classroom observation and peer coaching techniques for teacher development. **Fieldwork is required.**

Prerequisite: 12 graduate literacy credits, including ED 5480 or ED 5485 .

ED 5390 - Collaboration with Professionals and Parents (3)

Designed to give teachers the knowledge and skills necessary to communicate with parents, administrators and other professionals that will optimize student learning. The course deals with the collaborative process necessary for working together to help all pupils perform successfully including the development of skills in conflict resolution.

Prerequisite: Successful completion of 12 graduate credits.

ED 5410 - Research in Child Development and Theories of Learning (3)

Major theoretical approaches to the study of child development will serve as a basis for profiling the needs and learning styles of today's school-aged children. Adjusting curricular expectations on the basis of stages of learning will be addressed. Emphasis will be on current issues, contemporary theories of learning and growth and factors responsible for placing today's child at "high risk" in regard to the capacity for learning.

Prerequisite: None.

ED 5441 - Basics of Literacy Instruction for Adolescence Education (3)

Students preparing to teach biology, chemistry, English, mathematics, social studies or Spanish at the adolescence level will gain the concepts and skills necessary to support literacy learning

of pupils in grades 7-12. The course will focus on the nature of reading, strategies for assessing students' reading levels and for selecting appropriate text materials, approaches for supporting struggling readers or students who are English language learners, and methods of improving students' skills in word attack, comprehension and vocabulary.

Fieldwork is required. *Prerequisite: None.*

ED 5463 - Student Teaching in Elementary Education (6)

A student shall complete a semester of supervised instructional experience in a designated area cooperating school. Half the semester will be in a primary classroom (grades 1-3) and the other half will be in an intermediate classroom (grades 4-6). Student teaching requires a full-time commitment. No personal activity such as courses or part-time work may interfere with the student teaching experience. Seminars included.

Prerequisite: All applicants for student teaching must be matriculated and recommended by the Division of Education as having evidenced potential for effective teaching on the elementary school level. All course work must be completed and the student must be in good academic standing.

Note: Student teacher candidates in childhood education will be required to pass the LAST and the Content Specialty Test in multi-subject childhood on or before completion of 12 graduate credits and prior to matriculation.

ED 5464 - Student Teaching in Secondary Education (6)

A student shall complete a semester of supervised instructional experience in a designated area cooperating school. Half of the semester will be at the grade

7-9 level and the other half will be at the grade 10-12 level. Student Teaching requires a full-time commitment. No personal activity such as courses or part-time work may interfere with the student teaching experience. Seminars included.

Prerequisite: All applicants for student teaching must be matriculated and recommended by the Division of Education as having evidenced potential for effective teaching on the secondary school level. All course work must be completed and the student must be in good academic standing.

Note: Student teacher candidates in adolescent education will be required to pass the LAST and the Content Specialty Test in the content area for which they are seeking certification on or before completion of 12 graduate credits and prior to matriculation.

ED 5465 - Student Teaching in Elementary and Special Education: Grades 1-6 (6)

A student shall complete a semester of supervised instructional experience in a designated area cooperating school. Half of the semester will be in a regular classroom and the other half in a special education setting, with the two experiences also arranged so that one will be in a grade 1-3 classroom and the other in a grade 4-6 classroom. Student Teaching requires a full-time commitment. No personal activity such as courses or part-time work may interfere with the student teaching experience. Seminars included.

Prerequisite: All applicants for Student Teaching in Elementary and Special Education must be matriculated and recommended by the Division of Education as having evidenced potential for effective teaching of elementary and special education pupils. All course work

must be completed and the student must be in good academic standing.

Note: Student teacher candidates in childhood education will be required to pass the LAST and the Content Specialty Test in multi-subject childhood on or before completion of 12 graduate credits and prior to matriculation.

ED 5466 - Student Teaching in Secondary and Special Education: Grades 7-12 (6)

A student shall complete a semester of supervised instructional experience in a designated area cooperating school. Half the semester will be in a regular classroom and the other half in a special education setting, with the two experiences also arranged so that one will be in a Grade 7-9 classroom and the other in a Grade 10-12 classroom. Student Teaching requires a full-time commitment. No personal activity such as courses or part-time work may interfere with the student teaching experience. Seminars included.

Prerequisite: All applicants for Student Teaching in Secondary and Special Education must be matriculated and recommended by the Division of Education as having evidenced potential for effective teaching of adolescent and special education pupils. All course work must have been completed and the student must be in good academic standing.

Note: Student teacher candidates in adolescence education will be required to pass the LAST and the required Content Specialty Test in the content area for which they are seeking certification (biology, chemistry, English, mathematics, physics, social studies) on or before completion of 12 graduate credits and prior to matriculation.

ED 5470 - Literacy for Special Needs Pupils: Pre-K-Grade 3 (3)

Students will develop competency in assessing and remediating reading, writing, and listening difficulties for early childhood pupils. Formal and informal assessment, group and individual, will be addressed, as well as authentic assessment and portfolios that are relevant to early literacy acquisition. Scoring and interpreting of assessments for research-based instructional planning for native English speakers with special needs and English language learners will be stressed. Multiple research-validated instructional strategies will emphasize the construction of meaning and comprehension while developing phonemic awareness, phonics skills, word identification, and vocabulary knowledge. The use of technology to enhance learning will be modeled. Students in the course will develop case histories of pupils having difficulty with reading and writing in the classroom setting. Students will learn about communicating assessment results to parents, caregivers and school personnel. **Fieldwork is required.**

Prerequisite: ED 5532 or its equivalent and two additional literacy courses including ED 5690.

Note: This course may not be transferred into Mount Saint Mary College.

ED 5480 - Literacy for Special Needs Pupils: Grades 3-6 (3)

Students will develop competency in assessing, planning, and delivering remedial solutions for pupils having difficulties in literacy in grades 3-6. Emphasis will be placed on understanding recent research in the field of literacy instruction to help analyze and plan instruction for native English speakers experiencing difficulties in literacy development, pupils with

disabilities, and pupils who are English language learners. Students will gain understanding of strategies to support pupils as they construct meaning from reading, develop effective writing, vocabulary knowledge, and word identification understanding. Ways of developing curriculum, providing adaptations and accommodations, and effectively using technology will be incorporated. Students will learn about communicating assessment results to parents, caregivers, and school personnel. Fieldwork is required.

Prerequisite: ED 5470.

Note: This course may not be transferred into Mount Saint Mary College.

ED 5485 - Literacy for Special Needs Pupils, Grades 7-12 (3)

Students will develop competency in assessing, planning, and remediating reading, writing, and listening for pupils for pupils having difficulties in literacy in grades 5-12. Knowledge will be built upon the foundation developed in ED 5480. Formal and informal assessment will be addressed with emphasis placed on understanding recent research in the field of literacy instruction to help analyze and plan instruction for native English speakers experiencing difficulties in literacy development, pupils with disabilities, and pupils who are English language learners. Students will gain understanding of additional multiple research-validated strategies to support pupils as they construct meaning from reading, develop effective writing, vocabulary knowledge, and word identification understanding. Students will develop case histories of pupils having difficulty with reading and writing in the classroom. Ways of developing curriculum to provide adaptations and accommodations and

to use technology effectively will be incorporated. Students will learn about communicating assessment results to parents, caregivers and school personnel. Field experience is required.

Prerequisite: ED 5480.

ED 5501 - Reading and Literature: Birth-Grade 6 (3)

This is a comprehensive study of various forms of literature for children. It will include evaluation and selection of books with regard to needs and interests of elementary school children, curriculum applications, and story-telling techniques. Ways to teach diverse learners, including those with disabilities and English language learners will be addressed. Books will be critically examined from the vantage point of their representation of the variety of multicultural and social perspectives that constitute the national and world communities, and whether or not the books accurately and appropriately portray the people and cultural aspects represented in them.

ED 5502 - Reading and Literature: Grades 5-12 (3)

This is a comprehensive study of various forms of literature for young adolescents. It will include evaluation and selection of books with regard to needs and interests of middle and secondary school students, curriculum applications, and story-telling techniques. Ways to teach diverse learners, including those with disabilities and English language learners, will be addressed. Books will be critically examined from the vantage point of their representation of the variety of multicultural perspectives that constitute the national and world communities, and whether or not the

books accurately and appropriately portray the people and cultural aspects represented in them. *Prerequisite: ED 5441 or equivalent.*

ED 5510 - Reading Improvement Through Writing (3)

This course involves an intensive study of the relationship between reading and writing that includes an examination of recent theories and research on the effects of reading and writing on instructional practice, reference to ways in which technology aids in the instruction of reading and writing, and their application to curricular goals of the literacy program. Ways of organizing and enhancing literacy instruction for special needs students and English language learners will be addressed.

Fieldwork is required.

ED 5522 - Child Abuse, Health, and Safety Education Workshop (0)

This seminar is presented in three parts. One part addresses issues concerning the identification and reporting of suspected child abuse and maltreatment (3 hours). The next part covers preventive strategies for alcohol, tobacco, and other drug abuse, as well as methods of transmission and progression of HIV and AIDS (3 hours). The additional section focuses on providing safety instruction, as well as instruction in fire and arson prevention (3 hours). Training in all three of these areas is a New York State Department of Education requirement for all education certificate titles. This training is covered over a two day period. Please consult the Registrar's page, Division of Education Bulletin Boards, and the Web Portal for dates/times of each individual component.

ED 5531 - Research in Teaching Mathematics for Childhood Education (3)

This course focuses on the current research-based methods of teaching elementary mathematics. Current theories and relevant research will be examined. Candidates will learn instructional strategies to teach major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis. Lesson planning will also be a focus, with an emphasis on engaging students in critical thinking, problem solving, communication, and collaboration. Candidates will learn to interpret different types of results from standardized tests and demonstrate the ability to explain test results to parents. Instructional approaches and assessment tools will be demonstrated and applied in field experiences. Candidates will complete a course related research project. **Fieldwork is required.**

Prerequisite: 3 credits in Math.

ED 5532 - Research in Literacy Teaching for Diverse Childhood Learners (4)

This course focuses on the current research on children's language and literacy development. Instructional approaches and assessment tools will be demonstrated and applied in field experiences. The prospective childhood teacher will learn processes of language acquisition; socio-cultural factors which affect development of speaking, listening, reading and writing; and distinctions between language differences and language disorders. Candidates will study and apply various approaches for teaching reading, writing, listening and speaking that can be used for students with and without disabilities in group and classroom settings. Candidates will also learn the nature and purposes of diagnostic, formative,

and summative evaluation and different forms of each. Candidates will complete a course related research project.

Fieldwork is required.

ED 5533 - Research in Teaching Language Arts for Childhood Education (3)

This course focuses on the current research on elementary children's literacy development in the English language arts. The prospective childhood teacher will study learning contexts, assessment tools and instructional approaches to support lifelong readers and writers with all learners, including English language learners and students with and without disabilities. Candidates will learn instructional strategies for the six language arts: reading, writing (spelling, grammar, writing process), listening, speaking, viewing, and visually representing to engage childhood students as readers, writers, and communicators in ways that respect sociocultural heritage. Candidates will complete a course related research project. **Fieldwork is required.**

Prerequisite: ED 5532.

ED 5534 - Research in Teaching Science and Technology for Childhood Education (3)

Candidates will study the current research for teaching science in childhood classrooms—including physical, life, and earth and space sciences—as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, and the unifying concepts of science. Candidates will create lesson plans that integrate math, science and technology, and the inquiry processes scientists use in discovery

of new knowledge to build a base for scientific and technological literacy, including the role of data and analysis. Instructional approaches and assessment tools will be demonstrated and applied in field experiences. Candidates will complete a course related research project. **Fieldwork is required.**

Prerequisite: 3 credits in science.

ED 5535 - Research in Teaching Social Studies for Childhood Education (3)

Candidates will study the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas, and research current instructional practices in social studies—to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world. Instructional approaches and assessment tools will be demonstrated and applied in field experiences. Candidates will learn to develop valid teacher made tests in relation to unit and lesson planning. Candidates will complete a course related research project. **Fieldwork is required.**

Prerequisite: At least two (2) of the following courses: ED 5531 , ED 5533 , ED 5534 .

ED 5542 - Mathematics for Secondary School Teachers I (3)

This course is for prospective or experienced secondary teachers. High school mathematics content is studied through a lens that enables students to deepen their understanding of mathematics by making connections between mathematical ideas, seeing the content in new contexts, applying mathematics in a range of settings, and understanding the historical

development of ideas. Topics include: real and complex numbers, functions, equations, algebraic structures, induction, recursion, divisibility properties integers and polynomials.

Fieldwork is required.

ED 5552 - Mathematics for Secondary School Teachers II: Geometry (3)

High school mathematics content is studied through a lens that enables students to deepen their understanding of mathematics by making connections between mathematical ideas, seeing the content in new contexts, applying mathematics in a range of settings, and understanding the historical development of ideas. Topics in advanced geometry will be studied from three historical perspectives: synthetic, analytic, and transformational. Topics include advanced results in Euclidean Geometry, axiomatic of Euclidean Geometry, axioms and results in Non-Euclidian Geometry, the use of coordinates and insights gained from transformation. Dynamic Geometry software is used throughout the course.

ED 5565 - CONTENT - ENGLISH METHODS (NCTE - National Council of Teachers of English) (3)

This course is designed to give an overview of specific methods, materials, and curriculum for teaching specific content area and interdisciplinary connections in keeping with New York State Learning Standards as well as related national standards as specified by ACTFL, NCTE, NCSS, NCTM, NSTA. Students will focus on curriculum and unit development through lesson development using a variety of teaching approaches and the creation of a basic unit plan. This will include individualized and student-centered approaches to

instruction and adaptation for students with disabilities. Consideration will be given to the integration of technology for teaching. This course is designed to develop content pedagogy capacity.

Fieldwork is required. *Prerequisite: ED 5245*

ED 5566 - CONTENT - SOCIAL STUDIES METHODS (NCSS - National Council for the Social Studies) (3)

This course is designed to give an overview of specific methods, materials, and curriculum for teaching specific content area and interdisciplinary connections in keeping with New York State Learning Standards as well as related national standards as specified by ACTFL, NCTE, NCSS, NCTM, NSTA. Students will focus on curriculum and unit development through lesson development using a variety of teaching approaches and the creation of a basic unit plan. This will include individualized and student-centered approaches to instruction and adaptation for students with disabilities. Consideration will be given to the integration of technology for teaching. This course is designed to develop content pedagogy capacity.

Fieldwork is required.

Prerequisite: ED 5248

ED 5567 - CONTENT - SCIENCE METHODS (NSTA - National Science Teachers Association) (3)

This course is designed to give an overview of specific methods, materials, and curriculum for teaching specific content area and interdisciplinary connections in keeping with New York State Learning Standards as well as related national standards as specified by ACTFL, NCTE, NCSS, NCTM, NSTA. Students will focus on curriculum and unit development through lesson

development using a variety of teaching approaches and the creation of a basic unit plan. This will include individualized and student-centered approaches to instruction and adaptation for students with disabilities. Consideration will be given to the integration of technology for teaching. This course is designed to develop content pedagogy capacity.

Fieldwork is required.

Prerequisite: ED 5247

ED 5568 - CONTENT - MATHEMATICS METHODS (NCTM - National Council of Teachers of Mathematics) (3)

This course is designed to give an overview of specific methods, materials, and curriculum for teaching specific content area and interdisciplinary connections in keeping with New York State Learning Standards as well as related national standards as specified by ACTFL, NCTE, NCSS, NCTM, NSTA. Students will focus on curriculum and unit development through lesson development using a variety of teaching approaches and the creation of a basic unit plan. This will include individualized and student-centered approaches to instruction and adaptation for students with disabilities. Consideration will be given to the integration of technology for teaching. This course is designed to develop content pedagogy capacity.

Fieldwork is required. *Prerequisite:* ED 5246

ED 5620 - Applied Research Practicum in Literacy Remediation - Childhood (4)

This course is the reflective practicum that is the culmination of the degree program for teachers of literacy from birth to grade 6. The emphasis is on connecting research-supported instructional solutions to pupils' difficulties in literacy built on a foundation of understanding the

bases for the difficulties. The practicum involves tutoring diverse pupils with literacy problems, including native English speakers with disabilities and pupils who are English language learners. The course will promote self-reflection through observing one's own and colleagues' tutoring practices for the purpose of analyzing and problem-solving case studies of students experiencing difficulty acquiring literacy. Students will learn about communicating assessment results to parents, caregivers, and school personnel. *Prerequisite:* ED 5480.

Note: This course may not be transferred into Mount Saint Mary College.

ED 5621 - Applied Research Practicum in Literacy Remediation – Adolescence (4)

This course is the reflective practicum that is the culmination of the degree program for teachers of literacy from grades 5 through 12. The emphasis is on connecting research-supported instructional solutions to pupils' difficulties in literacy building on the knowledge gained in previous courses as a foundation for understanding the bases for the difficulties. The practicum involves tutoring diverse pupils with literacy problems, including native English speakers with disabilities and pupils who are English language learners. The course will promote self-reflection through observing one's own and colleagues' tutoring practices for the purpose of analyzing and problem-solving case studies of students experiencing difficulty acquiring literacy. Students will learn about communicating assessment results to parents, caregivers, and school personnel. *Prerequisite:* ED 5485

Note: This course may not be transferred into Mount Saint Mary College.

ED 5630 - Specialized Methods for Pupils with Severe Literacy Problems (4)

This course will examine the nature of specialized methods of instruction for pupils with severe literacy problems, and the underlying research upon which the methods are based. Programs commonly used in school settings will be examined and discussed, along with the empirical background underlying the practices.

Prerequisite: ED 5001 or its equivalent.

Note: This course may not be transferred into Mount Saint Mary College.

ED 5640 - Middle School Practicum (3)

This course is designed to provide a college-supervised, field-based experience to be completed in a middle school setting. Scheduled on-campus seminars will focus on issues and challenges encountered in the field experience as related to the young adolescent. Grading: Pass/Fail.

Prerequisite: Matriculation and successful completion of ED 5042, ED 5282, ED 5390, ED 5650, ED 5710, and one of the following: ED 5565, ED 5566, ED 5567, ED 5568 OR ED 5531, ED 5533, ED 5534, ED 5535.

ED 5650 - The Young Adolescent in the Middle School (3)

This course emphasizes the specialized needs of young adolescents aged 10 to 15. Content will focus on issues related to young adolescence such as transition from elementary grades to junior high school; orientation toward peers and a concern about social acceptance, self-images and relationships; and cognitive, moral, social/emotional, and physical development. Curricula and educational programs designed to meet these unique needs will be explored including multi-age grouping, cross-age tutoring, and the use of block time and

flexible scheduling. Requirements will include designing instructional units that incorporate a variety of strategies such as integrated, standards-based curriculum and instruction, interdisciplinary team teaching, cooperative learning, and hands-on and student-centered activities. **Fieldwork is required.**

Prerequisite: ED 5220 or its equivalent.

ED 5670 - Literacy and Technology (3)

This course focuses on effective strategies and models of instruction using technology that can be used to design, develop, or evaluate instruction in literacy. Emphasis will be placed on methods of teaching comprehension of expository text; evaluation of the merit of various resources, especially those on the Internet; and use of the Internet, productivity software, and adaptive technology to communicate effectively in writing, both for pupils with and without disabilities. The roles of educational technologies will serve as a basis for developing literacy skills in relation to the NYS Learning Standards in English Language Arts.

Prerequisite: ED 5252 or ED 5532 or their equivalents; proficiency in computer use.

ED 5680 - Special Topics (3)

This course explores current and future issues and methods in special education. Topics may be examined within the context of curricular, organization and ethical issues related to implementation.

Prerequisite: Permission of instructor.

ED 5690 - Emergent Literacy (3)

Theories and research on language and literacy development will be examined in this course with an emphasis on the relationships of oral language,

early reading and writing, developing phonemic awareness, and appropriate instruction and assessment for emergent literacy learners of varying abilities, including those with disabilities and English language learners. Special attention will be placed on locating areas of pupil strength in literacy acquisition, understanding the impact of culture, heritage, and socioeconomic level, and on fostering positive home-school relationships. Students will learn about communicating assessment results to parents, caregivers, and school personnel. **Fieldwork with emergent literacy learners is required.** *Prerequisite: None.*

ED 5700 - Teaching with Technology (3)

Students will examine how technology can be integrated with the teaching/ learning process. Topics include students' attitudes toward technology and how they differ from the attitudes of teachers, the changing role of teachers when technology is introduced into the classroom, specific teaching/ learning activities that use technology, ways to use technology to meet the unique needs of pupils with disabilities, advantages and limitations of integrating technology into teaching, challenges faced by teachers committed to integrating technology into the classroom, and other issues and topics related to teaching and technology. *Prerequisite: ED 5252 or ED 5532 or their equivalents; proficiency in computer use.*

ED 5710 - Differentiated Instruction (3)

This course is focused on designing and offering differentiated instruction, accommodations and modification to enhance the learning of all students with particular attention to pupils with special needs, such as pupils with disabilities,

pupils who master material quickly, and pupils with language differences. Topics to be covered include current research and theories on learning styles, multiple intelligences, and brain-compatible instruction. Collaboration among pupils and teachers in the development of instructional activities will be addressed, as well as the application of technological resources in instructional design. Students will be required to design and implement lesson plans that are differentiated according to activities, assignments, and evaluation. Students must earn a grade of B or better to be eligible for ED 5052, ED 5464, ED 5465, ED 5466 and ED 5640. **Fieldwork is required.** *Prerequisite: ED 5001 or its equivalent and ED 5252 or ED 5532 or their equivalents.*

ED 5924 - Diagnostic Evaluation for RTI, IEP and Transition Planning (3)

Candidates will understand how to use a diagnostic, problem solving approach to target specific student needs within response to intervention (RTI) and when designing individualized education plans (IEPs) that meet state requirements. Candidates will develop skills in selecting, administering, and analyzing the results of diagnostic achievement tests, curriculum-based measurement, and transition-planning assessments to be used for RTI and IEP decision making, including transition plans. *Prerequisite: ED 5001*

ED 5990 - Research and Independent Study in Education (3)

This course is designed to meet the needs of students who wish to do research in general or special education. Topic, procedures and time to be arranged with instructor. *Prerequisite: Approval of a faculty mentor and permission of the chair of the Division of Education*

Management

MGT 5000 - Seminar in Management (1)

Gives an overview of the program in management education. In addition to a review of the fundamental concepts and processes of management, this course stresses the vital role of the liberal arts in the education of effective managers. Emphasis is also placed on the relationship among all facets of an organization's internal and external environments. Assigned readings expose students to the managerial experiences and view of influential men and women in the field of management.

MGT 5010 - Writing for Management (3)

Develops the writing skills necessary for managerial effectiveness, such as solid content, logical organization, clarity of style and correct grammar. To that end, students will gain practical experience in writing abstracts, reports, memoranda, correspondence and other forms of written work required in the corporate setting. The material covered in the communications courses will be incorporated into other courses and therefore students should take them at the beginning of the program.

MGT 5020 - Speech Communication for Management (3)

Develops speaking skills crucial to effective management. Students will gain practical experience in designing and delivering oral presentations for business. Emphasis will be placed on sound content, organization of ideas, clear articulation and audience rapport. The material covered in the communications courses will be incorporated into other courses and therefore students should take them at the beginning of the program.

MGT 5030 - Statistical Analysis for Management (3)

Gives students an understanding of basic statistical tools that managers use to collect, classify, summarize and analyze both descriptive and inferential data in the decision-making process. Topics include probability, measures of central tendency and dispersion, distribution with emphasis on the binomial and normal distributions, sampling and distributions, point and interval estimation, hypothesis testing, correlation and regression.

Prerequisite: Mathematics competency.

MGT 5040 - Management Information Systems (3)

Covers the role of a business manager in a computer-based information processing system. Topics include: computer system components and concepts; the decision-making process; information requirements of the various functional areas of a business; control of computer-based systems; master planning and organizing the MIS function and the comparison of alternative systems in terms of their effectiveness, efficiency and friendliness. Special problems and opportunities are considered.

Prerequisite: Computer competency, statistics.

MGT 5050 - Organizational Behavior and Management (3)

Focuses on the concepts of human behavior (individual and group) within organizations as they apply to management settings. Students will explore behavioral patterns affecting the individual manager and the employee. Organizational behavior insights gained from the behavioral sciences are integrated with the theories of the general management process.

Leadership, motivation, values and attitudes, Communication, conflict resolution, goal attainment, power and authority, and coordinating the efforts of people will be covered.

MGT 5060 - Marketing Management (3)

Analyzes the interrelationships among all components of the marketing process and the environment in which marketing decisions are made. The managerial approach to product, price, promotion and distribution decisions and to the planning, research and organizational aspects of marketing decision making. The impact of international and global strategies will be included.

MGT 5070 - Managerial Accounting (3)

Provides the student with an introduction to the management concepts of accounting. This includes the accumulation, communication and interpretation of financial information. The primary emphasis is on developing an understanding of accounting as an information system for investors, internal management, government and creditors. Topics covered will include fundamental concepts and procedures, financial statement preparation, analysis and interpretation, responsibility accounting, manufacturing operations and cost accounting systems.

Prerequisite: Accounting competency.

MGT 5080 - Quantitative Methods for Management (3)

Presents the quantitative methods and their application currently used to solve business-related problems. It is designed to show how managerial decision-making problems can be formulated and solved using appropriate tools. Topics include decision theory and

probability, programming and forecasting methods, and the application of computer techniques.

Prerequisite: Mathematics competency (an introduction to quantitative analysis), statistical analysis, computer competency.

MGT 5090 - Financial Management (3)

Provides a survey of analytical financial decision making within a business enterprise with respect to obtaining and investing funds. Topics include: risk-return analysis; discounting; sources and forms of short- and long-term financing; valuing securities; leverage financial ratios; managing currents and liabilities; a firm's liquidity posture; cost of capital; cash flows; and determining desirable investments.

Prerequisite: Financial and managerial accounting.

MGT 5100 - Managerial Economics (3)

Reviews and applies, from micro-economic and macro-economic theory, those concepts, principles and techniques of analysis that are of particular importance to the manager. The course will include topics such as price theories, elasticity, market efficiency, market failure, labor market economics, aggregate economic activity and phenomena, fiscal and monetary policy, comparative advantage in practical business situations is stressed.

Prerequisite: Competency in economics, quantitative analysis and statistics.

MGT 5110 - Production and Operations Management (3)

Emphasizes the manager's role in applying operations and production principles to problems encountered in transforming raw materials into goods and services. It gives the student an understanding of the decisions to be

made involving forecasting, inventory management, scheduling and controlling, maintenance, production planning, and output quality. Analytical methods employed in problem solving are explored.

Prerequisite: Quantitative analysis, statistical analysis and computer competency.

MGT 5120 - The Legal Environment of Business (3)

Focuses on the legal environment in which business must operate. The impact of current government policies, control and regulation upon managerial decision-making are covered. International issues are included for a more global view of business management.

MGT 5130 - The International Business Environment (3)

Focuses on the concepts and institutions affecting the international dimension of business. Covers international management aimed at familiarizing students with the range of economic, political, and social factors encountered in non-U.S. business settings and with issues involved in establishing and maintaining profitable business activities outside the U.S. Topics include: determining market attractiveness, assessing host country controls, currency exchange risk, political risks, incentives, and strategies for managing international operations.

Prerequisite: Competency in economics, accounting, finance and marketing.

MGT 5140 - Ethics in Management (3)

Reviews the moral and ethical issues that confront business managers in the decision-making process. Case studies are used extensively to examine the role of ethics in business organization and

the ethical choices facing managers. Social changes and growing awareness of cultural issues as they impact the ethical/moral dimension of business are included. Ethics should be considered after students have been exposed to all other aspects of the general field of management, and therefore, this course should be taken toward the end of the program.

MGT 5990 - Independent Study (3)

This course is designed to meet the needs of students who wish to do research in a specified area of knowledge related to the MBA core or elective curriculum. The independent study cannot be taken instead of a core course. Topic, procedures and time are to be arranged with the instructor.

Prerequisite: Approval of a faculty mentor and permission of the coordinator of the MBA program.

MGT 6000 - Human Resource Management (3)

Analyzes human resources policies and practices including planning, legal considerations, staffing compensation, leading and motivating, appraising performances, training and development as they relate to individual and organizational effectiveness. Cultural issues will be included.

MGT 6010 - International Trade and Finance (3)

Familiarizes students with political, economic and social factors encountered in international trade and finance. Tax laws and international accounting are covered.

MGT 6020 - Industrial Relations (3)

Examines employer and employee goals and needs to appraise the policies, procedures, and programs used in managing a business. Topics include: job evaluation, wage and salary administration, training programs, benefits and incentive programs, manpower management, and employment theory and practice.

MGT 6030 - Career Development (3)

Increases knowledge and skills relating to life/career issues of personnel. It is of use for supervising, advising, or counseling, all employees regarding career development; management training and development; or planning and conducting educational programs within the organization.

MGT 6040 - Economics of Labor Markets (3)

Applies economic concepts to problems of labor markets. Effects of government and union involvement are covered.

MGT 6050 - Quality Assurance (3)

Examines product quality issues that evolve in the planning, design and production of goods and services. Topics include product and process design and specification as well as techniques of inspection and measurement. Performance, features, reliability, curability and serviceability will be stressed.

MGT 6060 - Political and Social Environment of Business (3)

Explores the larger contexts within which modern management functions, and examines their impact on management

choices. Principal concerns include the aggregate economic forces and macroeconomic policies that shape the American and international conduct of business and the major social trends that affect businesses and the economy. The course will also focus on the appropriate social role of firms and managers.

MGT 6070 - Entrepreneurship and Business Development (3)

Focuses on the formation, planning, and management of new owner-managed enterprises, the management of such firms through the transition to public ownership, and the organization and management of new ventures in larger corporations. Topics include: legal issues in owner-managed businesses, creating a business plan, capitalizing new enterprises, going public, entrepreneurial characteristics, and entrepreneurship in large organizations.

MGT 6071 - Management for Non-Profits (3)

This course is an introduction to non-profit organizations with emphasis on students gaining a broad overview of this important segment of both our national and regional economies. Topics covered include the history of non-profits in the United States, characteristics of non-profits and what makes them different from for-profit organizations, governance issues including the responsibilities of nonprofit boards, principles of financial management and fund raising, ethical and legal implications unique to non-profits, marketing strategies, and human resource management.

MGT 6072 - Organizational Change and Development (3)

This course is designed to provide an in-

depth understanding of organizational change and development through the study of organizational change modes and theories. The course focuses on change at the interpersonal level, group level, inter-group level, and organization level. Issues like conflict management, team building, diversity, and total quality are also addressed. Contemporary research is integrated into the course content.

MGT 6073 - Salesmanship (3)

This course combines topics from marketing, advertising, promotion and sales to teach students how to match products and services to customers' emotional and business needs. The course emphasizes the approach of adding customer value to retain customers and building long-lasting, strong relationships. Also explored are the traits of successful sales professionals and how organizations develop, manage and reward them.

MGT 6074 - Products and Promotion (3)

This course is designed to provide students with an understanding of the importance of product development and promotion to business organizations. The process of product development from idea generation, marketing analysis and pilot manufacturing to final roll out is examined.

MGT 6074 - Products and Promotions (3)

This course will provide an extensive evaluation of two critical and evolving elements of the marketing mix, the product and associated promotions. Practical application of product and promotional strategies will be emphasized.

MGT 6080 - American Business History (3)

Traces the history of institutions as they evolved from the simpler society to the more complex world of the 20th century. Examines the political, economic and social effects of this transition.

MGT 6090 - Banking and Money Markets (3)

Covers modern monetary and banking systems and practices, regulatory agencies and their policies, and other financial institutions. The international dimension of banking and money markets will be addressed.

MGT 6100 - Advanced Management Seminar (3)

Exposes students to variety of topics in management based on student exposure to the listed core program. Experts in various disciplines will make presentations.

MGT 6510 - Accounting Research Seminar (3)

A study of research methodology and techniques emphasizing applied research projects and case studies. Topics include basic research principles and techniques, primary and secondary tax reference materials, treasury department and judicial interpretations, accounting standards and rulings, and technical advice memoranda.

MGT 6530 - Directed Research (3)

This course will help students in the development of a comprehensive research paper, focused upon an issue of importance in the contemporary business world. Students should select and have their research projects approved by the MBA Coordinator before taking the course.

MGT 6600 - Research Seminar in Planning and Implementation of Business Policy (3)

Integrates the work done through the MBA Program, combining elements from each subject area to help students shape, implement and evaluate business policy. Conceptual and analytical skills are developed through reading, research and lectures and emphasis is placed on the written and oral application of knowledge. The course requires students to synthesize all of their learned functional skills (i.e., accounting, finance, marketing, organizational behavior, etc.) and use them to study organizational problems within the context of hands-on exercises, simulations, business case studies and open discussion forums.

Nursing

NUR 5000 - Nursing Theories and Concepts (3)

Investigation and analysis of major conceptual frameworks in nursing that guide research and nursing practice. Exploration of approaches to theory development and theory testing in nursing. Enhancement of skills of critical thinking and critiquing.

NUR 5010 - Nursing Research I (3)

Exploration of research problems in nursing; the relationship between theory, practice and research; and ethical implications of research. The steps of the research process are studied in depth as a basis for critical appraisal of nursing studies.
Prerequisite: Undergraduate course in Introduction to Nursing Research or equivalent knowledge.

NUR 5030 - Issues and Trends in Health Care, Social Policy and Health Care Delivery Systems (3)

Analysis of issues and trends in health care related to societal structures and organizations, technology, politics and social policy. Theories, practices and research about group behavior, communication and change are studied to enhance nurse advocacy in resolution of issues. Principles of ethical decision-making are integrated as they relate to the resolution of issues and to change in health delivery systems.

NUR 5040 - Human Diversity/ Transcultural Nursing (3)

This course examines advanced practice nursing practice from an epidemiological perspective within the context of cultural and social pluralism. Emphasis on

multiple dimensions of human diversity including culture, race, ethnicity, age, gender and spiritual preference.

NUR 5050 - Contemporary Role of the Advanced Practice Nurse (3)

This course establishes a theoretical base for the execution of the role of the nurse in advanced practice. Current issues in clinical practice, education and administration will be examined.

NUR 5200 - Advanced Adult Pathophysiology (3)

In-depth study of the pathophysiology of body systems resulting from alterations in cell function and growth; alterations in oxygenation of tissues; alterations in body defenses; alterations in body fluids and electrolytes; alterations in hormonal control, metabolism and nutrition and other select areas as a basis for advanced clinical nursing courses.
Prerequisite: NUR 5200.

NUR 5210 - Advanced Adult Health Nursing I (3)

Current theories, practice and research central to advanced knowledge and practice in nursing care of adults as clinical nurse specialists or as nurse practitioners. Students analyze theories and research that predict or explain health behaviors and human responses to conditions resulting from alterations in cell function and growth, and alterations in oxygenation of tissues. Examination of current trends in practice and related ethical/legal issues. Emphasis on research-based nursing interventions concerned with primary, secondary and tertiary care of individuals in these client populations. *Prerequisite: NUR 5000, NUR 5200, NUR 5230, NUR 5240.*

NUR 5220 - Advanced Adult Health Nursing II (3)

Current theories, practice and research central to advanced knowledge and practice in nursing care of adults as clinical nurse specialists or as nurse practitioners. Students analyze theories and research that predict or explain health alterations in body defenses; alterations in neurological function; alterations in body fluids and electrolytes; and alterations in hormonal control, metabolism and nutrition. Examination of current trends in practice and related ethical/legal issues. Emphasis on research-based nursing interventions concerned with primary, secondary and tertiary care of individuals in these client populations.

Prerequisite: NUR 5210.

NUR 5230 - Advanced Physical Assessment and Diagnostic Reasoning (3)

Enhancement of the experienced nurse's ability to recognize and interpret abnormal physical assessment and diagnostic findings. Refinement of the skills needed to detect and differentiate abnormal physical findings associated with common conditions including cardiovascular, respiratory, neurological, musculoskeletal, genitourinary, gastrointestinal, endocrine and immune system problems. Emphasis is on the integration of physical findings and diagnostic studies to develop diagnostic reasoning skills. Requires 50 hours of fieldwork.

Prerequisite: NUR 5200.

NUR 5240 - Advanced Clinical Pharmacology (3)

In-depth study of pharmacodynamics and pharmacokinetic therapy of health problems of adults. Includes implications

of age, drug interactions, client and family lifestyles. Legal aspects, client teaching and monitoring are emphasized.
Prerequisite: NUR 5200.

NUR 5250 - Advanced Adult Health Nursing III (3)

This course is designed to synthesize advanced practice knowledge relevant to women across the lifespan. Current trends and research finding related to health promotion, maintenance and restoration of women's health will be explored.

Prerequisite: NUR 5220.

NUR 6010 - Nursing Research II (1)

Utilization of nursing research to improve adult health nursing practice. Seminars to guide the student through research utilization as a process. In this course students will design a nursing practice innovation derived from research-based knowledge. Partial fulfillment of the terminal research requirement for the M.S. in nursing. Requires 45 hours of fieldwork.

Prerequisite: NUR 5010, NUR 5020, NUR 5210, NUR 5220, NUR 5230 and NUR 5240.

NUR 6020 - Nursing Research III

(2) Continuation of NUR 6010; utilization of nursing research to improve adult health nursing practice. Seminars to guide the student through research utilization as a process. In this course, students will implement a nursing practice innovation derived from research-based knowledge. Fulfills the terminal research requirement for the M.S. in nursing. Requires 90 hours of fieldwork.

Prerequisite: NUR 6010.

NUR 6030 - Research Utilization Project Advisement

(0) Individual advisement on research utilization project. Fee equal to 2 credits at current tuition rate for each academic semester. Obligation for continuous registration for project advisement begins the semester immediately following the term in which enrolled in NUR 6020 (Nursing Research III). Obligation to enroll ends with completion of the research utilization project.

Prerequisite: NUR 6020.

NUR 6220 - Adult Health Practicum I (3)

Clinical practice with selected adults and on-campus seminars on the application of theory and research in the design, implementation and evaluation of nursing interventions directed toward health maintenance, restoration and health promotion. Students have their practicum in primary care settings. Requires 150-200 hours of precepted clinical fieldwork.

Prerequisite: NUR 5210, NUR 5220, NUR 5230, NUR 5240.

NUR 6230 - Adult Health Practicum II (3)

Clinical practice with selected adults and on-campus seminars on the application of theory and research in the design, implementation and evaluation of nursing interventions directed toward health maintenance, restoration and health promotion. Students in the nurse practitioner program have their practicum in primary care settings. Requires 225 hours of precepted clinical fieldwork.

Prerequisite: NUR 5210, NUR 5220, NUR 5230, NUR 5240, NUR 6220.

NUR 6270 - Adult Health Practicum III (3)

Continues clinical practice with selected adults in either primary care or acute care settings. Requires 150-200 hours of clinical fieldwork.

Prerequisite: NUR 5210, NUR 5230, NUR 5240, NUR 6220 and NUR 6230.

NUR 6280 - Advanced Practice in Pediatric Nursing Theory (3)

This course critically examines theories and evidence-based practice related to the primary care of children and adolescents.

Prerequisite: NUR 5210, NUR 5220, NUR 5230, NUR 5240, NUR 6220 and NUR 6230.

NUR 6290 - Advanced Practice in Pediatric/Family Practicum (3)

This clinical practicum focuses on primary care and application of models in the care of children, adolescents, prenatal patients, and their families. Requires 150-200 hours of clinical fieldwork.

Prerequisite: NUR 5210, NUR 5220, NUR 5230, NUR 5240, NUR 6220 and NUR 6230, and *corequisite of* NUR 6280.

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Sr. Ann P. Stankiewicz, OP	North Providence, RI
Sr. Mary Rita Sweeney, OP '59 (Emerita)	Ossining, NY
Sr. Madeleine Tacy, OP	North Dartmouth, MA

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Joseph Valenti, MA – Vice President for College Advancement

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Kristen Dellasala, – Director of Online Learning
Lawrence Force, PhD – Chair, Division of Social Sciences
Maria Minickiello, -- Executive Director of Online and Adult Learning
Lisa Gallina, MS – Director of Adult and Continuing Education
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Theresa Lewis, EdD – Graduate Coordinator of Education
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Emily Marmo, MA – Coordinator of Study Abroad Programs
Barbara Petruzzelli, MLS – Director of the Library
Carlos Tonche Jr., J.D. – Registrar
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Alice N. Walters, PhD – Associate Dean for Academic Affairs
Andrew Weiss, PhD – Chair, Division of Business
Janet Zeman, MS – Executive Director of Career Center

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Joan Gambeski, BS – Director of Major Gifts
Michelle Iacuesa, MA – Director of Alumni Relations and Advancement Events
Valerie McCloskey, BA – Director of Annual Giving

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John Mahon, MS – Director of Enrollment Management Data and Technology
Courtney McDermott, MS – Graduate Recruiter
Kerin Reilly, MA – Director of Adult Student Admissions
Elaine O’Grady, MBA – Director of Undergraduate Admissions
Nancy Scaffidi, MA – Associate Director of Undergraduate Admissions

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Joseph Dzierzyk – Grounds Supervisor
Christian Miller, MBA – Supervisor of Custodial Services
Elaine O’Grady, MBA – Executive Director of Operations and Housing
Michael J. O’Keefe, BS – Director of Security and Safety
Maryann Pilon, BA – Director of Facilities

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Cathleen Kenny, MPA; CPA – Vice President for Finance and Administration and Treasurer

Dennis Rush – Chief Information Officer

Nancy Mazza, MBA – Controller

Brian Moore, AAS – Purchasing Manager

Barbara Winchell, MBA – Director of Financial Aid

Lee M. Zawistowski, BBA – Director of Human Resources

T.B.D. – Director of Technical Services

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Mary Hinton, PhD - Vice President for Planning and Assessment

Ryan Williams, MBA - Director of Planning and Institutional Research

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Janet E. Gianopoulos – Assistant to the President for Community Relations

Matthew Frey, MEd– Director of News Services

Charles Zola, PhD – Director of Catholic Dominican Institute

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Harry Steinway, MS – Vice President for Student Affairs

Kelly Yough, MA, MBA – Dean of Students

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Sandra Cefaloni-Henderson, MEd – Director of Student Activities

Michael Lehmann, MEd - Director of Athletic Recruiting and Retention

Beth Roeper, MSN, RN – Director of Health Service

Michelle Ross, BA – Director of Intramurals and Recreation/Head Women's Softball Coach

Justin Satkowski, BA–Director of Sports Information/Head Men's Tennis Coach

Orin Strauchler, PsyD – Director of Counseling Services

John J. Wright, MBA – Director of Athletics and Physical Recreation

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MS, Rutgers University

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DNP, Case Western University

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MRP, Cornell University
Dr paed, Teachers University, Dortmund, Germany

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MA, Teachers College, Columbia University

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MD, Chicago Medical School

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MIM, Thunderbird School of Global Management

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MA, University of Oklahoma
PhD, University of Colorado, Boulder

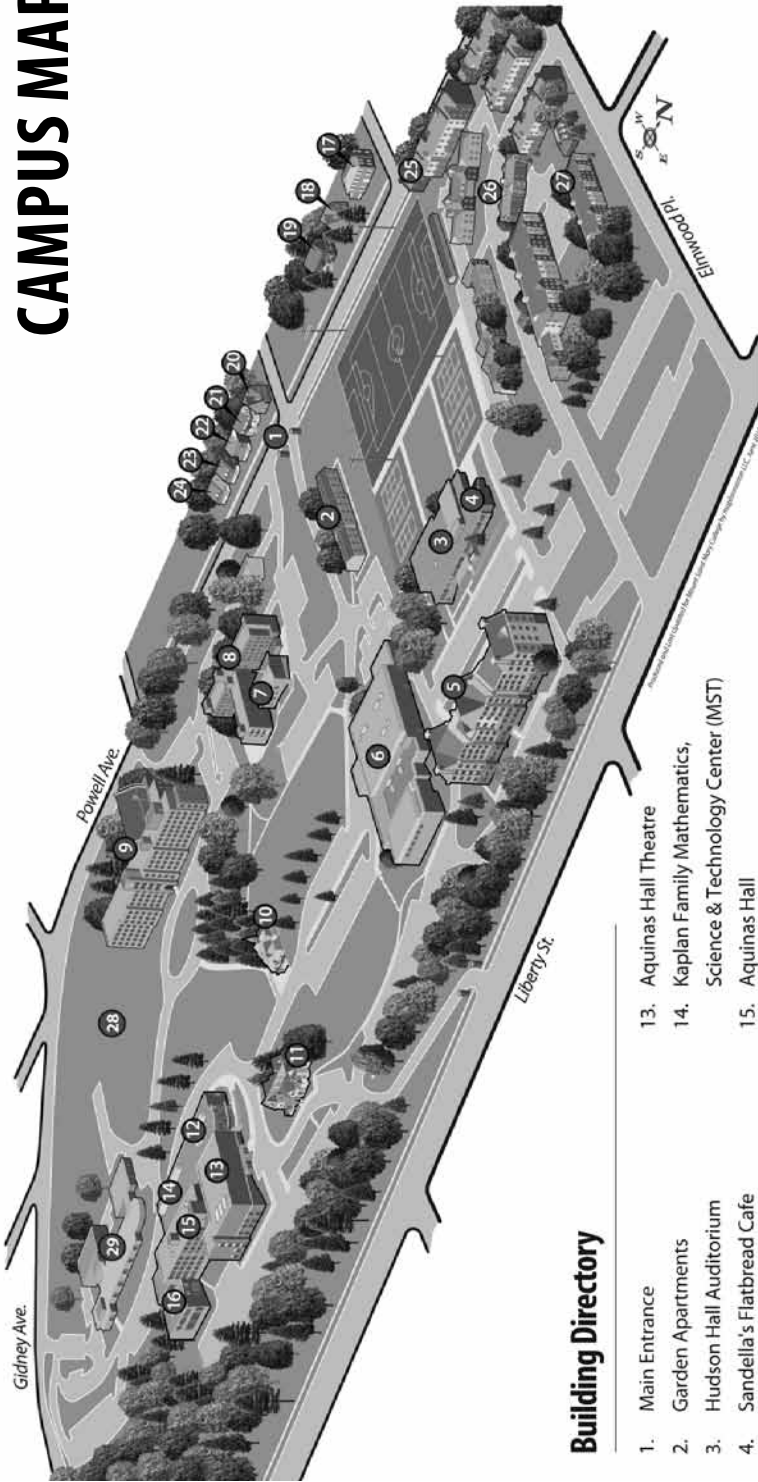
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Maryann Zuccaro, Lecturer in Education

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MS, State University of New York, New Paltz
MS, Mount Saint Mary College

CAMPUS MAP



Building Directory

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|---------------------------------|---|---|
| 1. Main Entrance | 13. Aquinas Hall Theatre | 24. Operations & Purchasing |
| 2. Garden Apartments | 14. Kaplan Family Mathematics,
Science & Technology Center (MST) | 25. Knight Spot |
| 3. Hudson Hall Auditorium | 15. Aquinas Hall | 26. College Courts |
| 4. Sandella's Flatbread Cafe | 16. Curtin Memorial Library | 27. Counseling Center,
Services for Students with Disabilities
& Vice President for Student Affairs |
| 5. Sakac Hall | 17. President's House | 28. Dominican Center Field |
| 6. The Kaplan Recreation Center | 18. Human Resources | 29. Bishop Dunn Memorial School |
| 7. Founders Chapel | 19. Continuing Education | |
| 8. Guzman Hall | 20. College Advancement | |
| 9. Dominican Center | 21. College Advancement/Alumni Affairs | |
| 10. Whittaker Hall | 22. Institutional Research | |
| 11. The Villa | 23. Distance Education | |
| 12. Aquinas/MST Atrium | | |

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