

GRADUATE CATALOG

2018-2019



Mount Saint Mary College

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About This Catalog

Mount Saint Mary College publishes the graduate catalog every year and presents announcements of general information, general academic regulations and the college's academic programs existing at the date of publication. This catalog is not a contract; it merely presents the offerings and requirements in effect at the time of publication and in no way guarantees that the offerings and requirements will remain the same. For educational and/or financial reasons, the college reserves the right to change at any time any of the provisions, statements, policies, curricula, regulations, fees or other financial charges in this catalog. Such change or notice of same will be published and made available to students.

Students are ultimately responsible for knowing and observing all regulations that may affect their status in a Mount Saint Mary College graduate program. For this reason, they are expected to acquaint themselves with the contents of this catalog and to read regularly the notices posted on the divisional bulletin boards.

Mount Saint Mary College does not discriminate in its operations, programs and services on the basis of race, age, creed, national origin, gender, or disability. Students who believe they have been discriminated against are encouraged to contact the Dean of Students.

Mount Saint Mary College is an equal opportunity/affirmative action institution.

Academic Calendar

Summer Session 1

May 2019

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

June 2019

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

Summer Session 2

June 2019

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

July 2019

1	Monday	AW Grades Due
4	Thursday	Independence Day Observed – No Classes
5	Friday	Make-Up Day for Independence Day Holiday
11	Thursday	Mid-Semester
18	Thursday	Last Day to Withdraw Without Academic Penalty
25	Thursday	Last Day of Class or Final Examination
30	Tuesday	Final Grades Due by Noon

Fall 2019

August 2019

25	Sunday	Residence Halls Open /New & Returning Students
26	Monday	Classes Begin
30	Friday	Last Day for Registration & Course Drop with 100% Refund

September 2019

2	Monday	Labor Day- No Classes
9	Monday	Last Day for 60% refund
10	Tuesday	AW Grades Due
16	Monday	Last Day for 30% Refund
17	Tuesday	Start of No Refund Period

October 2019

1	Tuesday	Intent to Graduate Form Due For December 2019
14	Monday	Fall Break- No Classes
16	Wednesday	Mid - Semester
22	Tuesday	Mid-Term Grades Due by Noon

November 2019

4	Monday	Last Day to Withdraw Without Academic Penalty
26	Tuesday	Monday classes meet instead of Tuesday classes
27-29	Wednesday – Friday	Thanksgiving Break

December 2019

2	Monday	Classes Resume Intent to Graduate Form Due For May 2020
6	Friday	Last Day of Classes
9-13	Monday - Friday	Final Exam Period
14	Saturday	Final Exam Make-up Date, if needed
17	Tuesday	Final Grades Due by Noon

January Interim 2020

January 2020

2	Thursday	Classes Begin
3	Friday	Last Day for Registration & Course Drop with Refund
6	Monday	AW Grades Due
8	Wednesday	Mid-Semester
10	Friday	Last Day to Withdraw Without Academic Penalty
15	Wednesday	Last Day of Classes
17	Friday	Final Grades Due by Noon

Spring 2020

January 2020

20 Open	Monday	Martin Luther King Jr. Day – No classes/Residence Halls
21	Tuesday	Classes Begin
27	Monday	Last Day for Registration & Course Drop With 100% Refund

February 2020

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

March 2020

6	Friday	Mid – Semester
12	Thursday	Mid Term Grades Due by Noon
16- 20	Monday – Friday	Spring Break

April 2020

1	Wednesday	Intent to Graduate Form Due For August 2020 Graduation
6	Monday	Last Day to Withdraw Without Academic Penalty
10 - 13	Friday - Monday	Easter Recess – No classes
14	Tuesday	Classes Resume

May 2020

5	Tuesday	Friday Classes will meet instead of Tuesday Classes
6	Wednesday	Last Day of Classes Monday Classes will meet instead of Wednesday Classes
7	Thursday	Reading Day
8-13	Friday – Wednesday	Final Exam Period
16	Saturday	Commencement
19	Tuesday	Final Grades Due by Noon

Summer Session 1

May 2020

18	Monday	First day of Class (laboratory science only)
19	Tuesday	Classes Begin (all others)
20	Wednesday	Last Day for Registration & Course Drop with Refund
25	Monday	Memorial Day - No Classes
26	Tuesday	AW Grades Due
29	Friday	Make-Up for Laboratory Science Only

June 2020

4	Thursday	Mid - Semester
11	Thursday	Last Day to Withdraw Without Academic Penalty
18	Thursday	Last Day of Class or Final Examination
23	Tuesday	Final Grades Due by Noon

Summer Session 2

June 2020

22	Monday	Classes Begin (laboratory science only)
23	Tuesday	Classes Begin (all others)
24	Wednesday	Last Day for Registration & Course Drop with Refund
30	Tuesday	AW Grades Due

July 2020

9	Thursday	Mid-Semester
16	Thursday	Last Day to Withdraw Without Academic Penalty
23	Thursday	Last Day of Class or Final Examination
28	Tuesday	Final Grades Due by Noon

Fall 2020

August 2020

23	Sunday	Residence Halls Open /New & Returning Students
24	Monday	First Day of Class
28	Friday	Last Day for Registration & Course Drop with 100% Refund

September 2020

4	Friday	Last Day for 60% refund
7	Monday	Labor Day- No classes
8	Tuesday	AW Grades Due
14	Monday	Last Day for 30% Refund
15	Tuesday	Start of No Refund Period

October 2020

1	Thursday	Intent to Graduate Form Due For December 2020 Graduation
12	Monday	Fall Break- No classes
14	Wednesday	Mid Semester
20	Tuesday	Mid-Term Grades Due by Noon

November 2020

3	Tuesday	Last Day to Withdraw Without Academic Penalty
24	Tuesday	Monday classes meet instead of Tuesday classes
25-28	Wednesday – Saturday	Thanksgiving Break
30	Monday	Classes Resume

December 2020

1	Tuesday	Intent to Graduate Form Due For May 2021 Graduation
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5	Saturday	Last Day of Classes
7 – 11	Monday - Friday	Final Exam Period
12	Saturday	Final Exam Make-up Date, if needed
15	Tuesday	Final Grades Due by Noon

January Interim 2021

January 2021

4	Monday	Classes Begin
5	Tuesday	Last Day for Registration & Course Drop with Refund
6	Wednesday	AW Grades Due
11	Monday	Mid-Semester
13	Wednesday	Last Day to Withdraw Without Academic Penalty
15	Friday	Last Day of Class or Final Examination
18	Monday	Martin Luther King Jr. Day – No classes
19	Tuesday	Final Grades Due by Noon

Spring 2021

January 2021

24	Sunday	Residence Halls Open
25	Monday	First Day of Classes
29	Friday	Last Day for Registration & Course Drop With 100% Refund

February 2021

5	Friday	Last Day for 60% refund
8	Monday	AW Grades Due
12	Friday	Last Day for 30% Refund
13	Saturday	Start of No Refund Period

March 2021

12	Friday	Mid – Semester
15 – 19	Monday – Friday	Spring Break
25	Thursday	Mid Term Grades Due by Noon

April 2021

2 - 5	Friday - Monday	Easter Recess – No classes
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6	Tuesday	Classes Resume
12	Monday	Intent to Graduate Form Due For August 2021 Graduation
13	Tuesday	Last Day to Withdraw Without Academic Penalty

May 2021

11	Tuesday	Last Day of Classes
		Friday classes will meet instead of Tuesday classes
12	Wednesday	Reading Day
13 – 18	Thursday – Tuesday	Final Exam Period
22	Saturday	Commencement
25	Tuesday	Final Grades Due by Noon

Evening, On-line, and Weekend Academic Calendar

2019 – 2020 Sessions Adult Degree Completion Schedule

<p>Summer Session A (7 weeks) May 20-July 6</p> <p>Add/Drop: 5/28 AW Due: 6/3 Withdraw: 6/14 Grades Due: 7/9</p> <p><i>5/27 Memorial day – make up required</i> <i>7/4 Independence Day – make up required</i></p>	<p>Summer Session B (7 weeks) July 8-August 24</p> <p>Add/Drop: 7/15 AW Due: 7/22 Withdraw: 8/5 Grades Due: 8/27</p>
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Fall Session U

(8 weeks)

August 26-October 19

Add/Drop: 9/3

AW Due: 9/9

Withdraw: 9/30

Grades Due: 10/22

9/2 Labor day – make up required

10/14 Fall holiday – make up required

Fall Session V

(8 weeks)

October 21-December 14

Add/Drop: 10/28

AW Due: 11/4

Withdraw: 11/25

Grades Due: 12/17

*11/27, 28, and 29 Thanksgiving holiday
– make up required*

Spring Session X

(8 weeks)

January 20-March 14

Add/Drop: 1/27

AW Due: 2/3

Withdraw: 2/22

Grades Due: 3/17

*1/20 Martin Luther King day – make up
required*

Spring Session Y

(8 weeks)

March 23-May 16

Add/Drop: 3/30

AW Due: 4/6

Withdraw: 4/27

Grades Due: 5/19

*NO classes will be held during spring break 3/16-
20*

4/13 Easter Monday - make up required

Commencement 5/16/19

Summer Session Z

May 20-August 10

Add/Drop: 5/28

AW Due: 6/3

Withdraw: 7/19

Grades Due: 8/13

(12-week Session for:

NUR and 4-credit Science courses)

*See calendar page for
Campus
Closings and their
corresponding
make up dates.*

Fall Session C

August 19-November 8

Add/Drop: 8/26

AW Due: 9/3

Withdraw: 10/19

Grades Due: 11/12

(12-week Session for:

NUR and 4-credit Science courses)

Fall Session D

September 23-December 14

Add/Drop: 9/30

AW Due: 10/7

Withdraw: 11/22

Grades Due: 12/17

(12-week Session for:

NUR and 4-credit Science courses)

Some classes
will overlap

Spring Session F

January 13-April 4

Add/Drop: 1/21

AW Due: 1/27

Withdraw: 3/14

Grades Due: 4/7

(12-week Session for:

NUR and 4-credit Science courses)

Spring Session G

February 17-May 16

Add/Drop: 2/24

AW Due: 3/2

Withdraw: 4/25

Grades Due: 5/19

(12-week Session for:

NUR and 4-credit Science courses)

Some classes
will overlap

The College

History

The Dominican Sisters of Hope in Newburgh, New York, established Mount Saint Mary College in 1959. Since opening its doors, 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.

Preamble

Mount Saint Mary College is an institution of higher education guided by the 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 and graduate 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. 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 (CCNE) 655 K Street NW, Suite 750, Washington, D.C.; the International Assembly for Collegiate Business Education (IACBE), and the National Council for Accreditation of Teacher Education (NCATE).

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
Orange County Citizens Foundation
Pattern for Progress
Planned Giving Group of New York
Skyline Conference
Southeastern New York Library Resources 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, high above the western banks of the Hudson River. The main campus is 60 acres and the Desmond Campus is 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.

Getting Here

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.

Campus Buildings

Aquinas Hall was built in 1963 and houses many faculty offices and classrooms on campus. The View, the main campus dining hall, is here, as is the Campus Store (bookstore) and Jazzman's Cafe. **The Kaplan Family Mathematics, Science, and Technology Center** is a 52,000-square-foot addition to Aquinas Hall.

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 renovated townhouse-style student residences.

The Desmond Campus, an estate donated to the College in 1991, is located two miles from the main campus in Balmville. It houses the Desmond Campus for Adult Enrichment, which offers the Hudson Valley region community education programs and noncredit classes. The Mount also participates in the international Road Scholars program, organized by staff at the Desmond Campus.

The **Dominican Center**, built in 1927, was originally the motherhouse for the Dominican Sisters of Newburgh. It was also the site of Greater Mount Saint Mary Academy, and later, Mount Saint Mary High School, that remained open until 1979. The Mount purchased the Center in 2011 and this five-story, 100,000-square-foot building was transformed and re-opened in 2014. The Kaplan Family Library and Learning Center, which occupies the first two floors of the Dominican Center, offers traditional research resources and services within a comfortable, technology-rich learning environment. The lovely **Chapel of the Most Holy Rosary** is located in the Center. The top three floors of the building serve as a student residence hall.

Guzman Hall, built in 1963 and recently renovated, is a multipurpose residence hall that also houses Founders Chapel and the Health and Wellness Center.

Hudson Hall is a multi-purpose center with classrooms, an auditorium, a café, student lounges, and administrative and faculty offices.

The **Elaine and William Kaplan Recreation Center** is available for recreational and intramural activities and intercollegiate sports. It contains a pool and an indoor walking/running track. The Kaplan Athletic Field, with an all-season turf field and six new tennis courts, is next to the center. A baseball and softball field is just south of the Dominican Center.

The **Powell Avenue** properties are located across the street from the main campus and are used as administrative offices.

Sakac Hall is a freshman residence hall with fitness, computer, and laundry rooms and television lounges.

The Villa Madonna, an historic Gothic Revivalist mansion built in the 1840s, was a part of the original Van Duzer estate sold to the Sisters in 1913. This building used to house the entire College. It houses the Office of the President and the Admissions office. The James Finn Cotter Library is on the ground floor.

Whittaker Hall, formerly a carriage house on the Van Duzer estate, houses administrative and faculty offices.

Admissions

Procedures pertaining to the individual graduate programs in Business, Education, and Nursing follow this first section, which 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 Graduate Program Coordinator for the degree program that the student is applying for 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 and that 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 course work 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 or school:

1. A completed application form;
2. 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 or school.

Master of Business Administration

Students may enter the MBA program during any of the fall, spring, or summer seven-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 2.85 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, which must include 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 MBA program, an applicant may submit previous graduate work for evaluation as transfer credit. Course work 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 Office of 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 (18 for the Health Care Concentration).

1. The courses to be waived must have been completed in the last five years or be deemed sufficient by the Graduate Program Coordinator.
2. 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.
3. The Graduate Program Coordinator and/or the chair of the School of Business will determine courses that are eligible for waiver.

Master of Science in Education (MSEd)

Students may enter the MSEd 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.

Admission 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), Childhood (1-6) and Early Childhood Education (birth-2) 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 is required inclusive of 6 credits in each of the following: English, mathematics, natural science and social science. At least 3 of the social science credits must be history. The liberal arts credits must also include 3 credits in each of humanities, fine arts, 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 Sciences (Social Studies) - 36 credits

In addition, a total of 75 liberal arts credits is required inclusive of 6 credits in each of English, Math, History and Natural Science and 3 credits in each of the following: Social Science, Humanities, Fine Arts, 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 with special considerations if the GPA is between 2.75 and 2.99 and will have to attain a "B" in the first 4 graduate courses. **In exceptional cases, and at the discretion of a division level review committee, the 2.75 GPA requirement may be waived and the candidate may be admitted. Students admitted with special considerations or in exceptional cases must receive a minimum grade of a "B" in each of their first four graduate education courses. Failure to earn at least a "B" in any of the first four graduate courses will lead to dismissal from the program.**

The Division of Education reserves the right to require that applicants complete appropriate liberal arts courses **as required by New York State Department of Education** before granting a student matriculated status in the program.

6. An on-site 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 Coordinator of Education and/or the Chair of the Division of Education.
9. An undergraduate deficiency is a course required by New York State for certification that has not been completed successfully by the graduate applicant at the time of admission to a graduate program in education. To successfully complete an undergraduate course, an applicant must earn the minimum grade and minimum credits required by New York State. A graduate candidate with up to 9 credits in undergraduate deficiencies could be admitted, and then required to make up the credits while they are matriculating. **No more than 12 credits at the graduate level may be earned before all deficiencies are met.** For programs for which a valid NYS teacher certification is a requirement, students have until the completion of 12 graduate credits to receive the certification.

Application Procedures

Applicants must submit the following:

1. A completed application form.
2. An on-site writing sample.
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.

Once the application file is complete it will be forwarded to the Division of Education for review. The Division will contact the applicant to schedule appointments to :

1. Submit an on-site writing sample
2. Meet with the Graduate Program Coordinator after division review of the writing sample

Transfer Credits

A student may request transfer of up to 6 semester hours of his/her degree program from another accredited graduate school; the Graduate Program Coordinator must approve each course for transfer. Courses which may be considered for possible transfer are:

- Program Electives
- ED 5210 Nature of Schools in the Education of All Children
- ED 5220 Theories, Research and Application of Adolescent Development
- ED 5390 Collaboration with Professionals and Parents
- ED 5410 Research in Child Development and Theories of Learning
- Other as approved by the chair of the Division of Education and/or senior faculty member in the content area

Forms for requesting approval of transfer credit are available in the 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 Program 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 Program Coordinator, unless reference is made to Special Education or pupils with disabilities in the title or the catalog course description.

Eligibility of Mount Undergraduates for Graduate Work

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.

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 two to four New York State Teacher Certification Examinations: Education All Students (EAS), and Content Specialty Tests (CST) in the relevant certification area(s). Graduate students must also pass edTPA, which is completed during one of the two student teaching placements.

Master of Science in Nursing

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 MSN programs: One in Adult-Gerontology Health (Adult-Gerontology Nurse Practitioner) and another in Family Health (Family Nurse Practitioner). Post-Master's certificates are now offered in both the Adult-Gerontology, Family Nurse Practitioner, and Nursing Education 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 3.0 (on a 0-4 scale). At the discretion of the School of Nursing chair and two senior faculty members, a candidate may be admitted on probation if the GPA is between 2.75 and 2.99; this candidate will have to attain a "B" or better in all courses in the graduate program.
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:
 - o one from the applicant's undergraduate program (faculty or director) if possible;
 - o one from a current, immediate work supervisor;
 - o one from a previous work supervisor.
5. At least two years of experience as a Registered Nurse in clinical nursing practice is expected.
6. Satisfactory completion of undergraduate courses in Elementary Statistics, Principles of Nursing Research, Anatomy and Physiology, Physical Assessment, Pathophysiology, and Pharmacology.
7. 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. A writing sample will be requested and scheduled before the interview with the Director of the program is scheduled.
8. 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.
9. 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. A completed Drug Screening and Background check and finger printing is required before starting Clinical Practicums.
10. An interview with the Director of Graduate Nursing Programs.

Application Procedures

Applicants for admission must submit the following:

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

Once the application file is complete it will be forwarded to the School of Nursing for review. The office will contact the applicant to schedule an appointment to meet.

Transfer Credits

A minimum of 30-33 credits of the 42-45 required must be taken at Mount Saint Mary College.

A student may request transfer of up to 12 semester hours from another accredited graduate school provided each specific course is approved for transfer by the School of Nursing. The course content must be comparable to a required course in the MSN 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 School of Nursing.

Post-Master's Certificate Programs

Post-master's certificate programs in Adult-Gerontology and Family Nurse Practitioner are non-degree certificate programs for nurses with a master's degree in nursing who are seeking nurse practitioner licensure in New York, and national certification as either adult-gerontology or family nurse practitioners.

The Post-Master's Certificate in Nursing Education program prepares nurses to teach at various levels within academic and practice settings. The emphasis of the program is on nursing education organization, role development, curriculum development, instructional methodologies, and evaluation.

Post-master's students are considered matriculated students. They are subject to the same rules and regulations as all other graduate nursing students in the School of Nursing at Mount Saint Mary College.

Application Procedures

Applicants must submit the following:

1. A completed application form.
2. An on-site writing sample.
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.

Academic Information

Academic Honesty

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.

Definitions

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

1. 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.
2. Plagiarism: copying or imitating the language, ideas, or thoughts of another author and passing off the same as one's original work.
3. Falsification: forging, altering, or misusing academic documents, records or forms.

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.

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:

1. 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; and 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 Assistant Vice President of Academic Affairs (AVPAA) and the chair of the division or school.
2. 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.

3. The division or school 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 or school chair, are competent to evaluate the appeal. The division or school 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 AVPAA. The case must be decided by a majority vote within 48 hours of conclusion of the hearing by the Appeals Committee.

4. A student who has been penalized for academic dishonesty may appeal the decision to the Vice President for Academic Affairs (VPAA) who will convene an administrative Appeals Board, which consists of the AVPAA, the chair of the Faculty Senate, and the Dean 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 a) The student was not accorded due process as described in this policy; or b) the student has new evidence that was not available or was unknown at the time of the Appeals Committee hearing.
5. 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.
6. Conduct of appeals hearings:
 - a. Both the student and the faculty member must be present at each appeals hearing, i.e. Appeals Committee and administrative Appeals Board.
 - b. 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.
 - c. Both the student and the faculty member may present his/her case and hear and question all witnesses during an appeals hearing.
 - d. 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 VPAA, and the Registrar.

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 Standing

A student is considered in good standing if his or her Grade Point Average 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; or
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).

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 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 AVPAA, 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.

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 or school.

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

1. 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.

2. The division or school 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.
3. In the case where the faculty member against whom the grievance is made cannot be contacted due to change in employment, death, etc., the AVPAA 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 in 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 AVPAA, 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 VPAA. If the VPAA is alleged in the grievance to be directly and immediately the cause for the grievance, the VPAA 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 Mount 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 present 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.

Advisement

Students requiring academic counseling for entry into the graduate program should make appointments with the Administrative Assistant in the division. The Graduate Program Coordinator of the division or school advises each entering student seeking a degree. 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.

Master in Business Administration (MBA)

The Graduate Program Coordinator is responsible for advisement.

Master of Science in Education (MSEd)

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.

Master of Science in Nursing (MSN)

The Graduate Program Director is responsible for initial advisement. Advisement occurs between graduate student and advisor during the college advisement period in the fall and spring semesters.

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 inclement weather or other conditions make it necessary for the administration to suspend classes, notification will be posted on the college website, www.msmc.edu, at approximately 6 a.m. Students are encouraged to sign up for the MSMC Alert system, which sends out text and email alerts when the college is closed. Students can also call the Weather Line (845-569-3500) 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.

Course Load

MBA

The MBA program can be pursued on a part-time or full-time basis. Course loads vary dependent upon student needs.

MSEd

The MSEd 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.

MSN

The MSN program serves part-time students. Graduate students must be registered for a minimum of nine credit hours each fall and spring term to be considered full time by loan agencies, the U.S. Immigration Service, or for some tuition award purposes. Graduate students must be registered for a minimum of 6 credit hours to be considered full time for academic purposes and for federal traineeships. Six hours is considered the norm for persons employed full time.

Course Scheduling

The College reserves the right to cancel any course for which there is insufficient registration.

MBA

Courses are offered during accelerated sessions throughout the year. Sessions U and V constitute the fall term; sessions X and Y constitute the spring term; sessions A and B constitute the 7-week summer terms.

Classes meet for eight weeks, either in a traditional or blended 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.

MSEd

Courses are offered on a semester 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.

MSN

Fall and spring courses are offered on a semester basis and meet once a week in the evening for 14 weeks. Summer courses are offered in accord with the accelerated calendar for sessions A and B. These classes meet two evenings a week (6-week course) or one evening a week (12-week course). Many courses are offered in blended format, online, and in face-to-face meetings.

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 an **F**.

AW is used for students who fail to attend class before the end of the Add/Drop period. The **AW** grade is requested no later than the week following the Add/Drop deadline

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.

Graduation Requirements

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 for Master of Business Administration

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.

Graduation Requirements for Master of Science in Education

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, excluding those who are admitted under special circumstances or in exceptional cases, 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.

Students admitted under special considerations or in exceptional cases must earn at least a B in each of their first four courses, without the option to repeat any of these courses. Failure to achieve a B or better in any of the first four graduate courses will lead to dismissal from the program. After earning a grade of B or

better in the first four courses, students admitted under special considerations or in exceptional cases who do not receive a B or better in any subsequent course may repeat the course once. Failure to achieve a B or better the second time will lead to 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) & Special Education (grades 1-6), MEd. A minimum of 46 credits is required for the Childhood Education (1-6)/Early Childhood (Birth - grade 2) MEd.

Adolescence Education

A minimum of 42 credits is required for the Adolescence Education (grades 7-12) A minimum of 48 credits is required for the Adolescence and Special Education 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) & (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 (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 posted date. 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.

Graduation Requirements for Master of Science in Nursing

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 - Gerontology Health Nursing (A-GNP)	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 6011 (Nursing Research II) and NUR 6020 (Nursing Research III).

A Grade Point Average of 3.0 is required for graduation. When a grade below B is earned in any course, the student must repeat that course and earn a **B** or better. Effective January 2010, students may repeat only one course within the program; more than one repeat necessitates removal from the program.

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

- NUR 5210 - Advanced Adult Health I across the Lifespan
- NUR 5220 - Advanced Adult Health II across the Lifespan
- NUR 6011 - Nursing Research II
- NUR 6020 - Nursing Research III

NUR 6220, NUR 6230, NUR 6270, NUR 6281, NUR 6291 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 Conferral Verification

A student who has completed all requirements for the MSN, MEd, and MBA degrees 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 for MEd graduates.

Matriculation and Time Limits

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 6 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 Program 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 maintain matriculation status, will be dropped from the program unless special permission to continue is obtained from the Graduate Program Coordinator.

Master's degrees must be completed within six calendar years from the date of matriculation for MBA and MSN students; students in the MEd 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 Graduate Program Coordinator.

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 Student Financial Services. 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.

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.

TRANSCRIPT NOTATIONS

For students who, after a formal conduct procedure, have been found responsible for a crime of violence (including forcible and nonforcible sex offenses, robbery, aggravated assault, criminal homicide, burglary, motor vehicle theft, and arson), the College will make a notation on the transcript of such students that they were "*Suspended After a Finding of Responsibility for a Code of Conduct Violation*" or "*Expelled After a Finding of Responsibility for a Code of Conduct Violation*." For respondents who withdraw from the College while such conduct charges are pending, and decline to complete the disciplinary process, the College will make a notation on the transcript of such students that they "*Withdrew with Conduct Charges Pending*."

Students may seek the removal of a transcript notation for a suspension in accordance with the procedures outlined in Article III, The Student Conduct Hearing of the Student Code of Conduct, located in Section IX of the Student Handbook, except that such notation shall not be removed prior to one year after conclusion of the suspension. Notations for expulsion shall not be removed.

If a finding of responsibility is vacated for any reason, any such transcript notation shall be removed.

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.

All students must file a "withdrawal from course" form with the registrar. This form must be signed by the departmental adviser and the registrar. Upon receipt of the completed form, the registrar will notify the course instructor.

A student who drops out of the college, without withdrawing, may be awarded a failing grade. Students may begin the formal withdrawal process by visiting the Office of the Registrar.

Voluntary Medical or Mental Health Course Withdrawal and Leave Policy

Course Withdrawals for Medical or Mental Health Reasons

When a student has significant medical or mental health concerns, or has had extenuating circumstances (e.g., a tragedy in the family), he or she may request a course withdrawal(s) by submitting: 1) a completed Voluntary Medical Leave Request form and 2) appropriate documentation from a qualified health professional to the Director of Health Services. The request must be received prior to the end of the current semester.

The Director of Health Services will consider the student's request, and make a determination as to whether the request for the leave is appropriate. If the request is deemed appropriate, the Director of Health Services will recommend a course withdrawal for medical reasons to the Office of the Registrar and the Office of Academic Affairs. Students may first be encouraged to consult with their instructors or advisors to determine if there are alternative methods to alleviate their academic workload before obtaining a course withdrawal.

If a student is not granted a withdrawal(s) he/she may submit a written appeal, within two weeks of receiving the decision, to the Assistant Vice-President for Academic Affairs (AVPAA). The AVPAA will review the appeal in consultation with the Vice-President for Academic Affairs, and their decision regarding the request will be final. If a request is denied, the College catalog policies will apply, based upon the original date the Voluntary Medical Leave/Course Withdrawal Request form was originally submitted.

If the student's recommended course withdrawal is approved due to medical or mental health reasons, he/she may withdraw from a course, even after the official drop period has ended, and without academic penalty. The student will be given a waiver for tuition charges for the course he/she withdrew from, which may be used to offset the cost of tuition when he/she next registers for courses at the College. Should the student not register for future courses, no refund of tuition charges will be given.

Leaves from the College for Medical or Mental Health Reasons

When a student has significant medical or mental health concerns or has had extenuating circumstances (e.g., a tragedy in the family), he or she may request a Medical Leave from the College, by submitting: 1) a completed Voluntary Medical Leave Request form, and 2) the appropriate documentation from a qualified health professional to the Director of Health Services. The request must be received prior to the end of the current semester.

The Director of Health Services will consider the student's request, and make a determination as to whether the request is appropriate. If the request is deemed appropriate, the Director of Health Services will recommend to the Office of the Registrar and the Office of Academic Affairs that the medical leave be granted to the student. Students may first be encouraged to consult with their instructors or advisors to determine if there are alternative methods to alleviate their academic workload before obtaining a Medical Leave.

If a student is not granted a Medical Leave, he/she may submit a written appeal, within two weeks of receiving the decision, to the AVPAA. The AVPAA will review the appeal in consultation with the Vice-President for Academic Affairs and their decision regarding the request will be final. If a request is denied, the College catalog policies will apply, based upon the original date the Voluntary Medical Leave/Course Withdrawal Request form was originally submitted.

A student recommended for and granted a Medical Leave will be withdrawn from all current courses he or she is registered for, even after the official withdrawal period has ended and without academic penalty. Additionally, a student on Medical Leave will receive a one-year Maintenance of Matriculation that allows the student to return without having to re-apply or pay another application fee. The student will be responsible for meeting 100% of his/her fees and room charges, as outlined in the College catalog. The student's board will be prorated. If the student receives financial aid funding, a portion of their federal student aid may have to be returned. A calculation will be run based on current federal student aid guidelines.

If the student intends to return to the College to complete his/her degree, the student will be given a waiver for tuition charges to offset the cost of tuition upon his/her return. Should the student not return to the college to complete his/her degree, no refund of tuition charges will be given. If away for more than one year, the student would be subject to the catalog requirements in place at the time of return.

When a student wants to return to the College, he/she will be required to submit to the Director of Health Services appropriate documentation from a qualified health professional stating that the student has been cleared to return. It is recommended that he/she schedule a meeting with the Director of Health Services to review any relevant matters about this transition. If a student returning from a medical leave requires a reasonable accommodation in order to meet the essential eligibility requirements for MSMC students, MSMC will attempt to accommodate him/her as outlined in the MSMC Student Handbook. If the student is not approved to return to the College, he/she may submit a written appeal, within two weeks of receiving the decision, to the AVPAA. The AVPAA will review the appeal in consultation with the Vice-President for Academic Affairs, and their decision regarding the request will be final.

Program Support Resources

Kaplan Family Library and Learning Center

The **Kaplan Family Library and Learning Center** is the hub of information and research at Mount Saint Mary College. Located on the first two floors of the Dominican Center, the library plays an integral role in the academic experience of every student.

The newly designed library space, which opened in January 2014, offers a wide variety of seating and workspace options where students can work together or individually on all aspects of their projects and assignments. In addition to designated quiet study areas in the stacks, the library offers space for discussion and collaborative work. There are also six study/presentation rooms equipped with the latest in presentation and collaboration technology, where students can practice presentations, work on group projects, or study in solitude. These rooms can be reserved in advance or used on a drop-in basis.

Library faculty and staff offer Mount students expert assistance with research and information technology. Librarians teach information literacy skills through the First Year Experience program, course-integrated instruction, individual assistance at the Information Desk, and in-depth, one-to-one research consultations tailored to a student's specific needs.

The library collection includes close to 80,000 books, more than 8,000 videos/DVDs, and 200+ current journal subscriptions. In addition, the library web page (<http://www.msmc.edu/library>) provides access to approximately 75 online research databases, 11,000+ e-books, and 50,000+ full-text journals, newspapers, and magazines. The site also guides students through the research process and helps them prepare bibliographies, evaluate information sources, and avoid plagiarism. The library web page serves as a portal to many library services, including the online library catalog, electronic reserves, online interlibrary loan requests, and research assistance via email.

The Kaplan Family Library and Learning Center supports student learning by providing a technology-rich learning environment, as well as traditional research resources and services, within a comfortable space specifically tailored to the needs of today's students. There are more than 70 internet workstations located throughout the library, as well as five high-volume, high-speed printers.

The **Curriculum Materials Center** (CMC) is located on the first floor of the library. It provides print, electronic, and media resources to support the curriculum and instructional activities of the MSMC education program. The emphasis of the CMC is on practical materials that can be used for curriculum planning, lesson preparation and teaching, and pupil assessment. The collection of nearly 9,000 items includes books for children and young adults, textbooks, educational games, models, mathematics and science manipulatives, assessment tools, and New York State curriculum guides. Computer workstations in the CMC permit students to do research as well as use specialized educational software.

Kaplan Library is open until midnight five nights/week when classes are in session and until 2:00 a.m. during exam periods. The south wing of the library (including the computer lab, café seating, and other seating areas) is open to all students 24 hours a day during the regular spring and fall semesters. The complete schedule of hours can be found on the library web page. The library can also be reached by phone at 845-569-3600.

A valid MSMC ID card is required to borrow books and other items. As an incentive for the timely return of library materials, and in recognition of the library as a shared resource for the entire campus, fines are charged for overdue and lost materials, including reserve items. Theft of or damage to library materials may result in disciplinary action. Students are expected to comply with all library policies in order to retain library borrowing privileges.

The Writing Center

The Writing Center offers free, one-on-one tutoring and writing-related guidance to all Mount students in any stage of the writing process. Students can schedule a 50-minute appointment with one of the Writing Center's specially trained tutors in order to discuss their writing and writing assignments. During a writing consultation, students will work with a Writing Center tutor to discuss any concerns about their writing, read through their draft (or discuss strategies for getting started if there is no draft), and identify strategies for improvement that they can apply to all their future writing assignments.

Students can make an appointment at the Writing Center by visiting the Writing Center site on the my.msmc.edu portal, which also houses lots of writing resources. Students are also encouraged to follow the Writing Center on social media for ongoing writing tips and updates.

- Facebook: @msmcwritingcenter
- Twitter: @msmc_writing
- Instagram: @msmcwritingcenter

In addition to providing free writing help through our writing consultations, the Writing Center strives to be the home for writing on campus. The center sponsors on-campus events, celebrates good writing, and collaborates with all members of the campus community (students, faculty, and staff) to make Mount Saint Mary College a place where writing is a part of our shared culture.

The Writing Center is located on the first floor of the Dominican Center (suite 118) and can be reached by phone: 845-569-3413 and email: writing.center@msmc.edu

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.

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 their Graduate Program Coordinator.

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.

Family Educational Rights and Privacy Act

Within the Education Amendments Act of 1974 was an amendment sponsored by Senator James Buckley of New York titled 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):

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

- *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

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, Vice President of Academic Affairs (VPAA), chair of the division or school, 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.

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:

1. List of records kept by the college that are directly related to the student.
2. Right of inspection and review.
3. 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).
4. Right to reasonable explanation of records.
5. Right to hearing to challenge the content of records.

Eligible students do not have a right of access in the following cases:

1. Financial records of parents.
2. Confidential materials or recommendations submitted before January 1, 1975.
3. 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.

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 Affairs

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.

Career Center

The Career Center offers Mount students and alumni information and services to assist them in their career preparation. Graduate students may utilize opportunities for career exploration and development, career assessment, and workshops. The Career Center staff will assist students with resume and cover letter review, interview preparation, and job search strategies.

Mount students may access their database, *Connections*, to search for part-time and full-time jobs. Graduate students may participate in experiential education opportunities related to their major, however these experiences are limited.

Additional information about the services of the Career Center is available on the MSMC portal page, including a schedule of events and many career-related resources. Students may contact the Career Center by phone (845-569-3175), email (career.center@msmc.edu) or stop into the office in Aquinas 151.

Campus Ministry

Campus Ministry is at the service of the faculty, staff, and students regardless of religious affiliation or no affiliation at all. Rooted in the rich Catholic tradition and Dominican heritage of Mount Saint Mary College, we help to build a community of faith.

We offer a variety of activities to our students such as prayer experiences, retreats, and service programs. The Campus Ministry staff collaborates with the curricular activities sponsored by the Office of Student Affairs. Campus Ministry also works with the Catholic and Dominican Institute.

The sacramental life of the Catholic Church is offered to all. Mass is celebrated daily, Monday through Friday, as well as Sunday, at the Chapel of the Most Holy Rosary in the Dominican Center. The Sacrament of Reconciliation (Confession) is also available weekly and by appointment.

Health Services

Health Services maintains student health records for all students. New York State Public Health laws require that all students born on or after January 1, 1957 who wish to enroll in six or more credits in any one semester provide proof of immunity to measles, mumps and rubella (MMR). Students may submit an official immunization record from their health care provider or complete an MSMC Immunization Record. The immunization record must be signed and stamped by the student's health care provider. In addition, all students, regardless of age, must sign and return the Meningitis Information Response Form indicating that they either have had or wish to waive the Meningococcal vaccine. Students who do not comply with these requirements will be subject to withdrawal from the college. For further information, contact Health Services at Healthservices@msmc.edu or (845) 569-3152.

Immunization/Health Services

Health Services maintains student health records for all students. New York State Public Health laws require that all students born on or after January 1, 1957 who wish to enroll in six or more credits in any one semester provide proof of immunity to measles, mumps, and rubella (MMR). Students may submit an official immunization record from their health care provider or complete an MSMC Immunization Record. The immunization record must be signed and stamped by the student's health care provider. In addition, all students, regardless of age, must sign and return the Meningitis Information Response Form indicating that

they either have had or wish to waive the Meningococcal vaccine. Students who do not comply with these requirements will be subject to withdrawal from the college. For further information, contact Health Services at Healthservices@msmc.edu or (845)569-3152.

Parking

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

Residence Life

The Mount offers a variety of residence life settings. The College's residential facilities (Sakac Hall, Guzman Hall, Dominican Center, Garden Apartments, College Courts and 35 Elmwood) consist of 15 buildings, each housing between 24 and 252 students. Specific buildings are reserved for first year students in single-sex facilities. Other buildings house sophomores, juniors, seniors, and graduate students together and are single sex or co-ed by floor.

Each building has a kitchen and at least one lounge for students' use. It is the responsibility of the residence community to maintain basic cleanliness of both areas. No housekeeping is provided for personal rooms.

The location of graduate student housing is subject to change based on space and availability each academic year. Graduate students will be offered housing accommodations in single occupancy residence hall rooms based on availability.

Please note: Residence life policies include the following for on campus residency:

- 1. Housing Deposit:** To reserve a room on campus, a nonrefundable \$300 room deposit must be paid. Returning resident graduate students will be asked to pay this housing deposit each spring semester.
- 2. Residence Hall Damage Deposit:** *First time resident students* are required to pay a \$100 residence hall damage deposit. This deposit provides security that the terms and conditions of the housing agreement will be fulfilled and the unit will be returned in its original condition when the student moves out of his or her room.

The deposit is not a damage fund where intermittent damage charges are deducted during the course of the student's residency; however, damage charges will be taken from the deposit at the end of the final year of residency. Any final damage charges incurred are assessed and posted to the student's account.

A portion of a student's housing deposit (\$100 of the total amount) is held for final dorm damage, and the remainder (\$200) is applied to the student's account toward housing fees.

- 3. Registration Requirements** – Graduate students must be registered for classes by July 1 of the current year or they will be removed from housing.

Resident students can access the campus-wide computer network, online library resources, and the Internet from residence halls and other areas of the campus via the Wireless Academic Network. Participation in the WAN requires a compatible personal computer and a wireless network card, available through the Campus Store.

Security and Safety

Mount Saint Mary College is committed to providing a safe campus for the college community. We employ our own licensed, professional Office of Security and Safety, whose employees patrol 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. 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 is located on the first floor of Guzman Hall and 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 MISCONDUCT POLICY

The policies and procedures that follow specifically address sexual misconduct. The purpose of this policy is to help Mount Saint Mary College protect the safety, rights, and dignity of all students, faculty, administrators, staff, and visitors without regard to person or position.

PLEASE NOTE that most campus behavior problems, especially the most serious, are associated with the heavy use of alcohol. Good judgment and respect for oneself and others can go a long way toward avoiding problems before they start.

Mount Saint Mary College's Campus Security is on call 24 hours per day. IN THE EVENT OF ANY EMERGENCY on campus, such as a disturbance, hazard, injury, or suspected crime of any kind, please contact Security at 845-569-3200.

The College, through Campus Security, may refer suspected violations of the Municipal Code of the City of Newburgh, the laws of New York State, or Federal law to their respective authorities as the case may warrant.

STUDENTS' BILL OF RIGHTS

All students have the right to:

1. Make a report to local law enforcement and/or state police;
2. Have disclosures of domestic violence, dating violence, stalking, and sexual assault treated seriously;
3. Make a decision about whether or not to disclose a crime or violation and participate in the judicial or conduct process and/or criminal justice process free from pressure from the institution;
4. Participate in a process that is fair, impartial, and provides adequate notice and a meaningful opportunity to be heard;
5. Be treated with dignity and receive from the institution courteous, fair, and respectful health care and counseling services, where available;
6. Be free from any unfair suggestion that the reporting individual is at fault when these crimes and violations are committed, or that he or she should have acted in a different manner to avoid such crimes or violations;
7. Describe the incident to as few institutional representatives as practicable and not be required to unnecessarily repeat a description of the incident;
8. Be protected from retaliation by the institution, any student, the accused and/or the respondent, and/or their friends, family and acquaintances within the jurisdiction of the institution;
9. Have access to at least one level of appeal of a determination;

10. Be accompanied by an advisor of choice who may assist and advise a reporting individual, accused, or respondent throughout the judicial or conduct process, and who may also be present during all meetings and hearings related to such process if the student wishes; and
11. Exercise civil rights and practice of religion without interference by the investigative, criminal justice, or judicial or conduct process of the institution.

REPORTING AND RESPONSE

Individuals wishing to report incidents of sexual assault, domestic violence, dating violence, and/or stalking have the right to pursue more than one of the reporting options below, or to choose not to participate in any of the options below. You may choose to:

Report the incident confidentially to a college official, who by law may maintain confidentiality, and can assist in obtaining support, counseling, and protective services. Please see the table below which lists names and contact information of professional and pastoral counselors;

Name:	Title:	Email:	Phone:
Dr. Orin Strauchler	Director of Counseling	orin.strauchler@msmc.edu	845-569-3547
Fr. Gregoire Fluet	Chaplain, Director of Campus Ministry	gregoire.fluet@msmc.edu	845-569-3154
Caitlin Kramer	Counselor	caitlin.kramer@msmc.edu	845-569-3114
Tamara Batiste-Locke	Counselor	Tamara.batiste-locke@msmc.edu	845-569-3433

Report the incident to other administrators and staff who can offer *privacy* and can assist in obtaining direction, suggestions, or referrals to services that may be helpful. Please see the table below which lists names and contact information of non-professional counselors;

Name:	Title:	Email:	Phone:
Dr. Stephen Shapiro	Consulting Physician	Please call	845-569-3152
Dr. James DiLorenzo	Consulting Physician	Please call	845-569-3152
Dori Bischof	Director of Health Services, FNP	doreen.bischof@msmc.edu	845-569-3153
Dina Leduc	RN-Health Services	dina.leduc@msmc.edu	845-569-3647
Barbara Seymour	Administrative Assistant-Health Services	barbara.seymour@msmc.edu	845-569-3152

Have, upon the first instance of disclosure by a reporting individual, emergency access to a College official who is trained in interviewing victims of sexual assault, in order to receive information regarding options to proceed, and, where applicable, the importance of preserving evidence and obtaining a sexual assault forensic examination as soon as possible, and detailing that the criminal justice process utilizes different

standards of proof and evidence, and a trained College official who handles sexual assault interviews can answer any questions about whether a specific incident violated the penal law, and whether the issue should be addressed to law enforcement or to the district attorney;

Disclose *confidentially* the incident and obtain services from the New York State or county hotlines: <http://www.opdv.ny.gov/help/dvhotlines.html>. Additional disclosure and assistance options are catalogued by the Office for the Prevention of Domestic Violence and presented in several languages: <http://www.opdv.ny.gov/help/index.html> (or by calling 1-800-942-6906);

File a criminal complaint with Campus Security, local law enforcement, and/or state police:

- Campus Security: 845-569-3200
- Newburgh Police Department: 845-561-3131
- New York State Police:
 - 844-845-7269 (Campus Sexual Assault Victims Unit)
 - 845-344-5300 (Troop F-Middletown, NY);

Disclose, if the accused is a faculty member, staff member, or administrator of the College, the incident to the College's Human Resources authority or the right to request that a confidential or private employee assist in reporting to the appropriate human resources authority;

Receive assistance from appropriate College representatives in initiating legal proceedings in Family Court or civil court;

Withdraw your complaint or involvement from the College process at any time.

A complainant wishing to file charges may choose to do so either through the College's disciplinary process, criminally, or both.

ALCOHOL AND/OR DRUG USE AMNESTY

At Mount Saint Mary College, the health and safety of every student is of great importance to us. The College recognizes that students who have been drinking and/or using drugs (whether such use is voluntary or involuntary) at the time that violence, including but not limited to domestic violence, dating violence, stalking, or sexual assault occurs, may be hesitant to report such incidents due to fear of potential consequences for their own conduct. The College strongly encourages students to report domestic violence, dating violence, stalking, or sexual assault to College officials. A bystander acting in good faith or a reporting individual acting in good faith who discloses any incident of domestic violence, dating violence, stalking, or sexual assault to College officials or law enforcement will not be subject to the College's code of conduct action for violations of alcohol and/or drug use policies occurring at or near the time of the commission of the domestic violence, dating violence, stalking, or sexual assault.

SEXUAL ASSAULT, BATTERY, ABUSE, and COERCION involve a nonconsensual sexual act with another person, whether by physical force, threat, or coercion; including when a person is incapacitated.

RAPE is sexual contact with another person specifically by penetration without his or her consent, and/or when he or she is incapacitated.

HARASSMENT under New York State Law means:

1. To communicate or cause someone to communicate with another person in a manner likely to cause annoyance or alarm.
2. To engage in a course of conduct that places another person in reasonable fear of physical injury.
3. To intentionally and repeatedly harass another person by physical following in a public place with the intent to annoy, threaten, or alarm. It is sometimes referred to as "STALKING."

DOMESTIC VIOLENCE is defined as physical violence committed by a current or former spouse of the victim, by a person with whom the victim has a child in common, by a person who is cohabitating or has

cohabitated with the victim as if a spouse (as determined under applicable law), or by any other person against an adult or youth victim who is protected from that person's acts by applicable domestic or family violence laws.

DATING VIOLENCE is violence committed by a person who is or has been in a social relation of a romantic or intimate nature with the victim. The length, type, and frequency of the interaction between the persons involved in the relationship are key aspects of these kinds of crimes.

If you are the victim of Sexual Violence or another crime, or if you witness a crime of any kind, **CONTACT CAMPUS SECURITY** at 845-569-3200, and follow the operator's instructions. You may also contact Michael O'Keefe, Executive Director of Operations and Risk Management & Title IX Coordinator, TitleIXCoordinator@msmc.edu, 845-569-3597. His office is located at 319 Powell Avenue, 2nd floor.

SEXUAL HARASSMENT

SEXUAL HARASSMENT is defined as unwelcome sexual advances, requests for favors, or other verbal or physical conduct of a sexual nature, when:

1. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's safety, 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 subjecting him or her to intimidation, hostility, or humiliation.

Sexual harassment can originate from a person of either sex against a person of the opposite or the same sex.

A HOSTILE ENVIRONMENT is one in which, when viewed from the perspective of a reasonable person in the complainant's position, unreasonably interferes with the individual's ability to access education or ability to execute his or her work-related responsibilities.

RETALIATION is defined in this context as punishing or sanctioning a person for either filing a complaint or acting as a witness regarding a complaint of sexual harassment by intimidation, threats, coercion or discrimination.

If you believe you are the victim of Sexual Harassment as described above, contact Michael O'Keefe, Executive Director of Operations and Risk Management & Title IX Coordinator, TitleIXCoordinator@msmc.edu, 845-569-3597. His office is located at 319 Powell Avenue, 2nd floor.

AFFIRMATIVE CONSENT is a knowing, voluntary, and mutual decision among all participants to engage in sexual activity. Consent can be given by words or actions, as long as those words or actions create clear permission regarding willingness to engage in the sexual activity. Silence or lack of resistance, in and of itself, does not demonstrate consent. The definition of consent does not vary based upon a participant's sex, sexual orientation, gender identity, or gender expression.

Consent is required regardless of whether the person initiating the act is under the influence of drugs and/or alcohol. Consent may be initially given but withdrawn at any time. When consent is withdrawn or can no longer be given, sexual activity must stop.

Past consent does not imply future consent and consent to one form of sexual activity does not imply consent to any other forms of sexual activity. The initiator has the sole responsibility to confirm consent. Coercion, force, intimidation or threat of harm invalidates consent. An individual of minority age cannot give consent.

An **INCAPACITATED PERSON** is incapable of giving consent. A person is incapacitated if that person is in a physical or mental state such that he or she lacks the ability to make a knowing and deliberate choice to

engage in the sexual interaction. For the purposes of this policy, a person who is asleep, unconscious, or involuntarily restrained is incapacitated, without exception. A person may also become incapacitated due to other factors, which may include the use of alcohol and/or drugs to such a degree that the person no longer has the ability to make a knowing or deliberate choice to engage in the sexual interaction. When the question of whether the complainant was incapacitated is at issue, the perspective of a sober, reasonable person in the position of the respondent will be the basis for determining whether the respondent should have known that the complainant was incapacitated and thus incapable of giving consent.

FALSE CLAIMS

Filing a false claim or grievance against another person or one that is not made in good faith is a serious breach of the College code, and can incur College, civil, and legal penalties. **Filing a false police report can be either a misdemeanor or felony** under the New York State criminal code, depending on the circumstances.

CONFIDENTIAL vs. NON-CONFIDENTIAL COUNSELING

Mount Saint Mary College is committed to the safety and well-being of all students, faculty, staff, and visitors. Please be aware that if you are a victim of sexual violence, are considering filing a claim of harassment, or if you simply wish to discuss a possible incident of sexual misconduct, there are individuals on campus with whom you can speak confidentially who will not report a complaint without your permission. They are listed below.

PRIVILEGED AND CONFIDENTIAL COMMUNICATIONS

Professional, licensed counselors, and pastoral counselors who provide mental-health counseling to members of the school community are not required to report any information about an incident to anyone without a complainant's permission.

Below is the contact information for professional and pastoral counselors:

Name:	Title:	Email:	Phone:
Dr. Orin Strauchler	Director of Counseling	orin.strauchler@msmc.edu	845-569-3547
Fr. Gregoire Fluet	Chaplain, Director of Campus Ministry	gregoire.fluet@msmc.edu	845-569-3154
Caitlin Kramer	Counselor	caitlin.kramer@msmc.edu	845-569-3114
Tamara Batiste-Locke	Counselor	Tamara.batiste-locke@msmc.edu	845-569-3433

Members of the College community should understand that, if they wish to maintain complete confidentiality, the College may be unable to conduct a thorough investigation into a particular incident or pursue disciplinary action against a respondent.

However, in these cases, the College's confidential professional counselors can still recommend accommodations or changes to a complainant's living, working, or course schedules.

NON-PROFESSIONAL COUNSELORS

A complainant can seek assistance and support from non-professional counselors without triggering a College investigation that could reveal his or her identity, or the fact that the incident was reported. However, these non-professional counselors are required to report the nature, date, time, and general location of an incident to the Title IX Coordinator within 24 hours of learning of the complaint. For example, they may deem

a timely warning to local authorities necessary for the safety of the community. This warning would not include readily identifiable information about the complainant.

Below is the contact information for non-professional counselors and advocates:

Name:	Title:	Email:	Phone:
Dr. Stephen Shapiro	Consulting Physician	Please call	845-569-3152
Dr. James DiLorenzo	Consulting Physician	Please call	845-569-3152
Dori Bischof	Director of Health Services, FNP	doreen.bischof@msmc.edu	845-569-3153
Dina Leduc	RN-Health Services	dina.leduc@msmc.edu	845-569-3647
Barbara Seymour	Administrative Assistant-Health Services	barbara.seymour@msmc.edu	845-569-3152

A complainant wishing to file charges may choose to do so either through the College's disciplinary process, criminally, or both.

REPORTING BY RESPONSIBLE EMPLOYEES

A "Responsible Employee" is a College employee who has the authority to redress sexual violence, who has the duty to report incidents of sexual violence or other student misconduct, or who a student could reasonably believe has this authority or duty. The following is a list of employees (or categories of employees) whom the College has designated as Responsible Employees:

- Athletic Coaches and Administrators
- Resident Directors
- Resident Advisors
- Full-time and part-time Faculty
- Administration (excluding professional and pastoral counselors as listed above)
- Academic Coaches
- Advisors to student organizations

A complainant who wishes to report an incident to a Responsible Employee should consider such communications non-confidential. The College will consider a request for confidentiality when a report is made to such responsible employees, but may nevertheless be required to report it.

Even College offices and employees who cannot guarantee confidentiality will maintain your privacy to the greatest extent possible. The information you provide to a non-confidential resource will be relayed only as necessary for the Title IX Coordinator to investigate and/or seek a resolution.

WEIGHING THE REQUEST FOR CONFIDENTIALITY

The College has designated the following individuals to evaluate requests for confidentiality once a responsible employee has been informed of alleged sexual harassment or sexual violence:

Name:	Title:	Email:	Phone:
Kelly Yough	Dean of Student Affairs	kelly.yough@msmc.edu	845-569-3110
Michael O'Keefe	Executive Director of Operations and Risk Management & Title IX Coordinator	michael.okeefe@msmc.edu	845-569-3597
Sharnie Canary	Director of Human Resources/Title IX Deputy Coordinator	Sharnie.canary@msmc.edu	845-569-3548

Requests for confidentiality and/or not to initiate an investigation will be weighed against the College's obligation to provide a safe, non-discriminatory environment for all members of its community.

PUBLIC AWARENESS/ADVOCACY EVENTS

If you disclose a situation through a public awareness event such as candlelight vigils, protests, or other public events, the College is not obligated to begin an investigation. The College may use the information you provide to inform the need for additional education and prevention efforts.

INSTITUTIONAL CRIME REPORTING

Reports of certain crimes occurring in certain geographic locations will be included in the Mount Saint Mary College Clery Act Annual Security Report, contained in the Annual Campus Safety Report, in a manner that identifies neither the specifics of the crime nor the identity of the victim/survivor.

The College is obligated to issue timely warnings of Clery Act crimes occurring within relevant geography that represent a serious or continuing threat to students and employees (subject to exceptions when potentially compromising law enforcement efforts and when the warning itself could potentially identify the victim/survivor). A victim/survivor or reporting individual will never be identified in a timely warning.

The Family Educational Rights and Privacy Act allows institutions to share information with parents when (1) there is a health or safety emergency, or (2) when the student is a dependent on either parent's prior year federal income tax return. Generally, the College will not share information about a report of sexual violence with parents without the permission of the student.

INTERIM PROTECTION OR RESPONSIVE MEASURES

The College will take appropriate measures promptly if it receives notice of a sexual violence allegation. Interim protections or responsive measures are available without a formal complaint, and are available to both the complainant and respondent in the areas of safety, counseling, housing, and educational accommodations. Interim measures may include, but are not limited to, no-contact orders (meaning that continuing to contact the protected individual is a violation of college policy subject to additional conduct charges; if the accused and a protected person observe each other in a public place, it is the responsibility of the accused to leave the area immediately and without directly contacting the protected person); change of housing or place of employment; change of class schedule or location; change of transportation; or change of supervision. Interim measures are available from the time of the incident until a final decision is rendered by the College. Both the accused or respondent and the reporting individual shall, upon request, and consistent with the College's policies and procedures, be afforded a prompt review, reasonable under the circumstances, of the need for and terms of any such interim measure and accommodation that directly affects him or her, and shall be allowed to submit evidence in support of his or her request.

In addition, individuals have the right to receive the following protections and accommodations:

- To receive assistance from Campus Security or other college officials in obtaining an Order of Protection, or if outside of New York State, an equivalent protective or restraining order;
- To receive a copy of the Order of Protection or equivalent (when such has been received by the College) and have an opportunity to meet or speak with a College official who can explain the Order and answer questions about it, including information from the Order about the accused's responsibility to stay away from the protected person(s) [**NOTE:** such burden does not rest on the protected person(s), but rather on the accused];
- To an explanation of the consequences for violating these orders, which include, but are not limited to arrest, additional conduct charges, and interim suspension;
- To receive assistance from Campus Security to call on and assist local law enforcement in effecting an arrest for violating such an Order;
- When the accused or respondent is a student determined to present a continuing threat to the health and safety of the community, to have the accused subject to interim suspension, pending the outcome of a conduct process;
- When the accused is not a student but is a member of the College community and presents a continuing threat to the health and safety of the community, to subject the accused to interim measures in accordance with applicable collective bargaining agreements, employee handbooks, and rules and policies of the College.

When a case involves a foreign student, the College will work with a SEVIS Designated School Official if the student's course load is likely to drop below full-time status as a result of the alleged incident. (Threatening a student with deportation or invoking a student's immigration status in an attempt to deter testimony in such cases is a violation of the investigative process and applicable Federal law.)

The College does not require a complainant to participate in any investigation or disciplinary proceeding.

GRIEVANCE PROCEDURES

Every student has the right to request that student conduct charges be filed against the accused.

The College has established a two-part grievance procedure.

Initiation of an Informal procedure is appropriate for allegations of non-violent acts. This does not prevent either party from continuing to a Formal procedure.

Any investigations of allegations of rape, sexual assault, or other acts of sexual violence begin automatically with Formal proceedings.

Both parties (the complainant and respondent) have procedural rights in disciplinary proceedings arising from allegations of sexual misconduct. These include:

1. The right to have a person of their choice accompany them throughout the disciplinary hearing (reporting individuals have this same right);
2. The right to exclude their own prior sexual history with persons other than the other party in the hearing, or their own mental health diagnosis and/or treatment from admittance in the College

- disciplinary stage that determines responsibility. Past findings of domestic violence, dating violence, stalking, or sexual assault may be admissible in the disciplinary stage that determines sanction;
3. The right to a prompt response to any complaint and to have the complaint investigated and adjudicated in an impartial, timely, and thorough manner by individuals who receive annual training in conducting investigations of sexual violence, the effects of trauma, impartiality, the rights of the respondent, including the right to a presumption that the respondent is "not responsible" until a finding of responsibility is made, and other issues including, but not limited to domestic violence, dating violence, stalking or sexual assault;
 4. The right to an investigation that is fair, impartial and provides a meaningful opportunity to be heard, and that is not conducted by individuals with a conflict of interest;
 5. The right to have the College's disciplinary proceedings run concurrently with a criminal justice investigation and proceeding, except for temporary delays as requested by external municipal entities while law enforcement gathers evidence. Temporary delays should not last more than 10 days except when law enforcement specifically requests and justifies a longer delay;
 6. The right to be informed promptly of the outcome of the hearing.

Informal Procedure: Some complainants may not be sure if their complaint meets the criteria defined in the College's policy; or simply may wish to see the problem resolved as quickly and quietly as possible. In such situations, the complainant is encouraged to talk over the situation with a responsible College official.

Please note that in all cases, individuals are free to take their concerns regarding sexual harassment to any of these College officers: the Dean of Student Affairs, the Vice President for Administration and Finance, or the Vice President for Academic Affairs, should the Informal procedures described below seem inappropriate.

Students may discuss their concerns with the Director of Counseling, Dean of Student Affairs, or other responsible Student Affairs administrator. The administrator, with the student's permission, will seek a satisfactory resolution.

Formal Procedure: Those who allege sexual misconduct involving rape, sexual assault, or sexual harassment can file a written, signed, formal complaint immediately. In addition, anyone who does not wish to go through the informal procedure or feels the informal procedure was not resolved appropriately can file a formal complaint. The complaint should describe the relevant dates, times, places, names of persons involved, and the nature of the alleged event, as well as the names and contact information of any potential witnesses. The procedure to be followed differs, based on whether the alleged offender is a student, faculty member, administrator, staff member or guest of the College.

Students: When the respondent is a student, adjudication will occur according to the College's Student Judicial Code and the procedures described in the Student Handbook. The written complaint is to be given to the Dean of Student Affairs. If the Office of Student Affairs determines that there is reasonable cause to believe that a violation of the Code has occurred, the accused student will normally be notified in writing within ten (10) business days of receipt of the complaint. Notification time may take longer if necessary for completion of the investigation.

The notice will include:

1. The name of the complainant;
2. The nature of the complaint, including the specific code sections alleged to have been violated, applicable conduct procedures and the sanctions that may result;
3. The time and place of the hearing. All Student Conduct Hearings will be scheduled during the College's regular business hours. (9 a.m. – 5 p.m., Monday - Friday);
4. Notice of the right of both parties to have witnesses;
5. Notice of the right of both parties to present relevant information;
6. The names of others who will be present at the hearing (if known), including the names of the hearing officers on the Hearing Panel;

7. Notice that a Document File compiled by the Office of Student Affairs with statements from the complainant(s), respondent, student(s), and witnesses, and any other documentary information will be available to the respondent, complainant, and their campus advisors for review at least three (3) days prior to the Student Conduct Hearing. An appointment is required to review the Document File.

Rights afforded to the Complainant and Respondent in a Formal Hearing (when a student is the accused)

- Throughout the investigation, both parties shall have an equal opportunity to present relevant witnesses and other evidence.
- All school-imposed restrictions and permissions shall be extended to both parties in regard to their advisor/advocate.
- If one party is permitted to submit third-party expert testimony, then both parties shall be allowed to do so.
- Both the complainant and respondent are permitted to have an advisor of their choice or have advisors appointed for them by the Dean of Student Affairs. Advisors may be members of the College community (e.g., coaches or faculty members) or attorneys paid for by the students.
- Advisors may be present at the Student Conduct Hearing, but they may not answer for students, make objections, or pose questions.
- The right to receive written or electronic notice, provided in advance of any meeting they are required to or are eligible to attend, of the specific rule, rules or laws alleged to have been violated and in what manner, and the sanction or sanctions that may be imposed on the respondent based upon the outcome of the judicial or conduct process, at which time the designated hearing or investigatory officer or panel shall provide a written statement detailing the factual findings supporting the determination and the rationale for the sanction imposed;
- The right to make an impact statement during the point of the proceeding when the decision maker is deliberating on appropriate sanctions;
- The right to choose whether to disclose or discuss the outcome of a conduct or judicial hearing.

Faculty members: When the respondent is a faculty member, the written complaint is provided to the Vice President for Academic Affairs (VPAA). The VPAA will appoint a teaching faculty member to chair a hearing board consisting of one other faculty member and an administrator/staff member. All of the participants in the hearing board will be chosen from a pool of trained faculty/administrators/staff who will undergo annual training on sexual misconduct training as mandated under Title IX. The VPAA shall turn over the complaint to the hearing board, whose chair shall monitor the hearing, rule on procedure, and deliver a written decision on the case within 60 days of receipt of the complaint. Appeals from the decision of the hearing board on matters of procedure, sanctions, or new evidence not available at the time of the hearing may be made in writing to the President of the College within 6 working days of the decision being delivered. The President shall make the final decision on the outcome of the case within 15 days of receipt of the appeal.

Administrators and staff: When the respondent is a contract administrator or a staff member, the written complaint is given to the Director of Human Resources (if the Director of Human Resources is the respondent in the complaint, the complaint is given to the Vice President for Finance and Administration). The Director of Human Resources shall chair a hearing board that includes a faculty member and an administrator/staff member, chosen from a pool of trained faculty/administrators/staff who will undergo annual training on sexual misconduct training as mandated under Title IX. The chair of the hearing board shall monitor the hearing, rule on procedure, and deliver a written decision on the case within 60 days of receipt of the complaint. Appeals from the decision of the hearing board on matters of procedure, sanctions,

or new evidence not available at the time of the hearing may be made in writing to the President of the College within 6 working days of the decision being delivered. The President shall make the final decision on the outcome of the case within 15 days of receipt of the appeal.

Potential outcomes:

Both complainant and respondent shall be notified concurrently in writing of the outcome of the hearing within 60 days of receipt of the complaint. The College shall inform the complainant as to whether it found that the conduct occurred as alleged, any individual remedies offered or provided to the complainant, any sanctions to be imposed on the alleged offender, and other steps the institution plans to take to resolve the matter.

In cases where sexual violence is found to have occurred, the complainant shall be informed of the institution's final determination and any disciplinary sanctions to be imposed on the respondent. The respondent shall not be notified of individual remedies offered or provided to the complainant.

An appeals process is provided to both sides.

- An appeal from a student conduct hearing decision on matters of procedure, sanctions, or newly-discovered evidence that was unknown or not available at the time of the original hearing may be made by written letter or email to the Appeals Committee within six (6) business days of receipt of the determination. The Appeals Committee, under ordinary circumstances, shall be comprised of the Vice President for Students, the Vice President for Academic Affairs, and either the Vice President for Finance and Administration or the Vice President for Facilities and Operations. The Appeals Committee may find that there is a sufficient basis to change the hearing decision only if there is clear error or compelling justification and may then recommend reversing, sustaining or modifying the decision, or changing the sanction accordingly. The recommendation of the Appeals Committee shall be subject to the review of the President, whose decision will be final and binding in all cases.
- Appeals from conduct of faculty members, administrators, or staff shall be handled as described above in the faculty, administrators, and staff sections.
- Both parties shall be notified in writing of the outcome of any appeal.
- If the complaint is dismissed, the College shall delete records of the proceedings from the respondent's record, as appropriate.
- Both parties shall have the right to have all information obtained during the course of the conduct or judicial process be protected from public release until the appeal process concludes, unless otherwise required by law.

An employee may also file a complaint with the following agencies:

Equal Employment Opportunity Commission (EEOC) at the New York District Office, 33 Whitehall Street, 5th Floor, New York, New York 10004; the New York State Division of Human Rights at 99 Washington Avenue, Albany, New York 12210; or the United States Department of Education, Office for Civil Rights at 32 Old Slip, 26th Floor, New York, New York 10005.

A student may also file a complaint with the following agencies:

United States Department of Education, Office for Civil Rights at 32 Old Slip, 26th Floor, New York, New York 10005; and the New York State Division of Human Rights at 99 Washington Avenue, Albany, New York 12210.

TRANSCRIPT NOTATIONS

For students who, after a formal conduct procedure, have been found responsible for a crime of violence (including forcible and non-forcible sex offenses, robbery, aggravated assault, criminal homicide, burglary, motor vehicle theft, and arson), the College will make a notation on the transcript of such students that they were "*Suspended After a Finding of Responsibility for a Code of Conduct Violation*" or "*Expelled After a Finding of Responsibility for a Code of Conduct Violation*." For respondents who withdraw from the College while such conduct charges are pending, and decline to complete the disciplinary process, the College will make a notation on the transcript of such students that they "*Withdrew with Conduct Charges Pending*."

Students may seek the removal of a transcript notation for a suspension in accordance with the procedures outlined in Article III, The Student Conduct Hearing of the Student Code of Conduct, located in Section XII of the Student Handbook, except that such notation shall not be removed prior to one year after conclusion of the suspension. Notations for expulsion shall not be removed.

If a finding of responsibility is vacated for any reason, any such transcript notation shall be removed.

NON-RETALIATION

The College prohibits any retaliatory behavior, including, but not limited to intimidation, reprisal, and harassment, directed against complainants and/or witnesses in an investigation pursuant to this grievance procedure.

Student Support Center

Counseling

The Counseling Services office offers time-limited, confidential counseling sessions with qualified mental health professionals to matriculated, currently-enrolled students of Mount Saint Mary College. Students who 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. Off-campus referrals are also provided for students who opt not to utilize Counseling Services at the College.

Counseling Services staff members are available for consultation to College faculty, administration, and departments for issues related to mental health, counseling, and performance. Staff members are also available to make presentations and provide training to the College community on a wide variety of topics.

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

Disability Services

The Disability Services office acts as a resource for students who need assistance in addressing disability issues and concerns. Disability Services coordinates Mount Saint Mary College's academic and non-academic campus accommodations (including for temporary disabilities), 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. Students with documented disabilities who require accommodations must identify themselves to Disability Services and present appropriate documentation for review, as described below.

Applying for Disability Accommodations

In order to qualify for disability accommodations at Mount Saint Mary College, students must meet the definition of an individual with a disability as defined by the Americans with Disabilities Act (ADA). Under ADA an individual with a disability is a person who has a physical or mental impairment that substantially limits one or more major life activities, a person who has a history or record of such impairment, or a person who is perceived by others as having such impairment.

In order to establish disability status and receive accommodations, students must provide Disability Services with current and comprehensive disability documentation supporting the student's impairment(s). Accommodations depend upon the nature and degree of severity of the documented disability. Updated and recent documentation must be provided by a qualified professional and should attest to the existence of a disability and the impact of the disability on academic performance and/or daily functioning as it relates to campus life. The appropriate accommodation request forms can be found on the Disability Services webpage located at www.msmc.edu or the Disability Services office. Students can also request a copy of this packet by calling or emailing the Disability Services office.

Upon receipt of all necessary forms, documentation, and testing data, Disability Services will review the information and determine the student's eligibility for accommodations. In some instances Disability Services may need to contact the doctor or the other professionals who have provided the documentation in order to clarify the nature of the disability and to help determine the student's eligibility for accommodations. Disability Services may also request to have further contact with the student and his/her family in determining the student's eligibility for accommodations.

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. While the law requires that priority consideration be given to the specific methods (accommodations) requested by a student, it does not imply that a particular accommodation must be granted if it is deemed not reasonable or other suitable techniques are available.

Once accommodations have been granted, Disability Services will send a confirmation email to inform the student of the accommodations that have been approved for him/her at Mount Saint Mary College.

Disclosure of Information

Disability related information provided to Disability Services is considered an educational record, which falls under the protection of the Family Educational Rights and Privacy Act (FERPA). FERPA permits Disability Services to share information about the impact of a disability and accommodation eligibility with other Mount Saint Mary College officials who have a legitimate educational interest. A college official includes, but is not limited to faculty and instructional staff, the Dean of Students, Residence Life staff, office of the Registrar staff, academic coaches, Safety/Security staff, Counseling Services staff, and Health Center staff. Legitimate educational interest means that the college official needs to review an educational record or receive educational record information in order to fulfill his or her professional responsibilities. Sharing this information does not require student consent under FERPA.

Disclosure of educational record information to a Mount Saint Mary College official having a legitimate educational interest does not, however, constitute authorization for that person to transmit, share, or disclose any or all of that information to a third party who does not have a legitimate educational interest.

Consent to Release Records

Written consent is required for the release of records to non-college officials. Disability Services staff will provide disability documentation to a specified individual after a student has provided written authorization or consent. The Authorization to Release Information form can be found online at www.msmc.edu. Students can also request a copy of this form by calling or emailing the Disability Services office.

Self-Disclosure

Students have the right to disclose specific disability information as they choose. A student is not required to disclose disability status when there is no need for an accommodation in a class or other campus setting. A delay in appropriate disclosure can result in a student not receiving an accommodation for a particular activity or in a particular setting or environment because insufficient time is available to arrange or provide the accommodation.

Should there be any disagreement about documentation, the review process, accommodations, or any other matters related to disability issues, students may request an appeal hearing for a disability concern (see below for more information).

Further information about Disability Services and disability accommodations can be obtained by contacting Disability Services staff by phone (845-569-3638), e-mail (disabilityservices@msmc.edu), or online at www.msmc.edu.

Appeal Hearing for a Disability Concern

Where a resolution cannot be reached informally, a student who believes the College is not in compliance with the applicable law(s) regarding disability issues may request an Appeal Hearing for a Disability Concern by submitting a written request to the Vice-President of Academic Affairs. The written request must be submitted within ten business days after the grievant directly contacted the appropriate person to attempt an informal resolution. It should include the rationale for the grievance as well as any significant information relevant to the appeal. Alternative methods of communication, such as a personal or telephone interview, email, or digital recording, are also acceptable to accommodate an individual's disability. The types of claims that will be reviewed within these grievance procedures include: 1) disputes as to the nature or adequacy of the reasonable accommodations to be provided; and 2) disputes as to whether reasonable accommodations have been provided consistent with the agreement of the involved parties.

An Appeal Hearing for a Disability Concern will be scheduled at which the student may present his/her grievance(s) before the hearing panel. Appeals hearings are conducted by a three (3) person panel made up of faculty and staff from the College designated by the Office of Academic Affairs.

The student has the right to be assisted by a MSMC campus advisor who is not directly involved in the Appeal Hearing. The campus advisor must be a full-time MSMC employee, who is acting in his/her role as a MSMC employee. The campus advisor may be present to advise only and may not participate. Advisors who interfere with the proceedings can be excused by the hearing panel. During the course of the resolution of a grievance, the hearing panel may call upon additional persons or request additional evidence it believes may be helpful in finding a suitable resolution. After the meeting, the appeal panel will deliberate and make its written recommendation to the President or his/her designee, whose decision is final. The student will be notified of the President's decision within 30 days of the hearing, absent extraordinary circumstances. If the grievance involves a dispute regarding the conduct or the requirements of a course, or of an academic program, a copy of the written decision issued by the President will be provided to the Vice-President for Academic Affairs, the chair of the division responsible for the affected course or academic program, and, when applicable, to the instructor responsible for the course.

Disability Services will make appropriate arrangements to ensure that disabled persons are provided other accommodations, if needed, to participate in this grievance process. Such arrangements may include, but are not limited to, providing interpreters for the deaf, providing taped cassettes of material for the blind, or assuring a barrier-free location for the proceedings. A student who makes use of the grievance procedure shall not be retaliated against for doing so. The availability and use of this grievance procedure does not prevent a person from filing a complaint of discrimination on the basis of disability with the US Department of Education, Office for Civil Rights.

Leave from the College for Medical or Mental Health Reasons

When a student has significant medical or mental health issues that prevent completion of coursework, s/he may request a Medical or Mental Health Leave from the College by submitting to the Director of Health Services: 1) a completed Voluntary Medical or Mental Health Leave Request form, and 2) supporting documentation from a qualified health professional. This documentation should include a letter detailing the diagnosis, symptoms, treatment history, and relevant circumstances, as well as dates and anticipated duration of the condition in question. The request and all supporting documentation must be received not later than two weeks (14 calendar days) prior to the last day of classes for the current semester, as defined by the academic calendar. A medical or mental health leave assumes an incapacity that prohibits acceptable academic performance, not simply a hardship or inconvenience. The Director of Health Services in

consultation with the Assistant Vice President for Academic Affairs (AVPAA) will consider the student's request, which must be supported by documentation from a qualified health professional, and make a determination as to whether the request is appropriate. If the request is deemed appropriate, the Director of Health Services will recommend to the Office of the Registrar and the Office of Academic Affairs that leave be granted. Students may first be encouraged to consult with their instructors or advisors to determine if there are alternative methods to alleviate their academic workload before obtaining a medical or mental health leave. Students experiencing medical or mental health difficulties fewer than 14 days before the close of classes may request "Incomplete" (I) grades for all classes, as outlined in the College's grading policies.

If a student is not granted a medical or mental health leave, s/he may submit a written appeal, within two weeks of receiving the decision, to the Vice President for Academic Affairs, whose decision regarding the request will be final. If a request is denied, the College catalog policies will apply, based upon the original date the Voluntary Medical or Mental Health Leave Request form was initially submitted.

A student recommended for and granted a medical or mental health leave will be withdrawn from all current courses he or she is registered for, even after the official withdrawal period has ended and without academic penalty. Partial withdrawal is not possible. Additionally, a student on leave will receive a one-year Maintenance of Matriculation that allows the student to return without having to re-apply or pay another application fee. The student will be responsible for meeting 100% of his/her fees and room charges, as outlined in the College catalog. The student's board will be prorated. If the student receives financial aid funding, s/he should first meet with the Director of Financial Aid prior to requesting the leave in order to better understand its full financial aid implications.

If the student intends to return to the College to complete his/her degree, the student will be given a waiver for tuition charges to offset the cost of tuition upon his/her return. Should the student not return to the college to complete his/her degree, no refund of tuition charges will be given. If away for more than one year, the student would be subject to the catalog requirements in place at the time of return.

When a student wishes to return to the College, s/he is required to submit to the Director of Health Services appropriate documentation from a qualified health professional stating that the student has been cleared to return. It is recommended that s/he schedule a meeting with the Director of Health Services to review any relevant matters regarding this transition. If a student returning from a medical or mental health leave requires a reasonable accommodation in order to meet the essential eligibility requirements for MSMC students, MSMC will attempt to accommodate him/her as outlined in the MSMC Student Handbook. If the student is not approved to return to the College, s/he may submit a written appeal, within two weeks of receiving the decision, to the Vice President for Academic Affairs, whose decision regarding the request will be final.

Financial Information

Tuition and Fees

Tuition per credit hour	\$773.00
Registration Fee	80.00 (payable each semester)
Change of Program Fee	10.00
(for each course dropped at the request of the student)	
Nursing Clinical Affiliation Fee (expected to cover the administrative and preceptor responsibilities incurred during the clinical practicum when the practice participates in the education of students)	750.00
State Certification Fee	50.00
(subject to change; for categories recommended by the college; prevailing rate of State Education Department)	
Transcript Fee (Official)	5.00
Health Workshop Fee (ED 5522)	30.00
Late Payment Fee	200.00

Room and Board

Room	\$4,700	per semester
Board	\$3,056	
Room & Board	\$7,756	per semester
	\$15,512	annually
Military Room		
*includes \$500/fall and spring flex dollars	\$875	per month
	\$4,375	per semester
	\$1,750	summer

Note: Full-time status is 12 or more credits

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 Student Information System.

For students who prefer to pay tuition and fees on a monthly basis, the College offers a Monthly Payment Plan. Please contact Student Financial Services (845-569-3700) or visit the College web site: www.msmc.edu/monthlypayment, for an application or additional information.

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 \$1,600.

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.

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 Office of the Registrar. The date of the withdrawal will be determined by the date received in the Office of 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 1st week of class	100% refund
Within 2 nd week of class	60% refund
Within 3 rd week of class	30% refund
After 3 rd 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, and 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 3rd 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 1st week of class	100%
Within 2nd week of class	50%
After the 2nd 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 by 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.

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/Student_Services/Financial_Aid/financial_aid_satisfactory_academic_progress.be

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 5 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.

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). 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.

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 Student Financial Services 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 that allows funds to be forwarded to the college electronically.

The School 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.

Veterans Administration Education Benefits

Information and application forms are available at all Veterans Administration (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.

Programs of Study

Graduate programs lead to the degree of Master of Business Administration (M.B.A.), Master of Science in Education (M.S. in Ed.) or Master of Science in nursing (M.S. in Nursing) 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:

School of Business

Master of Business Administration

Aim of the MBA Programs

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 BS/MBA is designed to provide training in the fundamentals of accounting and business that fulfills the requirements for admission to the licensing examination for Certified Public Accounting in New York.

Accounting BS/Business Administration, MBA

Program Code 0502

Degree Requirements

A minimum of 34 credits is required for the MBA.

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 waiver policy under Admissions.

The credits are distributed as follows:

1. For Accounting/Business Administration BS/MBA, a minimum of 25 semester hours of core credits; for MBA Management Program, a minimum of 22 semester hours of core credits;

2. For Accounting/Business Administration BS/MBA, six semester hours of elective credits; for MBA Management Program, nine semester hours of elective credits;
3. For Accounting/Business Administration BS/MBA, three semester hours of the capstone course, MGT 6510; for MBA Management Program, 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 Accounting/Business Administration BS/MBA, the following 25 semester hours of core credits are required. For the MBA Management Program, 22 of the following semester hours of core credits are required (MGT 5080 shall be excluded).

- 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)**
- MGT 5200 - Writing and Research for Managers **(4)**

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, six (6) semester hours of elective courses are to be chosen from the following. For the MBA Management Program, nine (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 Accounting/Business Administration BS/MBA, the capstone course is:

- MGT 6510 - Accounting Research Seminar **3**

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)**

Degree Completion

Based on the most recent data, 70% of students typically complete the Master of Business Administration 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

Degree Requirements

A minimum of 34 credits is required for the MBA.

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 waiver policy under Admissions.

The credits are distributed as follows:

1. For Accounting/Business Administration BS/MBA, a minimum of 25 semester hours of core credits; for MBA Management Program, a minimum of 22 semester hours of core credits;
2. For Accounting/Business Administration BS/MBA, six semester hours of elective credits; for MBA Management Program, nine semester hours of elective credits;
3. For Accounting/Business Administration BS/MBA, three semester hours of the capstone course, MGT 6510; for MBA Management Program, 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 Accounting/Business Administration BS/MBA, the following 25 semester hours of core credits are required. For the MBA Management Program, 22 of the following semester hours of core credits are required (MGT 5080 shall be excluded).

- 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)**
- MGT 5200 - Writing and Research for Managers **4**

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 Accounting/Business Administration BS/MBA, six (6) semester hours of elective courses are to be chosen from the following. For the MBA Management Program, nine (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 Accounting/Business Administration BS/MBA, the capstone course is:

- MGT 6510 - Accounting Research Seminar **3**

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)**

Degree Completion

Based on the most recent data, 70% of students typically complete the Master of Business Administration 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/Health Care Concentration, MBA

Degree Requirements

A minimum of 36 credits is required for the MBA Health Care Concentration degree.

For the MBA Health Care Concentration a maximum of 54 credits may be taken, subject to waivers which may result in a minimum of 36 credits being taken. See waiver policy under Admissions.

The credits are distributed as follows for the MBA Health Care Concentration:

1. A minimum of 33 semester hours of core credits
2. 18 hours of additional course work (if not waived)
3. Three semester hours of capstone course, MGT 6700, which is a health care practicum.

Required Courses

The core curriculum will prepare students for management positions in the health care sector. Graduates are prepared for managerial employment in for-profit and not-for-profit organizations that operate in the health care sector. In addition, students will develop a working knowledge of the various functional areas of business and exposure to the larger environment in which health care providers must function.

- MGT 5020 - Speech Communication for Management **(3)**
- MGT 5050 - Organizational Behavior and Management **(3)**
- MGT 5060 - Marketing Management **(3)**
- MGT 5110 - Production and Operations Management **(3)**
- MGT 5140 - Ethics in Management **(3)**
- MGT 5200 - Writing and Research for Managers **4**
- MGT 5210 - Health Care Industry Analysis **3**
- MGT 5220 - Issues and Trends in Ambulatory & Acute Care **3**
- MGT 5230 - Corporate Compliance & Legal Issues in Health Care Sector **3**
- MGT 5240 - Financial Management in the Health Care Sector **3**
- MGT 5250 - Public Policy and Health Care **3**

Additional Core Credits

For the MBA Health Care Concentration, the following 18 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 5130 - The International Business Environment **3**

MBA Health Care Capstone Course

The practicum that provides the culminating experience in the program is designed so that students might integrate their entire graduate experience into strategic planning and problem solving in health care settings.

- MGT 6700 - Health Care Practicum **3**

Division of Education

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: Middle School Extension in Content Area (grades 7-9) and Middle School Extension Program in (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.

Adolescence Education & Special Education (grades 7-12), MSEd

Program Code 0803

(Qualifying for Initial/Professional Certification)

Aim of the Program

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 MSEd 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 the Educating All Students (EAS), and content specialty test(s) (CST) in the area of the certificate. Additionally, the candidate must submit evidence of a passing score on edTPA, an electronic portfolio assessment. 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 Master of Science in Education degree in Adolescence and Special Education. These credits are distributed as follows:

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

Required courses

- ED 5001 - Introduction to Special Education **3**
- ED 5042 - Applied Research in Behavior Management **3**
- ED 5125 - Foundations of Teaching Students with Disabilities **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 **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 5390 - Collaboration with Professionals and Parents **3**
- ED 5441 - Basics of Literacy Instruction for Adolescence Education **3**
- ED 5924 - Diagnostic Evaluation for RTI, IEP and Transition Planning **3**

One of the following: (3 credits)

- ED 5245 - Curriculum and Assessment in 7-12 English **3**
- ED 5246 - Curriculum and Assessment in 7-12 Mathematics **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 & Assessment in content area (3 credits)

- ED 5565 - Content - English Methods **3**
- ED 5566 - Content - Social Studies Methods **3**
- ED 5567 - Content - Science Methods **3**
- ED 5568 - Content - Mathematics Methods **3**

Student Teaching

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. Completion of edTPA, an electronic portfolio assessment, during student teaching is a program requirement.

- ED 5466 - Student Teaching in Secondary and Special Education: Grades 7-12 **6**
- ED 5522 - Child Abuse, Health, and Safety Education Workshop **0**

Adolescence Education (grades 7-12)

Program Code 0803

(Qualifying for Initial/Professional Certification)

Aim of the Program

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 Educating All Students (EAS) and content specialty test(s) (CST) in the area of the certificate. Additionally, the candidate must submit evidence of a passing score on edTPA, an electronic portfolio assessment. 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 Master of Science in Education degree in Adolescence Education. These credits are distributed as follows:

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

Required Courses

- 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 **3**
One of the following in your area of certification:
 - ED 5245 - Curriculum and Assessment in 7-12 English Credits: 3
 - ED 5246 - Curriculum and Assessment in 7-12 Mathematics Credits: 3
 - ED 5247 - Curriculum and Assessment in 7-12 Science Credits: 3
 - ED 5248 - Curriculum and Assessment in 7-12 Social Studies Credits: 3
 One of the following after the Curriculum and Assessment course in content area:
 - ED 5565 - Content - English Methods Credits: 3
 - ED 5566 - Content - Social Studies Methods Credits: 3
 - ED 5567 - Content - Science Methods Credits: 3
 - ED 5568 - Content - Mathematics Methods Credits: 3
- ED 5390 - Collaboration with Professionals and Parents **3**
- ED 5441 - Basics of Literacy Instruction for Adolescence Education **3**
- ED 5700 - Teaching with Technology **3** OR ED 5552 - Mathematics for Secondary School Teachers II: Geometry Credits: 3 (Math Majors Only)
- ED 5710 - Differentiated Instruction **3** OR ED 5542 - Mathematics for Secondary School Teachers I Credits: 3 (Math Majors Only)

Student Teaching

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. Completion of edTPA, an electronic portfolio assessment, during student teaching is a program requirement.

- ED 5464 - Student Teaching in Secondary Education **6**
- ED 5522 - Child Abuse, Health, and Safety Education Workshop **0**

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)

Aim of the Program

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 Education 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 Education 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 Educating All Students (EAS), and content specialty test(s) (CST) in the area of the certificate. Additionally, the candidate must submit evidence of a passing score on edTPA, an electronic portfolio assessment. 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 Master of Science in Adolescence Education Program (grades 7-12). These credits are distributed as follows:

- 36 credits of required courses;
- A no-credit, eight-hour workshop in health education;
- 6 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 **3**
- ED 5390 - Collaboration with Professionals and Parents **3** OR ED 5375 - Effective Literacy Leadership Credits: 3
- ED 5441 - Basics of Literacy Instruction for Adolescence Education **3**
- ED 5700 - Teaching with Technology **3**
or
- ED 5542 - Mathematics for Secondary School Teachers I **3** (math majors only)
- ED 5710 - Differentiated Instruction **3**
or
- ED 5552 - Mathematics for Secondary School Teachers II: Geometry **3** (math majors only)

One of the following in your area of certification

- ED 5245 - Curriculum and Assessment in 7-12 English **3**
- ED 5246 - Curriculum and Assessment in 7-12 Mathematics **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 & Assessment in content area

- ED 5565 - Content - English Methods **3**
- ED 5566 - Content - Social Studies Methods **3**
- ED 5567 - Content - Science Methods **3**
- ED 5568 - Content - Mathematics Methods **3**

Student Teaching

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. Completion of edTPA, an electronic portfolio assessment, during student teaching is a program requirement.

- ED 5464 - Student Teaching in Secondary Education **6**
- ED 5522 - Child Abuse, Health, and Safety Education Workshop **0**

Companion Certificate Program in Literacy (grades 5-12)

Upon completion of the above requirements, candidates may apply to continue 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) & Special Education (grades 1-6), MEd

Program Code 0802

(Qualifying for Initial/Professional Certification)

Aim of the Program

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 MEd programs in Special and Childhood Education.

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 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 the Educating All Students (EAS) and content specialty test(s) (CST) in the area of the certificate. Additionally, the candidate must submit evidence of a passing score on edTPA, an electronic portfolio assessment. 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 Master of Science in Education degree in Childhood and Special Education. These credits are distributed as follows:

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

Required Courses

- ED 5001 - Introduction to Special Education **3**
- ED 5042 - Applied Research in Behavior Management **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 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 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**

Student Teaching

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. Completion of edTPA, an electronic portfolio assessment, during student teaching is a program requirement.

- ED 5465 - Student Teaching in Elementary and Special Education: Grades 1-6 **6**
- ED 5522 - Child Abuse, Health, and Safety Education Workshop **0**

Childhood Education (grades 1-6) and Early Childhood (birth - grade 2), MEd

Program Code 0802

(Qualifying for Initial/Professional Certification)

Aim of the Program

The program in Childhood Education and Early 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 children from birth to grade 6. The aim of the program is to prepare prospective educators to address current educational challenges with skill and expertise.

Program 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 and/or Early Childhood Education. The program requires a minimum of 46 semester hours to include a supervised student teaching experience as well as a supervised practicum 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 the Educating All Students (EAS) and content specialty test(s) (CST) in the area of the certificate. Additionally, the candidate must submit evidence of a passing score on edTPA, an electronic portfolio assessment. The initial certificates shall be valid for five years from its effective date. For the professional certificates, 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 46 credits is required for the Master of Science in Education degree in Childhood Education and Early Childhood Education. These credits are distributed as follows:

- 37 credits of required courses;
- no-credit, eight-hour workshop in health education;
- 6 credits of full-time, college supervised teaching;
- 3 credits of college supervised practicum in teaching early childhood;
- satisfactory performance on a written comprehensive examination (see Graduation Requirements)

Required Courses

- 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 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 5531 - Research in Teaching Mathematics for Childhood Education **3**
- ED 5532 - Research in Literacy Teaching for Diverse Learners **3**
- ED 5533 - Research in Teaching Science and Technology for Childhood Education **3**
- ED 5534 - Research in Teaching Social Studies for Childhood Education **3**

- ED 5635 - Methods of Teaching Early Childhood Students **3**
-

Student Teaching and Practicum

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. Completion of edTPA, an electronic portfolio assessment, during student teaching is a program requirement. ED 5645 (Practicum with Early Childhood Students) is completed after ED 5463 and candidates will work with children in pre-k and kindergarten.

- ED 5463 - Student Teaching in Elementary Education **6**
- ED 5522 - Child Abuse, Health, and Safety Education Workshop **0**
- ED 5645 - Practicum with Early Childhood Students **3**

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

Program Code 0802

(Qualifying for Initial/Professional Certification)

Aim of the Program

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 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 the Educating All Students (EAS) and content specialty test(s) (CST) in the area of the certificate. Additionally, the candidate must submit evidence of a passing score on edTPA, and electronic portfolio assessment. 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 Master of Science in Education degree in Childhood Education. These credits are distributed as follows:

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

Required Courses

- 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 5282 - Content Enhancement for Students with Learning Problems **3**
- ED 5410 - Research in Child Development and Theories of Learning **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 5390 - Collaboration with Professionals and Parents **3** OR ED 5375 - Effective Literacy Leadership Credits: **3**

Student Teaching

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. Completion of edTPA, an electronic portfolio assessment, during student teaching is a program requirement.

- ED 5463 - Student Teaching in Elementary Education **6**
- ED 5522 - Child Abuse, Health, and Safety Education Workshop **0**

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

Childhood Education (grades 1-6), MEd

Program Code 0802

(Qualifying for Initial/Professional Certification)

Aim of the Program

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.

Program 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 the Educating All Students (EAS) and content specialty test(s) (CST) in the area of the certificate. Additionally, the candidate must submit evidence of a passing score on edTPA, an electronic portfolio assessment. 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 Master of Science in Education degree in Childhood Education. These credits are distributed as follows:

- 34 credits of required courses;
- no-credit, eight-hour workshop in health education;
- 6 credits of full-time, college supervised student teaching;
- satisfactory performance on a written comprehensive examination (see Graduation Requirements).

Required Courses

- 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 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 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**

Student Teaching

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. Completion of edTPA, an electronic portfolio assessment, during student teaching is a program requirement.

- ED 5463 - Student Teaching in Elementary Education **6**
- ED 5522 - Child Abuse, Health, and Safety Education Workshop **0**

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

Program Code 0830

(Leading to Initial/Professional Certification)

Aim of the Program

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.

Degree Requirements:

A minimum of 41 credits is required for the Master of Science 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 Master of Science in Education 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 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 5375 - Effective Literacy Leadership **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 5501 - Reading and Literature: Birth-Grade 6 **3**
- ED 5502 - Reading and Literature: Grades 5-12 **3**
- ED 5510 - Reading Improvement Through Writing **3**
- ED 5563 - Writing Instruction for Literacy Leaders **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 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 a Master of Science in Education 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).

Aim of the Program

Degree Requirements

A minimum of 43 credits is required for the Master of Science in Education degree in Literacy and Special Education. These credits are distributed as follows:

- 36 credits of required courses
- 4 credits of college-supervised practicum in literacy education;
- 3 credits of college supervised practicum in special education;
- Satisfactory performance on a written comprehensive examination (see Graduation Requirements).

Required Literacy Courses (18 credits)

- 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 5510 - Reading Improvement Through Writing **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. *A candidate not having a grade of at least a B in a Behavior Management course within 5 years of admission to the program will have to take ED 5042 and earn a grade of at least B in addition to the 43 credits listed above.*

Practica (7 credits)

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

Literacy (birth-grade 6), MSEd

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 Master of Science in Education 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 Master of Science in Education degree in Literacy. These credits are distributed as follows:

Required Courses

- 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 5510 - Reading Improvement Through Writing **3**
- ED 5563 - Writing Instruction for Literacy Leaders **3**
- ED 5690 - Emergent Literacy **3**

Electives (6 credits)

- ED 5001 - Introduction to Special Education **3**
- ED 5210 - Nature of Schools in the Education of All Children **3**
- ED 5510 - Reading Improvement Through Writing **3**
- ED 5630 - Specialized Methods for Pupils with Severe Literacy Problems **3**
- ED 5680 - Special Topics **3**
- ED 5670 - Literacy and Technology **3**

Practicum

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

Literacy (grades 5-12) & Special Education (grades 7-12), MEd

Program Code 0830

(Leading to Initial/Professional Certification)

Degree Requirements

A minimum of 43 credits is required for the Master of Science 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 Master of Science in Education 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 22 credits in literacy education and 21 credits in special education are required.

Required Literacy Courses

- ED 5231 - Content Area Literacy in the Secondary School for Pupils with and without Disabilities **3**
- ED 5375 - Effective Literacy Leadership **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**

Required Special Education Courses

- 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 * A candidate not having a grade of at least a B in a Behavior Management course within 5 years of admission to the program will have to take ED 5042 and earn a grade of at least B in addition to the 43 credits listed above.

Practica

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

Literacy (grades 5-12), MEd

Program Code 0830

(Leading to Initial and Professional Certification)

Aim of the Program

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.

Degree Requirements

A minimum of 34 credits is required for the Master of Science in Education degree in Literacy grades 5-12. These credits are distributed as follows:

- 24 credits of required courses;
- 6 credits of electives;
- 4 credits of college-supervised practicum in literacy education;
- Satisfactory performance on a written comprehensive examination is required (see graduation requirements)

Required Courses

- 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**
- ED 5563 - Writing Instruction for Literacy Leaders **3**

Electives (6 credits)

- ED 5001 - Introduction to Special Education **3**
- ED 5510 - Reading Improvement Through Writing **3**

- ED 5630 - Specialized Methods for Pupils with Severe Literacy Problems **3**
- ED 5670 - Literacy and Technology **3**
- ED 5680 - Special Topics **3**

Practicum

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

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

- 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 5510 - Reading Improvement Through Writing **3**

- ED 5563 - Writing Instruction for Literacy Leaders **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 and Practicum

- 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**
- ED 5563 - Writing Instruction for Literacy Leaders **3**
- ED 5621 - Applied Research Practicum in Literacy Remediation – Adolescence **4**

Middle School Extension in (grades 5-6), MEd

Program Code 0808

Description

This program is designed for teachers who hold a valid New York State teaching certificate in Secondary/Adolescence 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 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 Master of Science in Education degree in Grades 5-6 Content Area Extension. These credits are distributed as follows:

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

Required Courses and Practicum (34 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 5532 - Research in Literacy Teaching for Diverse Childhood Learners **4**
- ED 5531 - Research in Teaching Mathematics for Childhood Education **3 ***

- 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 5640 - Middle School Practicum **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.*

Middle School Extension in Content Area (grades 7-9), MSEd

Program Code 0809

Description and Aim

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 Master of Science in Education degree in middle 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 Master of Science in Education degree in Grades 7-9 Content Area Extension. These credits are distributed as follows:

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

Required Courses

- 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 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**

One of the following:

- ED 5245 - Curriculum and Assessment in 7-12 English **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 **3**
- ED 5566 - Content - Social Studies Methods **3**
- ED 5567 - Content - Science Methods **3**
- ED 5568 - Content - Mathematics Methods **3**

Practicum

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

Special Education (grades 1-6), MEd

Program Code 0808

(Qualifying for Initial/Professional Certification)

Aim of the Program

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 will submit evidence of having achieved a satisfactory level of performance on the New York State Teacher Certification Examination, namely the content specialty test (CST). 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 Master of Science in Education degree 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

- ED 5001 - Introduction to Special Education **3**

- ED 5042 - Applied Research in Behavior Management **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 5390 - Collaboration with Professionals and Parents **3**
- ED 5924 - Diagnostic Evaluation for RTI, IEP and Transition Planning **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 **3**
- ED 5670 - Literacy and Technology **3**
- ED 5680 - Special Topics **3**

Practicum

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

Special Education (grades 7-12), MEd

Program Code 0808

Aim of the Program

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 adolescence in Biology, Chemistry, English, Mathematics, or Social Science/Social Studies, 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 will submit evidence of having achieved a satisfactory level of performance on the New York State Teacher Certification Examination, namely the content specialty test (CST). 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 Master of Science in Education degree 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

- ED 5001 - Introduction to Special Education **3**
- ED 5042 - Applied Research in Behavior Management **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 5390 - Collaboration with Professionals and Parents **3**
- ED 5924 - Diagnostic Evaluation for RTI, IEP and Transition Planning **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 **3**
- ED 5670 - Literacy and Technology **3**
- ED 5680 - Special Topics **3**

Practicum

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

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 master's 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

- ED 5001 - Introduction to Special Education **3**
- ED 5042 - Applied Research in Behavior Management **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 5390 - Collaboration with Professionals and Parents **3**
- ED 5924 - Diagnostic Evaluation for RTI, IEP and Transition Planning **3**

Practicum

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

School of Nursing

Master of Science in Nursing

Mission and Purposes

Within the environment of a small, independent, liberal arts institution and strengthened by a commitment to Judeo-Christian values, the mission of the School 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: A. delivering high quality and innovative educational programs at both the undergraduate and graduate levels; B. fostering the development of intelligent, creative problem solving that promotes the health of a diverse society; C. developing a commitment to continuous lifelong learning and to a system of values which insures professionalism and personal integrity in practice; and D. the provision of service to the community.

The purposes of the master's nursing program are:

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

To achieve these purposes Mount Saint Mary 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 Gerontology major take 31 credits in their major, including 500-600 hours of precepted clinical practice. Students in the Family Nurse Practitioner major take 34 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 degree 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.

Degree Completion

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

Nurse Practitioner Adult-Gerontology, MSN

Program Code 1203.10

Nurse Practitioner 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**

Adult Gerontology (33 Credits)

- NUR 5200 - Advanced Pathophysiology across the Lifespan **3**
- NUR 5210 - Advanced Adult Health I across the Lifespan **3**
- NUR 5220 - Advanced Adult Health II across the Lifespan **3**
- NUR 5230 - Advanced Physical Assessment and Diagnostic Reasoning across the Lifespan **3**
- NUR 5240 - Advanced Clinical Pharmacology across the Lifespan **3**

- NUR 5401 - Gerontology for Advanced Practice **3**
- NUR 5340 - Translation & Integration of Scholarship through Research I **3**
- NUR 5440 - Translation & Integration of Scholarship through Research II **3**
- NUR 6220 - Adult Clinical Practicum I Across the Lifespan **3**
- NUR 6230 - Adult Clinical Practicum II Across the Lifespan **3**
- NUR 6270 - Adult Clinical Practicum III Across the Lifespan **3**

Nurse Practitioner Family Health, MS

Program Code 1203.10

Nurse Practitioner 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**

Family Health (36 credits)

- NUR 5200 - Advanced Pathophysiology across the Lifespan **3**
- NUR 5210 - Advanced Adult Health I across the Lifespan **3**
- NUR 5220 - Advanced Adult Health II across the Lifespan **3**
- NUR 5230 - Advanced Physical Assessment and Diagnostic Reasoning across the Lifespan **3**
- NUR 5240 - Advanced Clinical Pharmacology across the Lifespan **3**
- NUR 5401 - Gerontology for Advanced Practice **3**
- NUR 5340 - Translation & Integration of Scholarship through Research I **3**
- NUR 5440 - Translation & Integration of Scholarship through Research II **3**
- NUR 6220 - Adult Clinical Practicum I Across the Lifespan **3**
- NUR 6230 - Adult Clinical Practicum II Across the Lifespan **3**
- NUR 6281 - Advanced Practice in Pediatrics **3**
- NUR 6291 - Advanced Practice in Women's Health **3**

Post-Master's Adult-Gerontology Nurse Practitioner Certificate Program in Nursing

Adult Gerontology (27 credits)

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

The Post Master's certificate in nursing education program prepares nurses to teach nursing at various levels within academic and practice settings. The emphasis of the program is on nursing education organization, role development, curriculum development, instructional methodologies and evaluation.

This program is designed for registered nurses holding a master's degree in Nursing. Upon successful completion of the course requirements, a post-master's certificate in nursing education will be awarded.

Post Master's Certificate in Nursing Education

12 Credits required (4 courses)

- NUR 5101 - Educational Organization and Faculty Role Development **3**
- NUR 5111 - Curriculum Development in Nursing **3**
- NUR 5121 - Instruction & Evaluation in Nursing Education **3**
- NUR 6131 - Nursing Education Practicum **3**

Post-Master's Family Nurse Practitioner Certificate Program in Nursing

Program Requirements for Family (30 credits)

- NUR 5200 - Advanced Pathophysiology across the Lifespan **3**
- NUR 5230 - Advanced Physical Assessment and Diagnostic Reasoning across the Lifespan **3**

- NUR 5240 - Advanced Clinical Pharmacology across the Lifespan **3**
- NUR 5210 - Advanced Adult Health I across the Lifespan **3**
- NUR 5220 - Advanced Adult Health II across the Lifespan **3**
- NUR 5050 - Contemporary Role of the Advanced Practice Nurse **3**
- NUR 6220 - Adult Clinical Practicum I Across the Lifespan **3**
- NUR 6230 - Adult Clinical Practicum II Across the Lifespan **3**
- NUR 6281 - Advanced Practice in Pediatrics **3**
- NUR 6291 - Advanced Practice in Women's Health **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

Course Designations

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.

Business

MGT 5000 - Seminar in Management

Credits: 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

Credits: 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

Credits: 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

Credits: 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

Credits: 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

Credits: 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

Credits: 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

Credits: 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

Credits: 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

Credits: 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

Credits: 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

Credits: 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

Credits: 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, as well as the operation of the courts and legal system, contract law, torts, intellectual property, employment law and criminal law, and the impact they have on businesses and business operations. Some international issues are included for a more global view of business management.

Co-Requisite: Undergraduate Degree, and registration in the MBA Program. **Prerequisite:** Undergraduate Degree, and registration in the MBA Program.

MGT 5130 - The International Business Environment

Credits: 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

Credits: 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 5200 - Writing and Research for Managers

Credits: 4

Develops the writing skills necessary for managerial effectiveness, such as solid content, logical organization, clarity of style, the conventions of standard English, effective utilization of sources, and proper citations. To that end, students will gain practical experience in writing abstracts, reports, memorandum, correspondence and other forms of written work required in the corporate setting. Students will be instructed in informational literacy and become familiar with appropriate ways of utilizing secondary research materials. Attention will be paid to the interdisciplinary nature of management and the importance of liberal arts in enhancing management education.

MGT 5210 - Health Care Industry Analysis

Credits: 3

This course would cover contemporary issues and trends in the field of health care management. It will also examine the relevant aspects of the health care system and its impact on the provision of care. The course will cover ethical and legal issues related to the provision of health care services in a dynamic environment. While not a pre-requisite to MGT 5220, this course is considered a foundational course and is intended to be part one of the two part series which includes MGT 5220.

MGT 5220 - Issues and Trends in Ambulatory & Acute Care

Credits: 3

MGT 5220 expands on selected topics covered in MGT 5210 (MGT 5210 is not a pre-requisite for MGT 5220). MGT 5220 provides in-depth analysis of quality improvement, pay for performance, H-CAPS associated reimbursement, overview of human resource management in health care, and regulatory issues. As well, an abbreviated practical experience in an area of interest to the student will complete the learning experience.

MGT 5230 - Corporate Compliance & Legal Issues in Health Care Sector

Credits: 3

This course considers the importance of law and regulations in the health care sector. Areas to be emphasized will be the legal environment of health organizations and the impact of the law upon administration decision making. Special attention will be given to the impact of freedom of information and right to privacy issues.

MGT 5240 - Financial Management in the Health Care Sector

Credits: 3

This course will explore the principles and practices of financial management theory and its applications to health care. The course will focus on budgeting and cost control, cost reimbursement, taxation and revenue, cost incentive programs and financial analysis specific to the health care sector.

MGT 5250 - Public Policy and Health Care

Credits: 3

This course provides an introduction to concepts and practice of public health at community, state and national levels. This course will address a number of the most important health issues and problems facing the public health system. Development of policy proposals will be a focus.

MGT 5990 - Independent Study

Credits: 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

Credits: 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

Credits: 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

Credits: 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

Credits: 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

Credits: 3

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

MGT 6050 - Quality Assurance

Credits: 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

Credits: 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

Credits: 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

Credits: 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

Credits: 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

Credits: 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 Promotions

Credits: 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

Credits: 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

Credits: 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

Credits: 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

Credits: 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

Credits: 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

Credits: 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.

MGT 6700 - Health Care Practicum

Credits: 3

Students will participate in an internship with an ambulatory care or acute care provider.

Note: MGT 5200 and MGT 5210

Education

ED 5001 - Introduction to Special Education

Credits: 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.*

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

ED 5042 - Applied Research in Behavior Management

Credits: 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. **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

Credits: 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. 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 all other certification courses.*

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

ED 5122 - Literacy in the Content Area for Childhood Education

Credits: 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 as defined by the Division.*

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

ED 5125 - Foundations of Teaching Students with Disabilities

Credits: 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: *ED 5001 and at least 6 credits of general education teaching methods.*

Note: This course may not be transferred into MSMC.

ED 5210 - Nature of Schools in the Education of All Children

Credits: 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.

ED 5220 - Theories, Research and Application of Adolescent Development

Credits: 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

Credits: 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

Credits: 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: A grade of B or better in ED 5252

ED 5246 - Curriculum and Assessment in 7-12 Mathematics

Credits: 3

Students will understand the progression of New York State standards and national standards from the intermediate level to the commencement level in Math 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: A grade of B or better in ED 5252

ED 5247 - Curriculum and Assessment in 7-12 Science

Credits: 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: A grade of B or better in ED 5252 .

ED 5248 - Curriculum and Assessment in 7-12 Social Studies

Credits: 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: A grade of B or better in ED 5252.

ED 5252 - Introduction to Instruction & Assessment for Adolescence Education

Credits: 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

Credits: 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; OR ED 5531 and ED 5533

ED 5295 - Research Based Instruction for Students with Disabilities

Credits: 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

Note: This course may not be transferred into MSMC.

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

Credits: 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.**

Co-Requirement: ED 5001 **Prerequisite:** ED 5001

ED 5390 - Collaboration with Professionals and Parents

Credits: 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, one of which should be ED 5001.

ED 5410 - Research in Child Development and Theories of Learning

Credits: 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

Credits: 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

Credits: 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.

ED 5464 - Student Teaching in Secondary Education

Credits: 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.

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

Credits: 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.

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

Credits: 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.

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

Credits: 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.**

Co-Requisite: ED 5690 **Prerequisite:** ED 5532 or its equivalent defined by the division.

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

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

Credits: 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.

Co-Requisite: ED 5510 **Prerequisite:** ED 5470 or ED 5485

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

ED 5485 - Literacy for Special Needs Pupils: Grades 7-12

Credits: 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.

ED 5501 - Reading and Literature: Birth-Grade 6

Credits: 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

Credits: 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.

ED 5510 - Reading Improvement Through Writing

Credits: 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.**

Co-Requisite: ED 5480

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

ED 5522 - Child Abuse, Health, and Safety Education Workshop

Credits: 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

Credits: 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

Credits: 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

Credits: 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

Credits: 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

Credits: 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 a unit plan and 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 5635 - Methods of Teaching Early Childhood Students with and without Disabilities

Credits: 3

Candidates will deepen understanding of typical and atypical development in infants and toddlers with a particular focus on language, socialization, and cognition. They will learn to administer and interpret developmental assessments commonly used with infants and young children and will learn to use the results to design instructional activities and to determine whether a given child qualifies for early intervention (EI) or as a preschool student with a disability according to NYS regulations. Candidates will learn the requirements for developing an individualized family service plan (IFSP) and individualized educational program (IEP). Candidates will learn to plan instruction incorporating the use of sensorimotor activities, play, naturalistic language interventions, and social skill development. Instruction will be planned to foster learning by toddlers and preschool children whether they use spoken language or alternative and augmentative communication (AAC). Candidates will compare the advantages and disadvantages of home-based with center-based early intervention, and will identify and analyze a variety of methods of maintaining frequent and outcomes-based communication with children's parents.

Prerequisite: ED 5410, ED 5531, ED 5532, and ED 5533

ED 5542 - Mathematics for Secondary School Teachers I

Credits: 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

Credits: 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 5563 - Writing Instruction for Literacy Leaders

Credits: 3

This course focuses on the current research on writing instruction and elementary and secondary children's writing development. Candidates will study writing genres, instructional approaches, and assessment tools to support lifelong writers for all learners, including English language learners and students with and without disabilities. This course will also focus on the knowledge, skills, and experiences related to promoting effective writing practices with teachers, administrators and other professionals. *Fieldwork is required.*

Prerequisite: B or better in ED 5532 or equivalent, or ED 5441 or equivalent.

ED 5565 - Content - English Methods

Credits: 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

Credits: 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

Credits: 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

Credits: 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

Credits: 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 5375 and ED 5563

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

ED 5621 - Applied Research Practicum in Literacy Remediation – Adolescence

Credits: 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 5375 and ED 5563

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

ED 5630 - Specialized Methods for Pupils with Severe Literacy Problems

Credits: 3

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 5635 - Methods of Teaching Early Childhood Students with and without Disabilities

3 credits

Candidates will deepen understanding of typical and atypical development in infants and toddlers with a

particular focus on language, socialization, and cognition. They will learn to administer and interpret developmental assessments commonly used with infants and young children and will learn to use the results to design instructional activities and to determine whether a given child qualifies for early intervention (EI) or as a preschool student with a disability according to NYS regulations. Candidates will learn the requirements for developing an individualized family service plan (IFSP) and individualized educational program (IEP). Candidates will learn to plan instruction incorporating the use of sensorimotor activities, play, naturalistic language interventions, and social skill development. Instruction will be planned to foster learning by toddlers and preschool children whether they use spoken language or alternative and augmentative communication (AAC). Candidates will compare the advantages and disadvantages of home-based with center-based early intervention, and will identify and analyze a variety of methods of maintaining frequent and outcomes-based communication with children's parents.

Prerequisite: ED 5410, ED 5531, ED 5532, and ED 5533

ED 5640 - Middle School Practicum

Credits: 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 three of the following: ED 5531, ED 5533, ED 5534, ED 5535.*

ED 5645 - Practicum with Early Childhood Students with and without Disabilities

Credits: 3

Candidates will complete 50 hours of practicum with children who are in pre-K and kindergarten. Based on fieldwork, candidates will complete a portfolio including a) developmental and observational assessments, b) descriptions of instruction tailored to the assessment results and justified by supporting peer-reviewed empirical research, c) graphed progress monitoring data interpreted according to explicit decision rules and descriptions of adjustments to instruction based on the graphed data, and d) evidence of collaboration with colleagues and parents on a regular basis, including communication regarding development of and/or progress toward IFSP/IEP goals as relevant. All of these components will also be addressed in bi-weekly seminars.

Prerequisite: *ED 5463 and ED 5635*

ED 5650 - The Young Adolescent in the Middle School

Credits: 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

Credits: 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

Credits: 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

Credits: 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.**

Co-Requisite: *ED 5470*

ED 5700 - Teaching with Technology

Credits: 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

Credits: 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. **Fieldwork is required.**

Prerequisite: *ED 5001 or its equivalent and ED 5252 or ED 5532 or their equivalents.*

ED 5750 - Introduction to Gifted Education and Collaboration

Credits: 3

Participants will explore the history, research, laws and varied philosophies of gifted education and the

nature and needs of gifted students. The class will also focus on developing skills in communication and collaboration to individualize instruction for gifted students. Participants will learn how to develop a support system and manage open communication among classroom teachers, special area teachers, administrators, parents and outside agencies that promotes high achievement in the school setting.

ED 5755 - Identification and Assessment of Students in Gifted Education

Credits: 3

This course examines broad understandings of intelligence and assessment. Provides techniques to identify gifted students. Develops specific understandings of assessment techniques and awareness of the influences of language, culture, ethnicity, gender, and exceptionality on recognition and subsequent identification of giftedness. Alternative methods of identification will also be explored.

ED 5760 - Curriculum Development for Gifted Students

Credits: 3

This course focuses on methods of instruction for gifted students. Participants will develop knowledge and skills for planning, providing, coordinating and evaluating differentiated teaching and learning environments to challenge and assist gifted students in learning to their highest levels of achievement. Participants will learn how to develop a layered curriculum in order to maximize each student's growth and individual success. Instructional strategies for differentiating the key elements of content, process and products will be addressed.

ED 5765 - Special Populations of Gifted Students

Credits: 3

This course will focus on traditionally underserved learners who possess unique characteristics and needs. Participants will explore issues related to the identification and development of appropriate educational services for gifted learners. Educators will analyze and apply research on best practices for differentiating instructional content, processes, and products. Participants will reflect on beliefs and challenges involved in meeting the needs of students with advanced learning capabilities while providing the effective implementation of gifted and talented education curriculum.

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

Credits: 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 and one of the following (or its equivalent): ED 5531, ED 5532, ED 5533 or ED 5441 or ED 5252

ED 5990 - Research and Independent Study in Education

Credits: 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

Nursing

NUR 5000 - Nursing Theories and Concepts

Credits: 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

Credits: 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

Credits: 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

Credits: 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

Credits: 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 5101 - Educational Organization and Faculty Role Development

Credits: 3

A consideration of types of postsecondary education and organizational patterns in higher education and health agency staff development education units. Multiple aspects of the faculty role, faculty socialization, and development and faculty/student issues will be addressed. Students will analyze the impact of health care reform as it relates to the role of nurse faculty in higher education and health care agencies.

NUR 5111 - Curriculum Development in Nursing

Credits: 3

Philosophical, psychological, and social foundations of curriculum development in nursing. Attention is given to various curriculum patterns and types of education in nursing. Learning theories, issues, trends and evolving student clienteles affecting nursing curricula are explored. Students will develop skills in analysis, critiquing and writing curriculum design.

Prerequisite: NUR 5101

NUR 5121 - Instruction & Evaluation in Nursing Education

Credits: 3

Various teaching modalities will be explored as well as the use of instructional resources. Modes of evaluation will be examined, including use of standards and accreditation criteria, as well as classroom evaluation techniques and measuring procedures.

Prerequisite: NUR 5111

NUR 5200 - Advanced Pathophysiology across the Lifespan**Credits: 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.

NUR 5210 - Advanced Adult Health I across the Lifespan**Credits: 3**

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 5200, NUR 5230, NUR 5240.*

NUR 5220 - Advanced Adult Health II across the Lifespan**Credits: 3**

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 across the Lifespan**Credits: 3**

50 Hours of field work are required as the completion of this course. The NP will focus on establishing history-taking techniques, physical assessment skills and documentation of examination findings. The population of interest encompasses the adult population across the lifespan.

Prerequisite: *NUR 5200*

NUR 5240 - Advanced Clinical Pharmacology across the Lifespan**Credits: 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 5401 - Gerontology for Advanced Practice**Credits: 3**

The Adult-Gerontology nurse Practitioner student will utilize evidence based practice guidelines in order to optimize care of the adult across the life span, from fit to frail. Furthermore, the student will demonstrate the advanced practice role skills in the clinical setting, application of theory, and research in the design,

implementation, and evaluation of nursing interventions directed toward maintenance, restoration, and health promotion of the aging adult.

Prerequisite: Pre-requisite(s): NUR 5210

Co-requisite(s): NUR 5220

NUR 5340 - Translation & Integration of Scholarship through Research I

Credits: 3

This course enables the advanced practice nursing student to design a nurse-driven evidenced-based proposal to be implemented in a health care system and nurse practice environments. The development of the project includes a systematic review of the literature, critique of studies, selection of quality studies that provide scientific merit to support the project, an implementation plan, and an evaluation plan to assess outcomes. Emphasis is placed on the development of professional writing. This course is in partial fulfillment of the terminal research requirement for the Master of Science Degree in Nursing. Requires 45 hours of fieldwork. Delivered Hybrid

Prerequisite: Passing Research Essentials Module for Advance Practice Nursing

NUR 5440 - Translation & Integration of Scholarship through Research II

Credits: 3

This course is a continuation of NUR 5340 where an utilization of research proposal was designed to solve an issue or problem within a health care system or practice environment. In this course, students will obtain written permission to conduct their utilization of research projects from a health care system or practice environment to ensure the protection of human participants. The nurse-driven intervention will be implemented as derived from evidenced-based knowledge. An evaluation of the outcomes and process will be performed with recommendations for adaption within a health care system or nursing practice environment. A professional presentation will be made to disseminate the findings and the final manuscript will be completed. Professional writing and articulation of findings will be emphasized. This course fulfills the terminal research requirement for the Masters of Science in Nursing. Requires 90 hours of independent field work. Delivered Hybrid.

Prerequisite: NUR 5340

NUR 5050 - Contemporary Role of the Advanced Practice Nurse

Credits: 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 6030 - Research Utilization Project Advisement

Credits: 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 6131 - Nursing Education Practicum

Credits: 3

This course provides opportunities to operationalize the faculty role and to observe and participate in precepted student-teaching experiences in associate degree, baccalaureate, staff development or continuing education programs in nursing. On-campus seminars synthesize knowledge from prior courses and explore approaches to the teaching of nursing.

Prerequisite: NUR 5121

NUR 6220 - Adult Clinical Practicum I Across the Lifespan

Credits: 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 Clinical Practicum II Across the Lifespan**Credits: 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 5240, NUR 6220*

NUR 6270 - Adult Clinical Practicum III Across the Lifespan**Credits: 3**

Continues clinical practice with selected adults in with primary care and specialized care of adults across the lifespan in the office/outpatient/inpatient or long-term care setting focusing on health promotion, disease prevention, diagnosis and management of acute and chronic health care needs of patient populations including young adults through end of life. Special focus on nutrition, palliative care and other areas focused on the older adult patient. Requires 150-200 hours of precepted clinical fieldwork.

Prerequisite: *NUR 6220 and NUR 6230.*

NUR 6281 - Advanced Practice in Pediatrics**Credits: 3**

This course focuses on the pathophysiology, diagnosis, physical assessment, theories and research findings related to the primary care of children and adolescents. Emphasis is placed on the growth and development process as these individuals and their families adaptively respond to selected health alterations. Research finding that generate improvements in the health of the childbearing family and the child will be presented and utilized. Cultural patterns and family phenomena as they relate to choose life styles and affect nursing interventions will be examined. Students will apply evidence based practice through clinical skills required for the care of the child and adolescent in advanced practice. This will occur through an appropriate precepted clinical site for 100 practicum hours.

Prerequisite: *NUR 5210, NUR 6220*

NUR 6291 - Advanced Practice in Women's Health**Credits: 3**

This course focuses on the pathophysiology, diagnosis, physical assessment, theories and research findings related to the primary care of children and adolescents. Emphasis is placed on the growth and development process as these individuals and their families adaptively respond to selected health alterations. Research finding that generate improvements in the health of the childbearing family and the child will be presented and utilized. Cultural patterns and family phenomena as they relate to choose life styles and affect nursing interventions will be examined. Students will apply evidence based practice through clinical skills required for the care of the child and adolescent in advanced practice. This will occur through an appropriate precepted clinical site for 100 practicum hours.

Prerequisite: *NUR 6220 and NUR 6230*