

COLLEGE OF
MOUNT SAINT VINCENT

Riverdale, New York

**GRADUATE
CATALOGUE
2015-2016**



School of Professional and Graduate Studies
College of Mount Saint Vincent
6301 Riverdale Avenue
Riverdale, New York 10471-1093
Phone (718) 405-3322
Fax (718) 405-3764
www.mountsaintvincent.edu

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This catalogue contains the general information necessary for those seeking admission into graduate programs offered by the College of Mount Saint Vincent. A course schedule is available online at www.mountsaintvincent.edu approximately two months in advance of every session (Fall, Spring, Summer). Applicants should be aware that the courses listed for each program may not be offered every semester. The College reserves the right to cancel any course with insufficient registration and to make other changes as needed.

Important Information

NOTICE

Students are responsible for knowing their program policies and observing all applicable regulations and requirements. Ordinarily, students are obliged to fulfill the requirements for a certificate or a degree as stated in the catalogue effective at the time of their matriculation in a particular program. The right to make changes in catalogue content is reserved by the College.

NON-DISCRIMINATION POLICY

In accordance with the federal, state, and local law, the College of Mount Saint Vincent does not discriminate in its employment practices or in admission or access to the College's educational programs and services on the basis of race, color, creed, national origin, alienage, citizenship, religion, age, sex, sexual orientation, disability or marital status.

No person shall be denied admission, or access to programs, classes, or activities solely because of any physical, mental, or medical impairment, provided accommodations required are reasonable. Inquiries concerning this policy and its enforcement may be referred to the Office of the Vice President for Student Affairs.

School of Professional & Graduate Studies (FH 105)

College of Mount Saint Vincent

6301 Riverdale Avenue

Riverdale, New York 10471-1093

Phone Number: (718) 405-3322

Fax Number: (718) 405-3764

www.mountsaintvincent.edu

Other Important Phone Numbers

College Main Number	(718) 405-3200
Bursar	(718) 405-3298
Financial Aid	(718) 405-3289
Registrar	(718) 405-3796
Provost and Dean of Faculty	(718) 405-3259
Dean of Professional & Graduate Studies	(718) 405-3373

Graduate Programs

M.B.A. in Business	(718) 405-3372
M.S. in Nursing	(718) 405-3362
M.S. in Education	(718) 405-3281
M.S. in TESOL	(718) 405-3742
M.S. in International Development & Service	(718) 405-3429

HISTORY OF THE COLLEGE

The College of Mount Saint Vincent, a four-year, coeducational, liberal arts college is a private, independent institution in the Catholic tradition and the spirit of the Sisters of Charity, with a total enrollment of approximately 1,600 full-time and part-time students representing various religious, racial and ethnic backgrounds.

Founded in 1847 as an academy for women by the Sisters of Charity of New York, it was originally located on an upper Fifth Avenue tract that is now part of Central Park. In 1857, the Academy of Mount Saint Vincent purchased Fonthill, the Forrest estate overlooking the Hudson River in the Riverdale section of the Bronx. Fonthill Castle, built by Shakespearean actor Edwin Forrest, still stands on the campus.

With the opening of freshmen and sophomore classes in 1910, the Academy expanded into an independent four-year liberal arts college. In 1911, the Regents of the University of the State of New York amended the charter of the Academy of Mount Saint Vincent, changing its corporate name to the College of Mount Saint Vincent and permitting it to confer baccalaureate degrees. In 1988 the Regents of the University of the State of New York further amended the charter of the College of Mount Saint Vincent permitting it to confer Master of Science degrees.

Since the first eight degrees were awarded in 1913, the College has conferred over 15,000 degrees with approximately 400 being awarded annually.

The College's development over the years includes the expansion of its curriculum with graduate programs in Nursing, Urban and Multicultural Education, Business Administration, Teaching English to Speakers of Other Languages (TESOL), and the addition of advanced certificate programs. The campus has also expanded over the years by such additions to its physical plant as the two modern residence halls and the Elizabeth Seton Library, which houses 150,375 volumes, 544 periodicals, and 7,544 microforms. In 1972, the College introduced a Division of Continuing Education for adults, and in 1992 the College awarded its first graduate degree, the Master of Science in Nursing. Post-baccalaureate degree programs, bachelor's degree program for adults, and all non-credit continuing education and professional programs were unified under the School of Professional & Graduate Studies in 2005.

Graduate Programs -- Academic Year 2015-2016 Calendar

FALL SEMESTER – 12 weeks + Final Exam Week

Week Number:	Dates:
1	Monday, September 8 th through Sunday, September 14 th
2	Monday, September 15 th through Sunday, September 21 st
3	Monday, September 22 nd through Sunday, September 28 th
4	Monday, September 29 th through Sunday, October 5 th
5	Monday, October 6 th through Sunday, October 12 th
Columbus Day – No Class	[No class on Mon, Oct. 13th – Makeup Day = Mon, Nov. 24th]
6	Tuesday, October 14 th through Sunday, October 19 th
7	Monday, October 20 th through Sunday, October 26 th
8	Monday, October 27 th through Sunday, November 2 nd
9	Monday, November 3 rd through Sunday, November 9 th
10	Monday, November 10 th through Sunday, November 16 th
11	Monday, November 17 th through Sunday, November 23 rd
<i>Make-up Day</i>	Monday, November 24 th replaces October 13 th
Thanksgiving Break – No Class	Tuesday, November 25th through Sunday, November 30th
12	Monday, December 1 st through Sunday, December 7 th
Final Exam Week	Monday, December 8th through Sunday, December 14th

SPRING SEMESTER – 12 weeks + Final Exam

Week Number:	Dates:
1	Monday, January 26 th through Sunday, February 1 st
2	Monday, February 2 nd through Sunday, February 8 th
3	Monday, February 9 th through Sunday, February 15 th
4	Monday, February 16 th through Sunday, February 22 nd
5	Monday, February 24 th through Sunday, March 2 nd
6	Monday, March 2 nd through Sunday, March 8 th
7	Monday, March 9 th through Sunday, March 15 th
Spring Break – No Class	Monday, March 16th through Sunday, March 22nd
8	Monday, March 23 rd through Sunday, March 29 th
9	Monday, March 30 th and Tuesday, April 7 th through Sunday, April 12 th
<i>(note: this is a split week)</i>	
Easter Break – No Class	Tuesday March 31st through Monday, April 6th
10	Monday, April 13 th through Sunday, April 19 th
11	Monday, April 20 th through Sunday, April 26 th
12	Monday, April 27 th through Sunday, May 3 rd
Final Exam Week	Monday, May 4th through Sunday, May 10th

SUMMER SEMESTER – 12 weeks + Final Exam

Week Number:	Dates:
1	Tuesday, May 26 th through Sunday, May 31 st
Memorial Day Holiday	[no class on Monday, May 25th] – Makeup Day is Friday, May 29th
2	Monday, June 1 st through Sunday, June 7 th
3	Monday, June 8 th through Sunday, June 14 th
4	Monday, June 15 th through Sunday, June 21 st
5	Monday, June 22 nd through Sunday, June 28 th
6	Monday, June 29 th through Friday, July 3 rd
7	Monday, July 6 th through Sunday, July 12 th
8	Monday, July 13 th through Sunday, July 19 th
9	Monday, July 20 th through Sunday, July 26 th

10	Monday, July 27 th through Sunday, August 2 nd
11	Monday, August 3 rd through Sunday, August 9 th
12	Monday, August 10 th through Sunday, August 16 th
Final Exam Week	Monday, August 17th through Sunday, August 23rd

Other Key Dates in the 2014-2015 Academic Calendar:

FALL SEMESTER 2014

Oct. 1	Wednesday	Last day to apply to the Registrar for May 2015 graduation
Oct. 24	Friday	Last day to withdraw from a course without academic penalty
Nov. 21	Friday	Last day to submit Nursing Master's project

SPRING SEMESTER 2015

Feb. 2	Monday	Last day to apply to the Registrar for August 2015 graduation
March 23	Monday	Last day to withdraw from a course without academic penalty
Apr. 1	Wednesday	Last day to submit Nursing Master's project
May 23	Saturday	Commencement
May 29	Friday	Last day to apply to the Registrar for January 2016 graduation

General Information

MISSION STATEMENT of the COLLEGE

Founded by the Sisters of Charity of New York, the College of Mount Saint Vincent is an academically excellent, authentically inclusive, Catholic and ecumenical liberal arts college. The College combines a strong core curriculum with a full array of majors in the liberal arts and, within the tradition of liberal education, selected professional fields of study.

At Mount Saint Vincent, a student's education extends beyond knowledge, skills, and preparation for work. We seek the development of the whole person. In the spirit of Vincent de Paul and Elizabeth Ann Seton, we foster an understanding of our common humanity, a commitment to human dignity, and a full appreciation of our obligations to each other.

Through its School of Professional and Graduate Studies, the College extends its primary undergraduate mission by offering high quality graduate studies in business, education and nursing and an array of undergraduate and certificate programs serving non-traditional students.

MISSION STATEMENT OF THE GRADUATE PROGRAMS

Graduate study at the College of Mount Saint Vincent complements and enhances the undergraduate programs, and serves the general community. In addition, each graduate program builds on a liberal arts foundation and is consistent with the mission of the College.

The College offers graduate programs designed to provide students the opportunity for academic excellence and professional leadership. As a community of scholars, the College provides a stimulating environment that fosters intellectual curiosity and a free exchange of ideas. Our programs reflect a commitment to service. Students are encouraged to continue the development of critical thinking and to acquire an advanced body of knowledge and skills in their respective disciplines.

GRADUATE PROGRAM ORGANIZATION

The College's graduate programs are offered through the School of Professional & Graduate Studies, an integral but separate unit of the College. Graduate programs are supervised by the Dean of the School of Professional & Graduate Studies, the Provost and each program's Department Chair/Director. While a Director is in charge of each program's curriculum and policies, and assists students in planning their academic programs, the Dean of Professional & Graduate Studies is ultimately responsible for all decisions concerning the Graduate program(s) and is, in turn, accountable to the Provost, who is the chief academic administrator of the College.

The College's Faculty Senate approves policies governing all graduate programs. The Faculty Senate recommends new programs, courses, and policies to the Provost. These are then approved by the President and, in the case of new programs, the Board of Trustees.

HOW TO APPLY FOR ADMISSION TO A GRADUATE DEGREE PROGRAM

Obtain an application from the Office of Graduate Admissions, (718-405-3321), located in Fonthill Castle. Send in the completed application with a check/money order for the application fee to:

College of Mount Saint Vincent
Graduate Admissions
Fonthill Castle
6301 Riverdale Avenue
Riverdale, NY 10471-1093

Students may also apply for admission online through the College's website at: <http://www.mountsaintvincent.edu>

If you have official college transcripts in sealed envelopes, please include them with your application. If not, please request that official transcripts of all undergraduate and graduate courses previously completed be sent to the School of Professional & Graduate Studies.

ADMISSION

When an applicant applies for admission to a graduate program, the Program Director determines the applicant's eligibility for admission. The Dean of the School of Professional & Graduate Studies issues a formal letter of admission to the applicant. Applicants who fail to enroll for two consecutive fall and spring semesters after being admitted must ask the Office of Graduate Admissions for a deferment of their admission or they will be required to reapply according to the catalog requirements in effect at the time of reapplication.

Applicants are required to schedule an advisement interview with the Chairperson/Director of their program or designee after the School of Professional & Graduate Studies issues a letter of acceptance into graduate studies.

The following College of Mount Saint Vincent programs are registered with the New York State Education Department.

ACADEMIC PROGRAMS - HEGIS CODE

Program Name	HEGIS Number	Degree
Business Administration	0506	Master of Business Administration
Urban and Multicultural Education	0899	Master of Science
Teaching English to Speakers of Other Languages	1508	Master of Science
Family Nurse Practitioner	1203.10	Master of Science
Nursing Administration	1203.10	Master of Science
Nursing Education	1203.10	Master of Science
Family Nurse Practitioner	1203.10	Advanced Certificate
Nursing Education	1203.12	Advanced Certificate
International Development & Service	2106	Master of Science

INTERNATIONAL STUDENTS

International students seeking admission to a graduate program at the College of Mount Saint Vincent must submit all documents to the Admissions Office. The required documents include:

1. Official score of the Test of English as a Foreign Language (TOEFL) for those whose primary language is not English.
2. Translated and properly evaluated documents in English indicating academic work previously completed. Applicants are encouraged to have their academic records evaluated by World Education Services, Inc., P.O. Box 745, Old Chelsea Station, New York, NY 10113-0745.
3. Evidence of financial support for the period of time required to complete a degree program prior to the issuance of an I-20 by the College.
4. Proof of accident, health and sickness insurance coverage.
5. Compliance with all College Health Record requirements prior to enrollment.
6. International students must meet all admission criteria to be accepted as matriculated graduate students. International students may also be required to complete the other discipline specific entrance examinations required for a particular degree program. Students must register for at least nine credit hours each semester in order to maintain their student visa status. The College may require students to be tested to determine if additional English language study is required.

MATRICULATION

There are three categories of student enrollment: Matriculant, Conditional Matriculant and Non-matriculant.

Matriculant: A student who wishes to pursue a graduate certificate or degree program, meets all requirements for admission to a particular program, and has been formally admitted to that program.

Conditional Matriculant: A student who has applied to matriculate for a particular program, obtains approval to enroll, but must satisfy a set of specified matriculation requirements before or upon completion of twelve credits.

Non-Matriculant: A student who has not applied to matriculate in a particular program, obtains approval to enroll, and is limited to a maximum of 12 graduate credits.

TRANSFER CREDIT

Individual programs have specific requirements for the number and type of credits accepted. Requests for approval of transfer credit must be made at the time of application for admission. Grades earned at another institution will not be used in determining a student's cumulative grade point average at the College of Mount Saint Vincent.

TRANSFER CREDIT

Individual programs have specific requirements for the number and type of credits accepted. Requests for approval of transfer credit must be made at the time of application for admission. Grades earned at another institution will not be used in determining a student's cumulative grade point average at the College of Mount Saint Vincent.

1. For credits previously earned either at the College of Mount Saint Vincent or at another institution: A course in a College of Mount Saint Vincent's Master's degree program may be waived if a course(s) previously taken is sufficiently similar to a course in the College of Mount Saint Vincent's graduate program.
2. Usually, a maximum of twelve graduate credits previously earned in a graduate program may be transferred into a College of Mount Saint Vincent graduate degree program, provided the course(s) are approved for transfer credit by the Director of the graduate program as part of the admission process. For the Master's degree program in Urban & Multicultural Education, however, the maximum number of transferable graduate credits is six. For the Master's degree program in International Development and Service, the maximum number of transferable graduate credits is nine. No more than three of these credits can be applied during a single semester.
3. A specified number of graduate credits earned at the College of Mount Saint Vincent while a student is completing the requirements for a Bachelor's degree may also be applied toward a graduate degree, provided the specific courses are accepted by the Director of the graduate program upon admission.
4. Decisions on the transfer of credits into a graduate program under these rules require, in every case, the approval of the Director of the program on a course-by-course basis. The Director's review and determination will take into account such factors as course content, the time elapsed since the course was completed, the unique characteristics of the College of Mount Saint Vincent program, and the total number of credits to be completed at the College of Mount Saint Vincent.

REGISTRATION

Students are required to register for courses during the registration period specified for each term. Continuing students in good standing may register on-line. The dates and places of registration for each session are indicated on the schedule of courses posted by the College (see the College web site). Students are considered registered when they have received both an approved schedule from the Registrar and a Bursar's receipt. All students who are in attendance during the term preceding the one for which they wish to register will receive notification of registration.

Students taking courses offsite through the Graduate Program in Urban & Multicultural Education do not follow the College's usual registration procedures. Instead, offsite students register for their classes by completing registration forms and making or arranging for payment of tuition and fees

through the course instructor during the first class session of the semester.

HEALTH RECORD REQUIREMENTS

New York State Public Health Law 2165 requires post-secondary students born on or after January 1, 1957 to provide proof of immunization for measles, mumps, and rubella prior to registration and attending classes. All full- and part-time students are required to provide proof of immunization prior to registering for classes. A student who fails to submit proof of immunization by the end of the first semester will not be allowed to register again until such proof is submitted to the College Health Center. All nursing students who register for a practicum/clinical course must submit a completed health history and physical examination form. Any student who fails to complete this requirement is not permitted to register for the practicum/clinical course. Information regarding these requirements can be obtained at the College's Health Center by calling 718-405-3472. New York State Public Health Law 2167 pertains to all college students enrolled for six or more credits per semester.

The College of Mount Saint Vincent is required to maintain for each student:

- A response to receipt of meningococcal disease and vaccine information signed by the student or student's parent or guardian. This must include information on the availability and cost of meningococcal meningitis vaccine (Menomune) AND EITHER
- A record of meningococcal meningitis immunization within the past ten years, OR
- An acknowledgement of meningococcal disease risks and refusal of meningococcal meningitis immunization signed by the student or student's parent or guardian.

ACADEMIC ADVISEMENT

A faculty advisor will be made available to the student for academic matters (e.g., registration, selection of courses) during the course of the Graduate Program. Students are encouraged to meet with their academic advisor at least once a semester. It is the responsibility of the student to make this appointment.

COURSE CHANGES

Adding or withdrawing from a course must be accomplished in the Registrar's Office. All adds and drops must be approved by the student's advisor or the Director/Chairperson of the Graduate Program. Courses cannot be added after the second scheduled class session. Students who drop a course without adding a course are subject to the refund policy as stated in this Catalogue. There is a fee charged to students who drop a course after classes begin.

WITHDRAWAL FROM A COURSE

A student who wishes to withdraw from a course, without academic penalty, must meet with their academic advisor and complete a withdrawal form and pay the fee no later than the dates specified in the College calendar at the front of the catalogue. It is not sufficient to simply inform the instructor. Students who do not follow this procedure are responsible for course fees, and will receive a grade of "F." Courses dropped after the specified dates will be assigned a grade of "WF" and entered on the student's permanent record (transcript).

CONTINUOUS MATRICULATION

Any matriculated graduate student who fails to enroll for consecutive semesters, or three consecutive trimesters, must then pay a continuing matriculation fee for each subsequent semester or trimester in order to maintain matriculated status. Payment of this fee enables a student to ensure continuing status as a matriculated student, to continue to receive all student correspondence, and to maintain library and other campus privileges. A Continuous Matriculation/Leave of Absence form must be submitted with the fee. Failure to maintain matriculation will result in a student's termination from the program. To be reinstated, a student will need to meet the admissions criteria and degree requirements in effect at the time of reinstatement.

GRADE REPORTS

At the end of each session, students are able to access their course grades and view their academic records online by using their College of Mount Saint Vincent I.D. number. However, grades are viewable online only by those students whose financial accounts have been settled. Students can print out copies of the grade reports.

TRANSCRIPTS

Official and unofficial transcripts should be requested from the Office of the Registrar, either in person or by mail. The Office of the Registrar cannot comply with telephone requests. All obligations to the College must be fulfilled before transcripts will be issued. (See Tuition and Fees Section of this Catalogue).

DEGREE REQUIREMENTS

To earn a Master's degree, a student must:

1. Be formally admitted (matriculated) to a degree program;
2. Complete the number of credits required by the graduate program;
3. Maintain a minimum grade point average of 3.0;
4. Complete all the requirements for the degree.

DEGREE TIME LIMITS

All degree requirements for programs of 36 credits or less must be completed within five years from the initial semester of matriculation. All degree requirements for programs of more than 36 credits must be completed within eight years. The initial semester of matriculation is the semester in which the student is approved for matriculation. Extension of this time limit may be granted due to unusual circumstances upon written request to the Chairperson/ Director of the Graduate Program. Candidates are responsible for planning their programs to assure the completion of all requirements within the stipulated period.

TERMINATION OF MATRICULATION/REGISTRATION

The Office of Graduate Studies and Graduate Education in collaboration with individual Program Directors reserves the right at any time to terminate matriculation if the student fails to make sufficient progress towards the degree or to cancel a student's registration if he/she is registered for courses for which he/she does not have the prerequisites.

CONFERRAL OF DEGREES

Degrees are granted three times a year: the last Friday in August, the last Friday in January, and at the annual Commencement Exercises in May.

APPLICATION FOR A DEGREE

A candidate for the award of a Master's degree must file a graduation application and must pay the graduation fee by the deadline established by the Registrar. If the degree is not earned, a renewal of application is to be filed for reconsideration of the degree award.

GRADES

The College's grading scale is:

Grade	Quality Points	Grade	Quality Points		
A	Excellent	4.0	C-	Unacceptable	1.67
A-		3.67	D+	Unacceptable	1.33
B+	Very Good	3.33	D	Unacceptable	1.0
B	Good	3.0	D-	Unacceptable	0.67
B-		2.67	F	Failure	0
C+	Pass	2.33	P	Passing	
C	Passing-	2.0	NC	No Credit	0
	<i>but below level</i>		IP	In-Progress	0
	<i>expected of a</i>		I	Incomplete	0
	<i>Graduate Student</i>		W	Withdrew / permission	0

A grade of Incomplete is used when, for reasons satisfactory to the instructor, certain course assignments remain outstanding. Work must be completed by the end of the following semester or the grade of Incomplete becomes an "F" on the transcript. Extensions of time for completion, based on compelling reasons, may be granted by the Chairperson or the Director of the Graduate Program.

In-Progress (IP grade) may be used only for completion of an acceptable Master's project or thesis. The criteria for applying for an IP grade are available from the Director of the program.

ACADEMIC STANDING

Students are expected to maintain a minimum index of 3.0 (B). Students who receive a grade below B in a graduate course may be required to repeat that course. When a student's cumulative grade point average (GPA) falls below 3.0, the student will be placed on academic probation. Students on probation are limited to six credits per semester. Students whose GPA falls below 3.0 for the following semester will be placed on terminal academic probation. Students who fail to earn a cumulative 3.0 GPA by the end of the third semester will be dismissed from the College. Any appeals to such action will be considered by the Program Director and the Chair of the Department or designee.

ACADEMIC HONESTY

The College of Mount Saint Vincent maintains and affirms a strong policy of academic honesty. Every member of the academic community has a duty to neither cheat nor condone cheating. Principles of honesty should be reflected in all aspects of student work, including examinations, research papers, laboratory work, oral reports, logs and all work submitted in fulfillment of course requirements. These principles also apply to the borrowing and careful use of library and all other learning material, and to the expectation that a student's work is his/her own work and not the prior work of others.

Plagiarism is the act of passing off as one's own the words or ideas of another. Plagiarism is considered to be a serious form of academic dishonesty. The following description of plagiarism should serve as a guide for graduate student work:

“Plagiarism may take the form of repeating another's sentences as your own, paraphrasing someone else's argument as you own, or even presenting someone else's line of thinking in the development of a thesis as though it were your own. In short, to plagiarize is to give the impression that you have written or thought something that you have in fact borrowed from another. Although a writer may use other persons' words and thoughts, they must be acknowledged as such.”

(MLA Handbook)

Examinations, papers, laboratory work, oral reports, logs, and any other materials submitted in fulfillment of course requirements must be the student's work. All types of academic fraud – including the illicit giving and receiving of information on tests, the presentation of false data, plagiarism, and multiple submissions are therefore subject to the following penalties: The first offense is punishable by an “F” in the test or paper. A record of the incident shall be kept on file for the period of the student's matriculation. A subsequent offense in the same or any other course shall be punishable by an “F” in the course. A third offense will result in academic dismissal from the College.

COLLEGE ACADEMIC GRIEVANCE PROCEDURE

All academic grievances including dissatisfaction with a grade must be addressed first to the faculty member, then to the Department Chairperson and subsequently to the Dean of the School of Professional and Graduate Studies.

When all other means of resolving a problematic situation have been exhausted, a student may request a grievance hearing for certain course related issues. Requests for a hearing must be made in writing to the Dean of the School of Professional and Graduate Studies within ten (10) days of the alleged grievance. When jurisdiction is in doubt, a student may notify and/or consult with either the Provost/Dean of the Faculty or the Vice-President for Student Affairs. Requests for grievance hearings on course related decisions must be made as soon as possible.

The Grievance Committee may consider matters with regard to allegations that a student is being graded unfairly in the classroom. The grievance committee will only convene when all other means of resolving a problematic situation have been exhausted and one or more of the following apply:

- A final grade is clearly inconsistent with grades earned over the course of the term in the same course.
- Egregious computational errors are evident.
- The actual evaluation measure and grading criteria were not clearly articulated on the course syllabus.

COMPOSITION OF THE GRIEVANCE COMMITTEE

The Grievance Committee is composed of:

- Two members of the faculty, chosen by the student/complainant (including at least one who has taught in one of the graduate programs at the College);
- Two members of the faculty, chosen by the Dean of the School of Professional and Graduate Studies (including at least one who has taught in one of the graduate programs at the College);
- One other member of the College community either an Academic Affairs or Student Affairs administrator

CHARGE OF THE COMMITTEE

The Committee shall meet, hear the complaint, call witnesses and conduct investigations as it deems appropriate, deliberate in private, and present its conclusions to the Provost /Dean of Faculty and the complainant. The decision of the Committee shall be binding, subject only to veto by the Provost.

Note: When an ex-officio or selected member of the committee has privileged information or prior dealings with the case or the student such that questions could be raised regarding his/her impartiality, an appropriate substitution must be made.

CAMPUS SAFETY

The Committee on Student Life, serving as the Advisory Committee on Campus Safety, will provide upon request all campus crime statistics as reported to the United States Department of Education. Campus crime statistics are published on the United States Department of Education Web site <http://ope.ed.gov/security> and may also be obtained by contacting the Director of Security at (718) 405-3722.

STUDENT EDUCATION RECORDS – ACCESS AND PRIVACY

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

(1) The right to inspect and review the student's education records within 45 days of the day the College receives a request for access. Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

(2) The right to request the amendment of the student's education records that the student believes is 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 or 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 which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by The College of Mount Saint Vincent 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); or a student serving on an official committee, such as a disciplinary or grievance committee. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by The College of Mount Saint Vincent 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 Avenue, SW
Washington, D.C. 20202-8520

DIRECTORY INFORMATION

Directory information, which under the provisions of the Act noted above, may be released at the College's discretion unless a specific request for exclusion from disclosure is made. Directory information includes: a student's name, college e-mail address, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degree and honors and awards received.

TUITION AND FEES

(Effective 2014-2015 and subject to change for 2015-2016)

Graduate Tuition, per credit	\$ 735
Practicum Fee (Nursing), per clinical course	200
Graduate Nurse Clinical NURS-600	735
Application Fee (non-refundable)	40
Late Registration Fee	75
Maintenance of Matriculation (Each semester/trimester)	100
Reactivation of Matriculation	75
Returned Check Charge	100
Transcript Fee (10 business days)	5
Transcript Fee (2-3 business days)	20
Transcript Fee (same day before 3:00 pm)	40
*note: personal checks not accepted for payment	
Graduation Fee	250
Comprehensive Examination Fee (Education)	50

BILLING DEADLINES

Registration for the Fall/Spring semesters is contingent upon the full payment of previous balances and course availability.

- **July 1** with a payment deadline of **August 2** for the Fall Semester
- **December 1** with a payment deadline of **January 2** for the Spring Semester

If a student has not paid or made arrangements to pay the tuition bill by the payment due date, the student's registration and housing will be dropped and a hold will be placed on Self-Service. Limited access to Self-Service will remain available.

Should the student wish to remain at the College, he or she must provide proof of payment arrangements. At this point, the student will be allowed to re-register (a re-registration fee will be applied) and re-apply for housing, but is not guaranteed the same courses and/or housing assignment.

REFUND POLICY

The date of refund credit shall be considered the day on which the College receives satisfactory written notification of withdrawal from the student. No refunds are made to **full-time matriculated students** for withdrawal from an individual course. Students who have excess credits will be charged for credits in courses from which they have withdrawn. A student can expect to receive a refund no later than the end of a 30-day period after the College has received official notification of withdrawal.

Refunds of tuition will be made in accordance with the following schedule based on the effective date of written notification:

A. Fall & Spring Semester – Undergraduate and Graduate	REFUND
Withdraw from all courses before the first week of the semester	100%
Withdraw from all courses before the second week of the semester	80%
Withdraw from all courses before the third week of the semester	60%
Withdraw from all courses before the fourth week of the semester	40%
Withdraw from all courses after the fourth week of the semester	0%
B. Offsite and Non-Degree Courses – offered through UFT, Rockland Teacher Center, SHRM, and other External Agencies	
Withdraw prior to first scheduled class meeting	100%
Withdraw after the first scheduled class meeting	0%
C. Summer/Winter Sessions	
Withdraw prior to first scheduled class meeting	100%
Withdraw after the first scheduled class meeting	None

Students expecting a refund of an overpayment of tuition and room and board must complete a refund request form at the Student Accounts Office. Once the refund check is ready, students will be alerted by email to come to the Student Accounts Office and pick up the check. Photo identification is required for students to pick up refund checks.

FINANCIAL AID

Full or part-time matriculated graduate students may be eligible for the following awards:

Stafford Student Loans - available to full or part-time students. Students must file a FAFSA and not be in default of a prior student loan in order to qualify for Graduate Stafford Loans.

Students are urged to begin the process of filing applications and completing FAFSA at least four months prior to the start of the semester for which aid is sought.

For further information please contact:

Office of Financial Aid College
of Mount Saint Vincent 6301
Riverdale Avenue
Riverdale, New York 10471-1093
(718) 405-3289

PAYMENT RESPONSIBILITIES

I. Regular Payment

Payment in full of all tuition and fees is due the first week of August for the Fall semester, and the first week of January for the Spring semester.

II. Deferred Payment Plan

Payment Plans are available through Tuition Management Systems. They offer various plans. For more information, call 1 (800) 722-4867, or visit: <http://mountsaintvincent.afford.com> and use code 409.

III. Deferred Payment Plan - Agency/Institution (subject to change)

This plan allows for delayed payment of tuition.

To qualify, the agency must do the following each term:

1. provide a letter stating eligibility for tuition reimbursement along with the percentage or dollar amount; and
2. upon receipt of the student's transcript (grade) for the term, the agency must remit the tuition within two weeks.

If the agency does not cover all tuition costs, at the time of registration, the student will be expected to pay the difference, in addition to the registration fee and/or clinical fees.

BUSINESS ADMINISTRATION

The Master of Business Administration Program has been approved and is registered with the New York State Higher Education Department, under the HEGIS code of 0506. The M.B.A. program is accredited by the Accreditation Council for Business Schools and Programs, a specialized accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

Chair of the Business and Economics Department: Dr. Nina Aversano, D.M.
nina.aversano@mountsaintvincent.edu

Coordinator of the MBA Program: Dr. Edward Meyer
edward.meyer@mountsaintvincent.edu

The office of the Business Department is located in Administration Building, Third Floor

For additional information, including information regarding tuition, fees, and admissions requirements, contact the Office of Graduate Studies at (718) 405-3322. Or, check our website at www.mountsaintvincent.edu

MISSION/ PHILOSOPHY of MASTER OF BUSINESS ADMINISTRATION:

The Master of Business Administration (M.B.A.) at the College of Mount Saint Vincent builds on the College's strong undergraduate business programs, while focusing on the traditional areas of emphasis of the College, on its mission and philosophy, and on its culture. The College of Mount Saint Vincent is well known for its graduates who have entered professional careers in education, charities, religious communities, health care, and community service. Indeed, the College's organizational culture has always emphasized the worth of the individual, the value of a caring community, the strength of diversity, a principled respect for others, and the centrality of spirituality and ethics.

The College's graduate program in business administration fits well with the College's heritage, its mission, and its values. At the same time, the M.B.A. degree program is designed to serve the College's primary constituents: (1) its graduates, now in professional service careers, who are interested in graduate degree programs in management, and (2) the institutions and organizations with which the College has built strong fellowship over the years -- organizations which would benefit significantly from managers and leaders trained in the primary areas of business operations and prepared for careers in professional management.

The character and composition of the graduate program in business administration sets it apart from existing business graduate programs. The MBA program inherits the traditions and values of the College of Mount Saint Vincent. The program's structure is designed so as to have those principles embedded deeply in the curriculum. As such, the College of Mount Saint Vincent's graduate program in business administration has a rich and unique character, focusing on the

areas of community service, leadership, organizational culture, diversity, ethics, and the centrality of the individual in organizational process. The Mission of the College of Mount Saint Vincent's MBA program is to graduate principled leaders – leaders who value people and community, and who are uniquely equipped to lead our institutions into the next century as stewards of the human and spiritual values that form the character of our society's most responsible organizations.

PROGRAM OUTCOMES:

(a) To provide a solid education in organizational management, grounded on fundamental skills in business, in order to prepare students for leadership positions in a variety of complex organizations whose mission is focused on community service, education, health care, not-for-profit work, or human resource management.

(b) To provide management training for professionals in careers in the service sector, especially in the fields of education, health, community service agencies and organizations, charities, religious organizations, and human services.

(c) To provide an opportunity for advanced training in managerial skills and leadership development to those graduates of the College of Mount Saint Vincent's undergraduate business programs who have used their Bachelor's degree in Business Administration to enter careers in management within fields closely associated with the College's history, traditions, and mission.

(d) To respond to the need for professionally trained managers with a solid understanding of business and its related processes in organizations not traditionally considered "businesses" but whose success, growth, and future security depend to an ever increasing degree on leaders with sharp business acumen.

ADMISSION CRITERIA FOR MBA PROGRAM:

Applications for admission to Master of Business Administration Program will be decided on a rolling admission basis. A complete application to the MBA program consists of the following:

- A completed application. The application can be submitted online or a paper copy can be requested or downloaded from the College's website.
- An official copy of either the GMAT or the GRE test score. (The test score submitted must be less than 5 years old).
- Official transcripts from all post secondary institutions attended. The undergraduate GPA required for admission is 3.0
- Applicants who have non-U.S. credentials must present a course-by-course evaluation of their international credentials. A number of agencies provide this service. The preferred service is the World Education Services (WES).(<http://wes.org>)
- 2 letters of recommendation (one professional and one academic letter preferred)
- A copy of the applicant's resume
- A personal essay on the topic: My reasons for pursuing an M.B.A. degree

COURSE WAIVERS FOR PRIOR STUDY

Applicants may waive up to 24 of the required 60 credits based on appropriate undergraduate coursework in business administration.

CURRICULUM:

The MBA degree program requires the completion of 60 credits. The curriculum model for the Master of Business Administration degree follows a traditional framework used throughout the United States for M.B.A. programs, which has become standardized at Schools of Business. The program begins with a set of Core Requirements (the “Common Professional Component”) ensuring that students in the program will have familiarity with the fundamental areas of business practice and competency and will be able to apply a standard set of professional skills considered to be the baseline for persons entering careers in management or entering a program of advanced study. Following this “basic training,” students will select an area of specialization, called a concentration, from the four offered in this program, i.e., management & organizational behavior, health care management, international business, or the comprehensive business track. Each area of concentration requires 18 credits of advanced coursework with a narrow focus on a particular career area. At the end of the program, students complete a set of capstone courses which cover the areas of business strategy, professional ethics, and global issues. The final curriculum component involves an applied business project, called the “Business Decision Laboratory.”.

Since MBA programs are traditionally designed to permit an individual with **any** undergraduate major to enter and complete the program, it must contain courses covering the basic areas of business competency, such as marketing and accounting. Undergraduate business majors, however, may be **waived** from up to 24 credits in this core MBA curriculum. The Chair of the Department will determine course waivers on a case by case basis. Generally, the undergraduate studies in business must have been completed with a grade of B or better.

Undergraduate business majors at CMSV may pursue a 5 year (4+1) BS / MBA program through careful planning with academic advisors from both programs.

DEGREE REQUIREMENTS:

M.B.A. in Business Administration

The M.B.A. degree requires the completion of 60 credits:

- I. The Business Core / Common Professional Component – 30 credits
 - MBA 501 Managerial Accounting
 - MBA 502 Financial Management
 - MBA 503 Managerial Economics
 - MBA 504 Data Analysis and Modeling for Managers
 - MBA 505 Marketing Concepts & Strategies

MBA 506	Managing Information Technologies & Innovation
MBA 507	Business Law for Managers
MBA 508	Management and Organization Theory
MBA 509	Managing Human Resources
MBA 510	Interpersonal and Organizational Communication

II. The Concentration / Advanced Study – 18 credits in one of the following areas

- a) Health Care Management
- b) International Business
- c) Management & Organizational Behavior
- d) *The Comprehensive Track – an approved set of six 600-level courses*

III. Capstone Courses – 12 credits

MBA 701	Organizational Leadership, Ethics and Social Responsibility
MBA 702	Strategic Management
MBA 703	Competing in a Global Business Environment
MBA 704	MBA Decision Laboratory

The M.B.A. Concentrations

(i) Management and Organizational Behavior

This concentration focuses on organizational issues that often determine the effectiveness or the failure of an organization's programs and operations. Courses investigate the impact of a number of influences on organizational process, such as the current expansion of Diversity within organizations, and the heightened focus today on Organizational Culture. Other courses study the objectives and effectiveness of programs designed to Manage Quality, and investigate the availability of useful tools for Managing the Process of Organizational Change. Leadership Development and the theories of Individual and Group Behavior in Organizations are also areas of advanced study.

The concentration would be appropriate for professionals in a variety of management or supervisory positions who seek to develop skills that will be useful in guiding the organizational processes that will determine success in the next decade.

(ii) Health Care Management

The concentration in Health Care Management will prepare students for general management positions in a variety of health care agencies, but especially for positions associated with the traditional business functions – such as financial control, human resource management, program marketing, public relations, quality control, customer relations, and budgeting. The conceptual basis of this concentration is the view that modern business influences, pressures, practices, and systems are increasingly becoming part of the fabric and structure of America's

health care community, and therefore, future leaders in this sector must bring to their careers sharpened skills in the traditional areas of business practice.

(iii) International Business

This concentration is intended primarily for persons in business careers who are interested in developing a broader understanding of the practices, structures and systems that determine the contours of global commerce today. It is especially appropriate for individuals who have established a career in a U.S. business organization, and want to become more involved in the organization's foreign activities. The program would also be appropriate for foreign students who desire an American M.B.A. degree, but intend to use the knowledge gained through study in this country to advance their careers back home.

M.B.A. COURSE DESCRIPTIONS

BUSINESS CORE COURSES

MBA 501 – Managerial Accounting 3 credits

This course will review the process of identification, measurement, accumulation, analysis, preparation, interpretation, and communication of financial information used by management to plan, evaluate, and control within an organization and to assure appropriate use of and accountability for its resources. Management accounting also comprises the preparation of financial reports for non management groups such as shareholders, creditors, regulatory agencies, and tax authorities.

MBA 502 – Financial Management 3 credits

This course will review the principles and methods of financing business organizations and evaluating internal control problems and the concepts and analytical techniques applicable to identifying and solving financial management problems.

MBA 503 – Managerial Economics 3 credits

Managerial Economics is concerned with the application of economic principles and methodologies to the decision-making process of large organizations operating under conditions of uncertainty. Managers are likely to be more successful if they understand how their actions affect market forces, and how market forces affect their firms. A course in managerial economics provides a framework for approaching management decisions such as pricing, employment, and investment with the analytical tools of the professional economist.

MBA 504 – Data Analysis and Modeling for managers 3 credits

Data Analysis and Modeling is an exciting field in today's dynamic, competitive world. Business managers deal with large amount of data and information. A unifying element of the course is the

use of Excel to perform various analysis in a spread sheet environment. In this course, students develop skills in using Excel to examine and report data. Students will be able to make strategic decisions using various concepts, methods and quantitative tools in the field of data analysis and modeling.

MBA 505 – Marketing Concepts and Strategies 3 credits

Corporate managers seek effective strategies to deal with an ever changing market environment. They monitor and assess the marketplace, competition, laws and regulations, business cycles, customer needs and other important factors to identify opportunities.

This course is designed to evaluate the corporate tasks needed to develop an effective marketing strategy. Decisions related to marketing mix elements, including product, price, distribution, and promotion will be analyzed, as well as the development of a strategic marketing plan.

MBA 506 –Managing Information Technologies and Innovation 3 credits

Information systems are the backbone and nervous system of every business organization. It is therefore imperative that business students possess a solid grounding in the principles of the information systems discipline. This course stresses the importance of delivering the right information to the right person, in the fashion, and at the right time; and the consequent improvements gained in organizational effectiveness

MBA 507 – Business Law for Managers 3 credits

This course provides coverage of traditional business law topics and addresses the legal environment in which business must operate. Contemporary business law concepts and cases are discussed, including modern statutory and regulatory law and recent court decisions. In addition to providing the student with an understanding of the American legal system, its structure, procedures and concepts, the course also considers the scope of modern legal issues faced by business and how the law evolves as new business-related issues arise. The course also emphasizes the *application* of court decisions, statutes, and government relation to business. Legal terminology, concepts, structures, and process are covered.

MBA 508 – Management and Organization Theory 3 credits

Based upon classical and contemporary theory and empirical research, this course provides an analysis of organizations, focusing on the impacts that organizations have upon individuals and society. The course focuses on how managers structure and operate organizations so that they are efficient and effective. In reviewing the field of organization studies, the course considers the past,

present and areas of likely significant future development in the study of organizations. Specifically, it surveys the development of rational, natural and open systems theories -- from earlier to contemporary versions -- and provides a framework to allow students to comprehend past and present theories and to understand current controversies.

MBA 509 – Managing Human Resources

3 credits

This course provides the manager with a basic understanding of the field of human resource management as it is practiced today. Theories, concepts, terminology, procedures, laws and regulations, are explored and discussed as they apply to the process of maintaining a well qualified, motivated work force. In particular, students will explore the variety of problems, issues, and conflicts that may arise in the workplace and some of the strategies designed to deal with such problems.

MBA 510 – Interpersonal and Organizational Communication

3 credits

Effective communication is an essential skill for today's manager. This course covers the key forms of communication in organizations: reading, writing, speaking, listening, and nonverbal communication. It also treats different kinds of writing, such as letters and reports; different kinds of oral communication, such as public speaking, committee meetings, and interviewing; and the study of communication within organizations, especially as it pertains to management. The course considers the importance of communication and increases the student's understanding of how communication works. The manner in which all aspects of communication are interrelated is also emphasized.

AREAS OF CONCENTRATION

INTERNATIONAL BUSINESS COURSES

MBA 641 – International Marketing

3 credits

In an environment in which a large portion of income of U.S. firms is earned in foreign markets, foreign competitors increase their market share in the United States, and national economies have become interdependent in the global market, most marketing strategies become international in scope.

This course is designed to investigate the implications of the global market for U.S. companies and how it affects their marketing strategies as they are competing in markets around the world. Attention will be focused on problems such as identifying and evaluating opportunities in overseas markets, developing and adapting marketing strategies in relation to specific national market needs and constraints.

MBA 642 – International Financial Management

3 credits

The focus of this course is on the specific problems encountered by those concerned with finance in companies with substantial international involvement. It is the international equivalent of a corporate finance course. The course content is especially designed for MBA's aspiring to careers in international business, including those who will be responsible for the financial management of large and small corporations, international trading companies, or banks whose customers include business firms affected by international markets.

MBA 643 – International Management and Cross Cultural Communication 3 credits

This course takes a cross-cultural and functional perspective in international management. Managerial functions are discussed in a cross-cultural setting of an international operation. Emphasis is placed on the importance of cross-cultural differences and the challenges of working in a diverse work environment where people may not share the same basic values and assumptions.

MBA 644 – International Economics 3 credits

This course covers the determinants of foreign direct investment, the economic questions concerning the operations of multinational enterprise, and the impact of multinational firms on national economies and international economic relations. Emphasis is placed on the general economic analysis of these issues.

MBA 645 – International Political Relations 3 credits

This course offers the study of international relations and its relation to international economics and international business. Sometimes referred to as “political economy”, the course requires the analysis of both the way in which politics shapes the economy, and of the way in which the economy shapes politics. Considering the limitations of the conventional division of domestic and international politics and economics, the course investigates how the domestic politics of the world's leading economic and military powers have wide-ranging effects on the domestic political economies of other nations.

MBA 646 – International Trade 3 credits

This course investigates the theories, institutions and processes associated with international trade. The course examines the theoretical constructs necessary to understand the issues and problems that a business involved with international trade must face. The course also explores the various mechanisms, such as import and export procedures and regulations, that create today's global systems for managing the exchange of goods, services, and labor between countries.

HEALTH CARE MANAGEMENT COURSES

MBA 651 – Health care Administration 3 credits

This course serves as an overview of the issues, practices, and responsibilities facing the health care administrator. The course investigates each of the important aspects of health care administration and introduces students to the topics which constantly challenge health care executives. Areas covered include hospital and physician reimbursement, managed care, multi-provider systems, integrated health systems, business ventures in health care, and stake holder management. This is a course providing the application of organizational management techniques to health care institutions.

MBA 652 – Health care Finance

3 credits

An introduction to the management of a health care organization's finances, including the operation of its financial accounting system. Evaluation of the organization's financial situation using financial techniques and financial statements, cash management, credit analysis, capital structure and capital budgeting, funds management, and financial control.

MBA 653 – Law for Health care Professionals

3 credits

This course will review the American legal system, including its courts, its statutes, and its common law, in order to provide the health care manager with a basic understanding of the number of significant ways in which legal mandates apply to one's institution. A number of different areas of law will be studied, each selected for its influence on the management of health care institutions and health care providers. Legal cases will be examined, including significant court opinions, in order to bring students to a basic understanding of the manner in which their actions will be judged by our country's legal systems.

MBA 654 – The Marketing for Health care Programs

3 credits

This course provides students with an overview of the areas of public involvement which affect the organizations ability to attract, serve, and generate the support of the community in which it is embedded. These include the marketing of the services and programs provided by the institution, the use of positive forms of publicity, and the generation of activities designed to foster a positive relationship with the individuals, organizations, and governments on which the institution depends.

MBA 655 – The Health care System

3 credits

This course will examine the social organization of the vast health care system in the United States today, emphasizing such topics as health expenditures and rising costs, equity in health services, financing health care, insurance (including HMOs), delivery of health care services, discrimination in health care delivery, social legislation, and the social implication of new health care technologies.

MBA 656 – Health care Policy

3 credits

This course focuses on a wide range of policies including equity in health care delivery (e.g., how to provide care for the elderly, the poor, the homeless, those with cancer, AIDS, and other life

threatening illnesses, those chemically dependent), proposals for cost control, regulation of safety, insurance, and the distribution of medical resources.

MANAGEMENT & ORGANIZATIONAL BEHAVIOR COURSES

MBA 661 – Managing Organizational Behavior 3 credits

This course examines behavioral issues in organizations to develop an understanding for working with people individually, in groups, and as members of larger organizations. The course also reviews theories and research in the area of effective management, in order to develop a base of understanding for managerial practice and organizational leadership.

MBA 662 – Managing Diversity 3 credits

“Diversity” within our society and our workforce has become a continuing evolutionary process with far-reaching implications for both business and politics. Increasingly, managers in both major corporations and other organizations are evaluated on how well they hire and manage a diverse workforce. This course provides students with practical strategies for managing in today’s multicultural workplace. It gives future leaders insights into understanding, appreciating, and gaining value from cultural contrasts, and provides students with the skills needed to negotiate, manage and motivate among multicultural groups.

MBA 663 – Organizational Culture and Spirituality 3 credits

This course investigates the existence of organizational culture, its formation and its influence on organizational success. Each organization has an invisible quality -- a certain style, a character, a way of doing things -- that *may be more powerful than* the dictates of any person or any formal system. This course attempts to understand the “soul of the organization” -- its culture -- and how cultures are formed, maintained, and changed. The course also explores possible relationships between organizational culture and performance; the relationship between organizational culture and ethical behavior; the challenge of managing the culture’s influence on organizational process; and finally, how organizations socialize individuals to their particular culture. The relationship of spirituality to organizational culture is also considered.

MBA 664 – Managing Organizational Quality and Commitment 3 credits

This course focuses on past, current, and emerging quality improvement theories, practices, techniques, and skills. It includes an overview of organizational systemic processes and programs, necessary to deliver quality results, such as those established under the Baldrige Award and under standards programs such as ISO 9000. The mechanics, structures, and dynamics of effective quality

improvement teams are covered, as are issues relating to the effective implementation of quality-related programs.

MBA 665 – Organizational Diagnosis and Change Management 3 credits

This course examines the structural and environmental forces that influence the management process within organizations and its effectiveness in managing the organization through the process of change. Procedures and methodology are developed for identifying the organization's type, readiness for change, and appropriate intervention and change strategies. Issues examined include power and resistance, human motivation and behavior, intervention in systems, group dynamics, team building, power and politics in organizations, and the creation of *change-oriented* cultures.

MBA 666 – Executive Development and Principle Centered Leadership 3 credits

As organizations prepare to face the challenges of the new millennium, they look toward their executives for vision, innovation and integrity. The *development* of individuals who can provide such leadership is a constant, relentless effort within corporation today. This course is an opportunity to see how organizations shape leaders. With focus on both the theoretical and practical aspects of executive development, this course enables students to understand and facilitate organizational efforts aimed at improving executive capabilities. The course will also evaluate the current literature on the concept of being a "principle-centered" leader and whether identifiable individual characteristics influence an executive's ability to inspire people, build teamwork, and contribute positively to organizational success.

CAPSTONE COURSES

MBA 701 – Organizational Leadership, Ethics and Social Responsibility 3 credits This course is designed to provide students with the opportunity to investigate the social responsibility of business, manners in which business leaders and managers deal with ethical issues, and the role of business professionals in the process of guiding (stewarding) the organization in the ways in which it is willing to acknowledge its influential role in the community and design efforts to respond to the important problems in that community.

MBA 702 – Strategic Management 3 credits

This course is intended as a capstone course in the MBA program, integrating the various courses in the curriculum as the learning accomplished through the Core Courses and the electives in the student's area of concentration is applied to the process of strategy formation and case review.

As students study the process of strategic management, they will focus on the tasks of crafting, implementing, and executing an organization's strategy. Strategy is grounded in the array of competitive moves and business approaches management depends on to produce successful performance. The study of strategy, then, considers management's game plan for strengthening the organization's position, pleasing its customers, and achieving performance targets. Students will learn how managers devise strategies to guide *how* the company's business will be conducted and to help them make reasoned, cohesive choices among alternative courses of action.

MBA 703 – Competing in a Global Business Environment 3 credits

This course is intended as a vehicle for producing students who will be comfortable and effective in a worldwide marketplace. Today, *all* students -- even those who will never have an overseas assignment -- need to be knowledgeable about the global economy. Students must develop "cultural literacy" in international business. As a business professional, they must be able to talk knowledgeably with a visiting executive from a French multinational corporation or to understand and analyze the impact on themselves and their firm of trade negotiations with Japan, devaluation of the Mexican peso, economic growth in China or Brazil, or the collapse of a British bank. It is the purpose of this course to provide such a foundation for future *managers* who must function in a global competitive environment.

MBA 704 – MBA Decision Laboratory 3 credits

This course provides an opportunity to apply academic knowledge through participation in a managerial task within an organization (such as setting up a purchasing cooperative, devising an inventory system, developing cost-benefit analyses of a New York City agency program). In other cases, it may be appropriate for students to work outside a business setting on a research-oriented project that has applied objectives. The thrust of the creative response here is toward solving an actual operating problem. In a graduate business program, performance of this type of task is an appropriate way to further develop the knowledge and skills acquired in academic learning.

EDUCATION

Chair of the Teacher Education Department: Mary Ellen Sullivan, B.A., M.S.,
Ph.D. maryellen.sullivan@mountsaintvincent.edu

Coordinator of the Graduate Program: Deborah Smith

The Office of the Graduate Program in Urban and Multicultural Education is located in the Administration Building, Room 322. The Graduate Program phone number is: (718) 405-3209.

For information about application procedures you may also call the School of Professional & Graduate Studies at (718) 405-3322.

MASTER OF SCIENCE IN URBAN & MULTICULTURAL EDUCATION

The Master of Science Degree in Urban and Multicultural Education has been approved and is registered with the New York State Higher Education Department, under the IPEDS code of 0899. The Master's Programs in Teacher Education are accredited by the Teacher Education Accreditation Council, a specialized accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

PROGRAM PHILOSOPHY

The Master of Science in Urban and Multicultural Education is a values-centered program reflecting the belief that learning and culture are inseparable, as are relationships among learner, teacher, environment, and purpose for learning. Educators need to understand the cultures of all children, adolescents, and families through conscientious study and personal interaction. Accordingly, educators must have the appropriate knowledge, skills, and attitude necessary to teach effectively in all school systems, especially in metropolitan area systems where the populations are more culturally diverse.

Consistent with the College mission, the Graduate Program is based on a belief in commitment to service, especially to diverse populations. All young learners have the right to an education appropriate to their individual needs and an education that acknowledges their culture, race, socioeconomic background, and the language of their home.

Graduate education serves to provide teachers with opportunities to pursue academic excellence and professional leadership. This program in Urban and Multicultural Education prepares teachers to assume leadership positions as knowledgeable practitioners who can provide productive learning environments in multicultural and multilingual classrooms and schools.

The Graduate program is designed to allow part-time students to pursue and complete their graduate studies typically within two years. Accelerated study is possible based on course offerings and the academic status of the student.

PROGRAM OUTCOMES

1. Demonstrate subject matter knowledge and pedagogical knowledge.
2. Demonstrate the ability to teach all students in an effective and caring manner.
3. Demonstrate positive values and ethical practice.
4. Demonstrate reflective practice and seek opportunities for professional growth.

ADMISSION REQUIREMENTS FOR M.S. IN EDUCATION

Applicants who possess New York State provisional or initial certification in childhood education may participate in the program on either a part-time or full-time basis.

Applicants for admission into the Graduate Program in Education must meet the following requirements:

- Hold a bachelor's degree from an accredited college or institution;
- Have an undergraduate cumulative grade point average of at least 3.0;
- Submit a copy of New York State certification;
- Submit a completed application and fee with two references;
- Provide all official graduate and undergraduate transcripts;
- Receive a passing score on the English Essay Exam.

An application for admission must be complete, and each of the six admission requirements must be fulfilled, within one year from the date of initial filing. Applications remaining incomplete for a period longer than one year will be considered withdrawn.

NEW YORK STATE CERTIFICATION

The M.S. in Urban and Multicultural Education fulfills academic requirements for professional certification in Childhood Education Grades 1-6. Prior to program completion, an information session on the certification process will be held.

Graduate students who have New York State certification and the pre-requisite undergraduate academic major may choose the Middle Level Education concentration (nine credits) to obtain Grades 5-6 or 7-9 certification extension in this area.

Graduate students who choose the English as a Second Language concentration do not qualify for New York State certification in Teaching English to Speakers of Other Languages (TESOL). However, the courses of study do provide teachers with essential skills to meet the needs of multilingual students in their classrooms. Teachers who wish to pursue additional graduate study in this area have a solid foundation of transferable course work in TESOL.

DEGREE REQUIREMENTS:

M.S. in Urban & Multicultural Education

The M.S. degree in Urban & Multicultural Education requires the completion of 30 credits:

- I. Foundation Courses – 9 credits
 - EDUC 502 Foundations of Urban & Multicultural Education
 - EDUC 504 Cross-cultural Communication
 - EDUC 506 Language, Cognitive Development, & Cultural Diversity

- II. Required Courses Offered Offsite – 12 credits
 - EDUC 602 Research for Classroom Teachers
 - EDUC 604 Methods in Multicultural Education
 - EDUC 606 Urban & Environmental Education
 - EDUC 608 Contemporary Health Issues in Urban Education

- III. Concentration Courses – 9 credits (700-level)
 - a) Special Education, or
 - b) Middle Level Education, or
 - c) English as a Second Language, or
 - d) Instructional Technology and Global Perspectives

GRADES

All courses in the education program are evaluated with letter grades. The Pass/Fail distinction is used only with the final comprehensive exam.

EXIT REQUIREMENTS

All students are required to pass a comprehensive examination. Students take this examination at the completion of the program and must register at least three months before the published test administration date.

EXIT CRITERIA and CERTIFICATION

A student who successfully completes all academic and professional requirements will be recommended by the Teacher Education Department for professional New York State

certification in Childhood Education Grades 1-6. Academic requirements include completion of all courses with the prescribed grades and grade point average. Professional requirements include demonstration of affective behaviors appropriate to the profession.

NEW WORKSHOP REQUIREMENT

Effective December 31, 2013, New York State Department of Education requires all applicants for Certification to complete six clock hours of coursework or training in Harassment, Bullying, Cyberbullying and Discrimination in Schools: Prevention and Intervention (Article 2, Sections 10-18 of the NYS Education Law). This training will be provided on-campus at least once during each academic year. Students must complete this workshop prior to program completion in order to receive College endorsement for certification.

SCHEDULING OF COURSE OFFERINGS

(Subject to change)

Required Courses Offered Only On-Campus

The following courses must be taken on campus at the College of Mount Saint Vincent, and are offered according to the indicated schedule:

EDUC 502: FOUNDATIONS OF URBAN AND MULTICULTURAL EDUCATION

Offered in the Fall of each year

EDUC 602: RESEARCH FOR CLASSROOM TEACHERS

Offered in the Fall of each year

EDUC 606: URBAN AND ENVIRONMENTAL EDUCATION

Offered in the Spring of each year,–

Required Courses Offered Offsite

The following courses may be taken at UFT off-campus sites in Manhattan, Brooklyn, the Bronx, and in Queens:

EDUC 504: CROSS-CULTURAL COMMUNICATION

Offered in alternating semesters

EDUC 506: LANGUAGE, COGNITIVE DEVELOPMENT, AND CULTURAL DIVERSITY

Offered in alternating semesters

EDUC 604: METHODS IN MULTICULTURAL EDUCATION

Offered as needed

EDUC 608: CONTEMPORARY HEALTH ISSUES IN URBAN EDUCATION

Offered in alternating semesters

A. Program Concentration Courses – 700 Level Courses

The 700 level courses are offered according to student needs. Although several of these concentration courses are offered each term, during no term are *all* of the concentration courses available. Program planning should be arranged with the Chairperson of the Graduate Program.

M.S. IN URBAN & MULTICULTURAL EDUCATION COURSE DESCRIPTIONS

FOUNDATION COURSES

Three required foundation courses (*nine credits*) provide the knowledge and experience basic to multicultural understanding.

All students take these courses.

EDUC 502 - Foundations of Urban and Multicultural Education 3 credits

This course equips teachers with a sound knowledge base in multicultural education. It provides both definition and rationale. Employing historical perspective, and through the use of lecture, video analysis and class reflection, it traces the development of cultures, prejudices, and stereotypes in American society and relates them to economic and political factors. Students apply this information to urban education and formulate a personal philosophy of urban-multicultural education.

EDUC 504 - Cross-cultural Communication 3 credits

This course focuses on self-awareness, group dynamics, effective communication, and conflict resolution with an emphasis on cross-cultural interactions and prejudice reduction.

EDUC 506 - Language, Cognitive Development, and Cultural Diversity 3 credits

This course examines cognitive development and language acquisition across cultures. Through the supplemental use of various technologies the course focuses on issues of bilingualism and dialectal difference and their relationship to language development. The course explores language diversity as it relates to classroom instruction.

CORE COURSES

Four required core courses (*twelve credits*) provide students with the theory and methodology needed to teach effectively in multicultural settings.

EDUC 602 - Research for Classroom Teachers 3 credits

This course examines variations in the structure of educational research as a function of questions under investigation, statistical formulae, and data analysis (including computer applications) as applied to classroom settings. Students will learn to read and interpret research reports and they will develop their own model for a classroom research project. Various technologies are required to effectively fulfill course requirements.

EDUC 604 - Methods in Multicultural Education 3 credits

This course is a study of multicultural teaching approaches, learning processes and evaluation strategies as applied in all curriculum areas. Interdisciplinary approaches to standards-based instruction are studied. Classroom motivation, communication and management are prime considerations. The arts will be presented as a basic component of multicultural education.

EDUC 606 - Urban and Environmental Education 3 credits

This course is a study of the physical environment of the city, natural and built, and the interrelationships between the city and its culturally diverse residents. Students will learn environmental education strategies to reduce the devastation and enhance the beauty of the urban environment. Appropriate technology will be featured and utilized. Fieldwork required.

EDUC 608 - Contemporary Health Issues in Urban Education 3 credits

This course is designed to increase teacher awareness of significant health and social issues-abusive environments, addiction, illness prevention-that impact American education today. It explores the effect of these issues on diverse populations of students and analyzes implications for school personnel. Emphasis is given to integrating new content into the curriculum, initiating referral procedures, and effective use of community resources.

Three courses (*nine credits*) are required from the program's areas of concentration. Students choose from one of the four available program options: Middle Level Education, Special Education, English as a Second Language, or Instructional Technology & Global Perspectives. With an advisor's approval, a student may choose courses from different areas of concentration.

MIDDLE LEVEL CONCENTRATION

Students who choose this concentration are eligible to apply for New York State certification extension, Grades 5-6, or 7-9, if they have initial certification in Childhood Education Grades 1-6 and an appropriate baccalaureate major in English, mathematics, social studies, science, or a language other than English

EDUC 702 - Education and Development of the Middle School Learner 3 credits

This course is an intensive study of the psychodynamics of adolescent development. It explores the unique cognitive, physical, social, and emotional needs of middle school learners. Emphasis is given to the roles of school personnel in responding to the needs of this age group.

EDUC 704 - Curriculum in Middle School Education 3 credits

This course focuses on interdisciplinary and thematic approaches used in teaching middle grade students. Methods of integration of the arts, language, math, science, and social studies are studied from a multicultural perspective. Teaching strategies and materials that foster the development of skills of inquiry and cognitive processing are examined.

EDUC 706 - Applied Research in Middle Level Education 3 credits

This course is designed to enable teachers to conduct research related to Middle Level Education. Curriculum, instruction, cooperative learning, interdisciplinary teaching, advisory, team learning and affective development are explored from a multicultural perspective. Intensive field studies will be designed, implemented and reported. Prerequisites: EDUC 702 and EDUC 704 or permission of instructor.

SPECIAL EDUCATION CONCENTRATION

EDUC 712 - Strategies for Inclusion of Special Learners 3 credits

This course is designed to help teachers instruct students with learning and behavior problems in the least restrictive environment. Areas considered are cooperative planning, differentiated instruction, communication, use of special resources (e.g., assistive technology) motivation and behavior management. Participants collaborate in teams to improve their decision-making and problem-solving skills.

EDUC 714 - Practicum in Assessment and Instruction of Special Learners 3 credits

This course is designed to provide participants with information on standardized and informal assessment procedures and materials and on research-based effective strategies for teaching students with mild to moderate learning and behavior problems. Emphasis is on assessment in literacy and mathematics and appropriate use of technologies including assistive technologies. Focus will also be on those strategies of differentiated instruction that can be effectively implemented or modified within the general education program.

Prerequisites: EDUC 712 or permission of instructor.

EDUC 716 - Life Span Special Education: Transition from Birth to Adulthood 3 credits

This course will focus on the many transitions which special education students and their families must take throughout their education as well as how teachers, administrators, and other professionals in education can facilitate these transitions. The course emphasizes human motivation and effective communication procedures.

ENGLISH AS A SECOND LANGUAGE CONCENTRATION

This concentration provides teachers with basic knowledge and skills to meet the needs of multilingual youngsters in their classrooms.

EDUC 722 - Teaching English as a Second Language I 3 credits

This course provides an introduction to the theoretical foundations of second language acquisition that includes an examination of theories and research findings and their applicability to classroom practice. Course work also involves a review of relevant psycholinguistic and socio-linguistic research.

EDUC 724 - Teaching English as a Second Language II 3 credits

In this course students examine and develop a variety of methods, approaches, techniques, and materials used in teaching listening, speaking, reading, and writing to speakers of other languages on the elementary, middle school, and high school levels. Prerequisite: EDUC 722 *or permission of the instructor.*

EDUC 726 - Assessment in English as a Second Language 3 credits

This course includes an examination of procedures and instruments, standardized and informal, used in second language instruction programs. Focus on assessment as an integral part of instruction. Prerequisites: EDUC 722 and EDUC 724 or permission of instructor.

INSTRUCTIONAL TECHNOLOGY AND GLOBAL PERSPECTIVES CONCENTRATION

EDUC 732 - Technology for Classroom Teachers 3 credits
Technology for Classroom Teachers examines the philosophy, rationale, ethics, and intercultural value of technology usage. Teachers learn how to implement technology as effective productivity tools. Common platforms (IBM compatibles and Macintosh) and operating Systems as well as software of various types are explored. This course emphasizes commercially available applications such as Microsoft Office (word processing, data base, spread sheets) and Microsoft Publisher (graphic design). Desktop publishing is a featured activity. Trouble-shooting strategies relating to technology use within the classroom are explored.

EDUC 734 - Technology for Communication and Instruction 3 credits
Technology for Communication and Instruction prepares the classroom teacher to use multimedia computers to enhance teaching and learning. Participants explore sources of materials through utilization of print and online (Internet) catalogues and compendia. Criteria for selection of appropriate materials will be developed and applied. Emphasis is on identification, evaluation, and incorporation of published instructional software into classroom instruction and research using the World Wide Web. Application is made to various disciplines.

EDUC 736 - Advanced Technology: Curriculum and Development 3 credits
Advanced Technology: Curriculum and Development explores the use of authoring systems to create discipline-specific multimedia instructional presentations. Students will develop individual curriculum projects that will incorporate text, graphics, animation, video, and scanned images for instructional purposes. The creation of customized websites is a featured activity. Pre-requisites: EDUC 732, EDUC 734. Pre-requisites apply to students enrolled in the complete concentration.

OTHER COURSES

EDUC 570 - Special Topics 3 credits
An option designed to offer students the opportunity of studying a “special topic” not regularly offered as part of the Graduate Program curriculum. See below for an example of one such topic.

EDUC 570 - Arts Integration I: Methods and Materials 3 credits
A comprehensive studio workshop course that exposes teachers to two- and three- dimensional art projects. Disciplines such as drawing, painting, sculpture (papier-mâché, clay cardboard, etc) will be utilized. Design, collage, and multimedia, will be explored and basic skills attained. “Setting up” for art projects in the classroom and strategies for classroom management will be

taught. Critiques of projects and discussions of age appropriate use of materials and techniques will be a major component of this course.

EDUC 614 - Independent Study

3 credits

An option designed to enable students to engage in the pursuit of knowledge in an area of special interest related to urban and multicultural education. This course is designed to foster critical thinking through individualized instruction. Permission and approval of the Director of the program is required.

EDUC 728 — Teaching Across the Content Areas: Pedagogy in English Language Arts and Social Studies 3 credits

This course introduces teacher education candidates to the strategies and techniques of how to effectively teach subject content in ILA and social studies to diverse student populations. The goal of the course is to equip teacher education candidates with the skills and knowledge to help adolescents with disabilities achieve their intellectual and vocational “potential”.

EDUC 729 – Teaching Across the Content Areas: Pedagogy in Mathematics and Science

3 credits

This course introduces teacher education candidates to the strategies and techniques of how to effectively teach subject content in math and science to diverse student populations. The goal of the course is to equip teacher education candidates with the skills and knowledge to help adolescents with disabilities achieve their intellectual and vocational “potential”.

MASTER OF SCIENCE IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)

Faculty Coordinator of the TESOL Program: Seonhee Cho, Ph.D.

PROGRAM PHILOSOPHY

The Master of Science Program in Teaching English to Speakers of Other Languages at the College of Mount Saint Vincent is designed to prepare prospective teachers of English language learners from Pre-Kindergarten through grade 12 who wish to work in a variety of public, private, suburban, and rural settings. Candidates holding initial certification in a discipline other than TESOL fulfill the academic requirements for professional certification in that area while simultaneously fulfilling the academic requirements for initial certification in TESOL.

The curriculum provides a strong foundation in both first and second language acquisition with discrete focus on the acquisition of English in particular. By addressing the linguistic, cognitive, psychological, cultural and sociological realities of English language learners, future elementary, middle and high school teachers of English as a second language are professionally empowered to educate a diverse group of learners, thereby adding a very necessary certification to those already offered at the College.

Students educated in the M.S. in TESOL Program will become sensitized to language acquisition issues throughout their course of study, identifying those issues as they relate to their respective personal language learning experiences and to those of their classmates and prospective students. The faculty aspires that students acquire an understanding of the relationship between language, culture and learning so as to develop the skills to effectively serve English language learners in a variety of settings.

PROGRAM OUTCOMES

Graduates of the program in TESOL are able to:

1. Demonstrate subject matter knowledge and pedagogical knowledge.
2. Demonstrate the ability to teach all students in an effective and caring manner.
3. Demonstrate positive values and ethical practice.
4. Demonstrate reflective practice and seek opportunities for professional growth.

ADMISSION REQUIREMENTS FOR M.S. IN TESOL

Bachelor's degree from an accredited college or university

Undergraduate GPA of 3.0

New York State Initial Certification in a discipline other than TESOL

Submission of two letters of recommendation

Interview with program coordinator

On-site writing sample

Documentation of coursework in Special Education

NEW YORK STATE CERTIFICATION

Prior to program completion students must document completion of 12 credits in a foreign language(s) or sign language. This requirement must be fulfilled the semester prior to degree conferral. Undergraduate/Graduate coursework or equivalent credit on CLEP or NYU Proficiency will be accepted.

Students who successfully complete this graduate program in TESOL and pass the requisite teacher certification content specialty examination will:

1. fulfill the academic requirements for New York State initial certification in TESOL
2. be recommended to New York State for initial certification in TESOL K-12

Candidates will be informed of the certification process prior to program completion.

DEGREE REQUIREMENTS:

M.S. in TESOL (*Teaching of English to Speakers of Other Languages*)

The M.S. degree in TESOL requires the completion of 30 credits:

I. Pedagogical Core Courses – 18 credits

EDUC 504 Cross-cultural Communication
EDUC 506 Language, Cognitive Development, and Cultural Diversity
EDUC 507 Linguistic Analysis
EDUC 508 Structure of American English
EDUC 722 Teaching English as a Second Language I
EDUC 725 Teaching Across the Content Areas: Methods of TESOL ,
Grades Pre-K-12

II. Pedagogical Knowledge Courses – 6 credits

EDUC 605 Curriculum & Materials in TESOL
EDUC 726 Assessment in English as a Second Language

III. Field Experience – 6 credits

EDUC 750 Supervised Practicum in TESOL: Pre-K-6
EDUC 751 Supervised Practicum in TESOL: 7-12

IV. Comprehensive Examination

A pass/fail written examination is the terminal experience for this graduate program. Students will attend a review session to prepare for the examination which reflects the content of the curriculum throughout this course of study.

GRADES

All courses in the education program are evaluated with letter grades. The Pass/Fail distinction is use only with the final comprehensive exam.

EXIT REQUIREMENTS

The Master of Science in TESOL is a 30 credit curriculum consisting of both professional and skills-based clinically-oriented courses. Students will be required to complete two supervised practicum experiences. Information about requirements for these clinical experiences will be provided by the program coordinator during orientation. A comprehensive examination is the culminating assessment for this course of study.

NEW WORKSHOP REQUIREMENT

Effective December 31, 2013, New York State Department of Education requires all applicants for Certification to complete six clock hours of coursework or training in Harassment, Bullying, Cyberbullying and Discrimination in Schools: Prevention and Intervention (Article 2, Sections 10-18 of the NYS Education Law). This training will be provided on-campus at least once during each academic year. Students must complete this workshop prior to program completion in order to receive College endorsement for certification.

SCHEDULING OF COURSES OFFERED

(Subject to change)

The courses of the MS in TESOL Program are co-sponsored with the UFT and Rockland Teacher Center. Select courses will be offered at the Riverdale campus of MSV as well as at UFT Borough Offices, or the Rockland Teacher Center sites. The recommended sequence of courses should be discussed with an advisor prior to course registration.

A. Required Courses Offered Only On-Campus (UFT COHORT)

The following courses must be taken on campus at the College of Mount Saint Vincent and are offered according to the indicated schedule:

- EDUC 507 Linguistic Analysis
- EDUC 605 Curriculum & Materials in TESOL
- EDUC 725 Teaching Across Content Areas: Methods of TESOL Grades Pre-K-12

B. Required Courses Offsite

The following courses must be taken off site:

- EDUC 504 Cross-cultural Communication
- EDUC 506 Language, Cognitive Development and Cultural Diversity
- EDUC 508 Structure of American English
- EDUC 722 Teaching English as a Second Language I
- EDUC 726 Assessment in English as a Second Language
- EDUC 750 Supervised Practicum in TESOL: Pre-K-6
- EDUC 751 Supervised Practicum in TESOL: 7-12

A. Required Courses Offered Only On-Campus (ROCKLAND COHORT)

The following courses must be taken on campus at the College of Mount Saint Vincent and are offered according to the indicated schedule:

- EDUC 504 Cross-cultural Communication
- EDUC 507 Linguistic Analysis
- EDUC 508 Structure of American English

B. Required Courses Offsite

The following courses must be taken off site:

- EDUC 506: Language, Cognitive Development and Cultural Diversity
- EDUC 605 Curriculum & Materials in TESOL
- EDUC 722 Teaching English as a Second Language I
- EDUC 725 Teaching Across Content Areas: Methods of TESOL Grades Pre-K-12
- EDUC 726 Assessment in English as a Second Language
- EDUC 750 Supervised Practicum in TESOL: Pre-K-6
- EDUC 751 Supervised Practicum in TESOL: 7-12

M.S. in TESOL COURSE DESCRIPTIONS

PEDAGOGICAL CORE COURSES

EDUC 504 - Cross-cultural Communication 3 credits

This course focuses on self-awareness, group dynamics, effective communication, and conflict resolution with an emphasis on cross-cultural interactions and prejudice reduction.

EDUC 507 - Linguistic Analysis 3 credits

This course examines the components of language in order to define the nature of language and the human mind. Questions regarding the origin of language will be examined. The universal nature of language will also be explored. *(10 required field hours)*

An introduction to general linguistic notions will be presented in this course. Foci include: syntax, phonology, morphology, language variation, pragmatics and semantics. The relationship of brain, language and cognition will also be highlighted.

EDUC 508 - Structure of American English 3 credits

This course will examine English grammar from a theoretical point of view and discuss how the different constructions that we study can be taught formally and informally in the ESL classroom. Although English-language learners have not *acquired* English as a first language, they have access to Universal Grammar which programs human beings to understand what is possible with *all* languages. Hence, the knowledge that we all possess subconsciously facilitates the learning of a second language when brought to conscious awareness. Prescriptive versus descriptive language will be examined throughout the course in light of structures to be studied and how they manifest themselves in everyday usage.

EDUC 506 - Language, Cognitive Development, and Cultural Diversity 3 credits

This course examines cognitive development and language acquisition across cultures. Through the supplemental use of various technologies, the course focuses on issues of bilingualism and dialectal difference and their relationship to language development. This course explores language diversity as it relates to classroom instruction.

EDUC 722 - Teaching English as a Second Language I 3 credits

This course provides an introduction to the theoretical foundations of second language acquisition that includes an examination of theories and research findings and their applicability to classroom practice. Course work also involves a review of relevant psycholinguistic and socio-linguistic research. *(10 required field hours)*

EDUC 725 - Teaching Across the Content Areas: Methods of TESOL Grades PreK-12 3 credits

This course develops the skills and knowledge necessary to teach science, mathematics and social studies to English Language Learners. Students will link the teaching of language, content and development of strategic competence. Activities will require students to connect content area instruction to the New York State Learning Standards. *(15 required field hours)*

PEDAGOGICAL KNOWLEDGE COURSES

EDUC 605 - Curriculum & Materials in TESOL 3 credits

Curriculum & Materials in TESOL is designed to provide a general introduction to the design and role of curriculum and materials in standards-based ESL/EFL and content instruction. In its focus on curriculum, the course begins with the assessment of learners' needs and the development of appropriate curriculum based on those needs. In the design of that curriculum, sub-topics including the setting of goals and objectives, choice of syllabus type, integrating standards and content, teaching methodology and assessment will be covered. The focus on materials includes a survey of options and criteria for their evaluation. This course will feature hands-on activities, authentic materials, curricula and assessment tools. *(15 required field hours)*

EDUC 726 - Assessment in English as a Second Language 3 credits

This course includes an examination of procedures and instruments, standardized and informal, used in second language instruction programs. Instruction in design and use of instruments will be addressed. The role of assessment as an integral part of instruction will also be explored.

FIELD EXPERIENCE

EDUC 750 - Supervised Practicum in TESOL: Pre-K-6 3 credits

EDUC 751 - Supervised Practicum in TESOL: 7-12 3 credits

Each practicum requires the completion of the equivalent of 10 school days in a supervised school setting together with seminar meetings. The seminar meetings for each practicum will consist of bi-monthly meetings totaling fourteen hours. During the seminar, students will have multiple opportunities to connect theory and practice. Drawing on their teaching experiences, they will discuss the learning processes of English Language Learners as well as their own development as teachers of English Language Learners.

NURSING

The Master of Science Degree, Nursing Program has been approved and is registered with the New York State Higher Education Department, under the IPEDS code of 1203. The Master's Program is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle NW, Suite 530, Washington DC 20036-1120.

Dean School of Nursing: Susan Saladino, R.N., Ph.D.

susan.saladino@mountsaintvincent.edu

Director of Graduate Nursing: Justine Taddeo, R.N., Ed.D.

justine.taddeo@mountsaintvincent.edu

Coordinator of Family Nurse Practitioner Program

Melissa Moreno, R.N., D.N.P.

melissa.moreno@mountsaintvincent.edu

The Department of Nursing is located in the Administration Building, Room 451. The Department phone number is (718) 405-3351.

For information about application procedures you may also call the Admissions Office at (718) 405-3320.

MISSION/PHILOSOPHY OF MASTER OF SCIENCE, NURSING PROGRAM

The graduate program in Nursing is based upon baccalaureate education and experience in professional nursing. The curriculum is based on theory and research in nursing and related disciplines. The faculty believe that the Master's prepared nurse should be able to: incorporate theories and advanced knowledge into nursing practice; demonstrate competence in a selected role; participate in research studies in advanced nursing; demonstrate competencies that influence nursing practice, and assume responsibilities for contributing to the improvement of health care, health policy, and the advancement of the nursing profession.

The master's program prepares nurses to function either as nurse educator, nurse practitioners, or nurse administrators. The emphasis of the Master of Science, Nursing Program is the refinement of critical thinking and scholarly behavior. Graduates of the Master's Program are prepared for doctoral study in nursing. The demand for high quality, cost effective health care services for individuals, families, and communities requires nurses with advanced preparation in nursing.

PROGRAM OUTCOMES

1. Articulate a philosophy of nursing which reflects a commitment to the development of self and others and the advancement of the nursing profession.
2. Demonstrate critical thinking in advanced nursing practice.
3. Design research proposals and participate in the implementation of research.
4. Evaluate theoretical and research knowledge from nursing, the sciences, and humanities for its application to advanced nursing practice.
5. Design, implement, and evaluate nursing strategies based upon clinical knowledge.
6. Demonstrate ability to communicate in a scholarly manner.
7. Evaluate ethical and legal issues affecting advanced nursing practice and health care.
8. Demonstrate leadership in approaching clinical and professional problems and issues.

9. Generate collaborative and consultative relationships with health-care providers and consumers to achieve health care goals of multi-cultural populations.
10. Propose, implement, and evaluate strategies that contribute to improvement of health care delivery and influence health care policy.

ADMISSION REQUIREMENTS

Applicants for admission into the Graduate Nursing Program must:

- hold a bachelor's degree from a National League for Nursing (NLN) or Collegiate Commission on Nursing Education (CCNE) accredited college or institution* [*Note: Graduates of Foreign Nursing Schools are required to have their transcripts evaluated by the Commission on Graduates of Foreign Nursing Schools (CGFNS). www.CGFNS.org*]
- have earned an undergraduate cumulative grade point average of at least 3.0**;
- submit a completed application and fee with two references, a copy of New York State R.N. license, and all official undergraduate transcripts;
- have successfully completed undergraduate courses in nursing research and elementary statistics;
- pass the English Essay Examination.
- 1 year professional nursing practice preferred

Deadline for acceptance of new students for the Fall Semester is August 1st. Students are admitted into the Graduate Programs in Nursing only for entry in the Fall Semester. **Courses are sequenced and may be semester specific.**

Registered nurses with a B.S. in Nursing can enroll in the program on a part-time basis.

In general, graduate Nursing courses are offered at the College of Mount Saint Vincent in the late afternoons and evenings during the Fall and Spring semesters and prerequisite undergraduate courses are offered during the Fall, Spring, Intersession, and Summer sessions. All documents of applicants who have been accepted and who, for extenuating circumstances, cannot register for courses during the session for which they were admitted, will be kept on file for two consecutive fall and spring semesters with the permission of the Program Director. Otherwise, they will be required to reapply under the requirements for admission in effect at that time.

COLLEGE OF MOUNT SAINT VINCENT UNDERGRADUATE NURSING STUDENTS ENROLLING IN GRADUATE COURSES

College of Mount Saint Vincent undergraduate nursing students in their senior year who have a minimum cumulative grade point average of 3.0 may petition to register for a graduate course for which they meet the prerequisites. Students must receive written permission from the (Director or Assistant) **Dean or** Director of the Nursing program. Students may enroll only in nursing core courses.

WRITING PROFICIENCY

All degree candidates must complete the English Essay Exam prior to their first semester of study. No special preparation is required. Contact Graduate **Admissions** for an appointment to take the examination. Anyone whose proficiency exam demonstrates weakness in writing may be referred to the Academic Resource Center to improve writing skills during their graduate coursework.

TRANSFER CREDIT

See page 12 for general information regarding transfer credit. NURS 599 and NURS 699 will be assigned to transfer elective credits.

GRADES

Passing (“P”) is used primarily for the practicum courses of the Graduate Nursing Program. “Pass” is equivalent to “A” or “B” grades. See specific course syllabi for minimum passing grade. Students who receive an “F” in a course will be dismissed from the program. All Students must achieve a minimum grade of “B” in core, support and concentration courses in order to progress in the program. **A minimum GPA of 3.0 is required for graduation. Students are dismissed from the program upon a second unsuccessful grade (below B).**

Students should refer to the section on academic integrity.

Dismissal: Students may be dismissed from the program for violations of HIPPA, issues of unsafe practice or not meeting standards of professional practice.

DEGREE REQUIREMENTS

The graduate nursing program offers three specializations: Nursing Administration (36 Credits), Nursing Education (36 Credits), and Family Nurse Practitioner (43 Credits).

M.S. in Nursing Administration

The M.S. degree in Nursing Administration requires the completion of 36 credits:

I. Nursing Core Courses – 12 credits

NURS 501 Advanced Nursing Theory
NURS 504 Dynamics of Nursing Leadership
NURS 502 Advanced Nursing Research
NURS 505 Ethics and Health Care Policy

II. Nursing Administration Support Courses – 9 credits

NURS 550*/MBA 651 Foundations of Health Care
NURS 551*/MBA 652 Financial Management & Budgetary Control
NURS 552*/MBA 653 Law for Health Care Professional

*If the above courses are not being offered, students may substitute a similar course with permission of the Director of Nursing.

III. Nursing Administration Courses – 12 credits

NURS 609 Nursing Administration Theory I
NURS 610 Nursing Administration: Seminar/Practicum
NURS 611 Nursing Administration Theory II
NURS 612 Nursing Administration Seminar/Practicum

IV. Master's Project – 3 credits

NURS 700 Master's Project Advisement
(1 credit each semester for 3 semesters)

NURS 600 – Continuous Practicum

M.S. in Nursing Education

The M.S. degree in Nursing Education requires the completion of 36 credits:

I. Nursing Core Courses – 12 credits

NURS 501 Advanced Nursing Theory
NURS 504 Dynamics of Nursing Leadership
NURS 502 Advanced Nursing Research
NURS 505 Ethics and Health Care Policy

II. Nursing Support Courses – 9 credits

NURS 531 Advanced Health Assessment
NURS 530 Advanced Pathophysiology
NURS 532 Advanced Pharmacophysiology

III. Nursing Education Courses – 9 credits

NURS 661 Theories of Learning
NURS 662 Teaching Learning Process
NURS 664 Curriculum & Course Development
NURS 665 Use of technology to Teach

IV. Master's Practicum & Project – 6 credits

NURS 721 Teaching Practicum
NURS 700 Master's Project Advisement
(1 credit each semester for 3 semesters)

NURS 600 Continuous Practicum

The M.S. – Family Nurse Practitioner Program

The M.S. degree in Family Nurse Practitioner requires the completion of 42 credits:

I. Nursing Core Courses – 12 credits

NURS 501 Advanced Nursing Theory
NURS 504 Dynamics of Nursing Leadership
NURS 502 Advanced Nursing Research
NURS 505 Ethics and Health Care Policy

II. Nursing Support Courses – 9 credits

NURS 531 Advanced Health Assessment
NURS 530 Advanced Pathophysiology
NURS 532 Advanced Pharmacophysiology

III. Family Nurse Practitioner Courses – 18 credits

NURS 650 Advanced Practice Theory I
NURS 651 Advanced Practice Seminar/Practicum II
NURS 652 Advanced Practice Theory II
NURS 653 Advanced Practice Seminar/Practicum II
NURS 656 Family Nurse Practitioner Theory III
NURS 657 Family Nurse Practitioner Seminar/Practicum III

IV. Master's Practicum & Project – 3 credits

NURS 700 Master's Project Advisement
(1 credit each semester for 3 semesters)
NURS 600 Continuous Practicum

ADVANCED CERTIFICATE PROGRAMS

Family Nurse Practitioner

This program provides, for the nurse who holds a Masters' degree in Nursing, the opportunity to acquire an in-depth theoretical understanding of advanced nursing practice with individuals and will be eligible to sit for the American Nurses Credentialing Center and the American Academy of Nurse Practitioner examinations. **Acceptance is on a limited basis depending upon current enrollment. Students can consult the academic advisor.**

Nurse Educator

This New York State Education Department approved program provides, for the nurse who holds a Masters' degree in Nursing, the opportunity to acquire an in-depth theoretical understanding of the nurse educator role and preparation to function as a nurse educator, specifically faculty and staff development roles. Graduates will have successfully achieved the program outcomes for nurse educator, which are congruent with the National League for Nursing core competencies for nurse educators.

ADMISSION REQUIREMENTS INCLUDE:

- completion of Master of Science in Nursing;
- current registered nurse license;
- one year of recent professional nursing practice;
- completion of application with fee, reference and official college transcript; **which includes statistics and research**
- interview with the Graduate Program **Director**

CERTIFICATE REQUIREMENTS

The Advanced Certificate Program -- *Family Nurse Practitioner*

The Advanced Certificate Program in Family Nurse Practitioner requires the completion of 27 credits:

I. Nursing Support Courses – 9 credits

NURS 531 Advanced Health Assessment
NURS 530 Advanced Pathophysiology
NURS 532 Advanced Pharmacophysiology

II. Family Nurse Practitioner Courses – 18 credits

NURS 650 Advanced Practice Theory I
NURS 651 Advanced Practice Seminar/Practicum II
NURS 652 Advanced Practice Theory II
NURS 653 Advanced Practice Seminar/Practicum II
NURS 656 Family Nurse Practitioner Theory III
NURS 657 Family Nurse Practitioner Seminar/Practicum III

The Advanced Certificate Program – *Nurse Educator*

The Advanced Certificate Program in Nursing Education requires the completion of 12 credits:

I. Nursing Education Courses – 9 credits

NURS 661 Theories of Learning
NURS 662 Teaching Learning Process
NURS 664 Curriculum & Course Development
NURS 665 Use of technology to Teach

II. Master's Practicum & Project – 3 credits

NURS 721 Teaching Practicum

NOTE: The Nurse Educator Advanced Certificate Program, as presented above, does not include the full required coursework for national certification. To sit for the national certification exam, students must have a course in Advanced Health Assessment, Advanced Pathophysiology, and Advanced Pharmacophysiology. **These courses are available to certificate students if desired.**

NURSING COURSE DESCRIPTIONS

CORE NURSING COURSES

Twelve credits provide core knowledge essential to advanced nursing practice. The courses are taken by students in all programs of study of e.g., Nursing Administration, Nursing Education, and Adult Nurse Practitioner.

NURS 501 - Advanced Nursing Theory 3 credits

This core course critiques selected nursing theories and health related concepts involved in advanced nursing practice. These theories and concepts are derived from the social sciences, psychology, and family and humanistic literature. Concept development will be analyzed in relation to specific areas of students' interests. (3 hours - lecture)

Pre- or Co-requisites: Undergraduate courses in nursing research and elementary statistics.

NURS 502 - Advanced Nursing Research 3 credits

Quantitative and qualitative research are examined and evaluated. A major component of this course is the development of a research proposal. (3 hours - lecture)

Pre-requisites: NURS 501

NURS 504 - Dynamics of Nursing Leadership 3 credits

This course is an in-depth study of leadership theories and issues in managed health care. The history of nursing, its culture, and current social, political, and legislative trends are studied for their implications in nursing leadership. Students apply concepts from selected theories in the development of a philosophy of leadership. (3 hours - lecture)

Pre- or Co-requisites: NURS 501

NURS 505 - Ethical and Policy Issues in Health Care 3 credits

This course provides an in-depth study of major ethical issues affecting the nursing care of individuals, families, and communities. Ethical frameworks are analyzed for decision-making in relation to selected nursing theories, standards of nursing care, and health care policies. Relationships between ethical decision-making and the implementation of professional practice are explored. (3 hours - lecture)

Pre- or Co-requisite: NURS 501

NURSING ADMINISTRATION

NURS 609 - Nursing Administration Theory I 3 credits

The course focuses on advanced study of business and nursing theories and research that direct, organize and facilitate the delivery of nursing care. Emphasis is placed on the role of the nursing administrator as educator, client, and nurse advocate and collaborator within health care organizations. Students evaluate current methods of nursing care delivery and case management. (3 hours - lecture)

Pre-requisites: Completion of Nursing and Business Core Courses

Co-requisites: NURS 610, 700

NURS 610 - Nursing Administration: Advanced Practicum/Seminar 3 credits

This practicum and seminar focuses on the implementation of business, nursing and research that direct, organize, and facilitate the delivery of nursing care. Students observe, analyze, and participate in the role of the nurse administrator in a designated health care delivery system. Students participate in the implementation and evaluation of current methods of nursing care delivery. (1 hour – seminar per week plus 150 practicum hours)

Co-requisites: NURS 609, 700

NURS 611 - Nursing Administration Theory II 3 credits

This course focuses on the implementation of business and nursing theories and research that evaluate the delivery of nursing care in a managed care environment. Students learn to optimize the effectiveness of organizations. Students implement the role of the nurse administrator as consultant and change agent within health care organizations. (3 hours-lecture)

Pre-requisites: NURS 609,
610 Co-requisite: NURS 612

NURS 612 - Nursing Administration: Advanced Practicum/Seminar II 3 credits

This seminar and practicum focuses on advanced study of business and nursing theories and research which evaluate the delivery of nursing care in a managed care environment. Students explore concepts involved in organizing work and optimizing the effectiveness of organizations. Emphasis is placed on the role of the nurse administrator as consultant and change agent within health care organizations. The role of regulatory agencies in the delivery of nursing care is explored. (1 hour – seminar per week plus 150 practicum hours)

Pre-requisites: NURS 609,
610 Co-requisite: NURS 611

SUPPORT ADMINISTRATION COURSES

NURS 550/ MBA 651 - Foundations of Health Care Administration 3 credits

This course examines behavioral issues in health care organizations to develop an understanding for working with people individually, in groups, and as members of larger organizations. The course also reviews theories and research in the area of effective management, in order to develop a base of understanding for managerial practice and organizational leadership.

NURS 551/ MBA 652 - Financial Management and Budgetary Control 3 credits

An analysis of the “financial health” of the health care system and the provision of health care services within that system. An introduction to the management of a health care facility’s finances, including the operation of its financial accounting system. Evaluation of the organization’s financial situation using financial techniques and financial statements, cash management, credit analysis, capital structure and capital budgeting, funds management, and financial control.

Pre-requisite: Basic course in accounting/finance recommended.

NURS 552/ MBA 653 - Law for Health Care Professionals

3 credits

This course reviews the American legal system, including its courts, its statutes, and its common law, in order to provide the health care manager with a basic understanding of the number of significant ways in which legal mandates apply to one's situation. A number of different areas of law will be studied, each selected for its influence on the management of health care institutions and health care providers. Legal cases will be examined, including significant court opinions, in order to bring students to a basic understanding of the manner in which their actions will be judged by our country's legal systems. The course will explore the nature of medical malpractice and the effect of medical error on the provision of health care services.

SUPPORT COURSES

Ten credits provide the student with advanced knowledge in their area of interest.

NURS 530 - Advanced Pathophysiology

3 credits

This is the second of two courses designed to investigate concepts and processes related to the health care of children, adults and the elderly. Common path physiologic processes are discussed in conjunction with recent research. Pathophysiology is examined for its use in implementing a nursing plan of care at the advanced practice level. This course focuses on disease processes encountered in the primary care setting.

NURS 531 - Advanced Health Assessment/Practicum

3 credits

Emphasis is on theory and practice in biobehavioral and psychobehavioral assessment strategies essential for case management of the adult seeking primary, secondary, and tertiary care. Skill development includes obtaining and recording a comprehensive database and demonstrates advanced clinical judgment in the assessment of individuals. Preceptored experiences assist the student in synthesizing the components of the health history and physical assessment. (2 hours – lecture followed by 2 hours – lab per week; plus 75 practicum hours)

Pre-requisites: Undergraduate health assessment course, successful completion of the Health Assessment Placement Examination

NURS 532 - Advanced Pharmacophysiology

3 credits

The principles of pharmacokinetics and pharmacodynamics of major drug groups are examined. Emphasis is placed on the application of drug therapy in the management of common health problems in adults and aged. Legal consideration for prescription writing will be incorporated. (3 hours - lecture)

Pre-requisites: Completion of Nursing Core Courses

FAMILY NURSE PRACTITIONER COURSES

NURS 600 - Continuous Clinical Practicum 0 credits

Nurse Practitioners must register for the course in order to fulfill 750 clinical hours required for graduation. The students will continue to refine their skills in comprehensive assessment, diagnosis, and nursing management of health care. Clinical sites may include an ambulatory facility, community health center, acute care and/or a long term facility that provides care in the specialty care of interest. A clinical fee will be charged upon registration.

NURS 650 - Advanced Practice Theory I 3 credits

This course will explore the diagnosis and nursing management of frequently occurring common health problems manifested in primary care. Emphasis will be given to episodic conditions that affect the skin, the eye, nose and throat, and the respiratory, cardiovascular, and reproductive systems, as well as affective disorders common in young, middle-aged, and older adults. Health promotion and disease prevention strategies essential in providing holistic primary care to adult populations from underserved areas will be addressed. (3 hours - lecture)

Pre-requisites: Core nursing courses, NURS 530, 531, 532

Co-requisites: NURS 651

NURS 651 - Advanced Practicum/Seminar I 3 credits

This course will emphasize implementation of theory-based nursing management strategies to promote, restore, and maintain health in young, middle age, and older adults. In a variety of ambulatory settings, the student will implement comprehensive skills in assessment, diagnosis, and management of wellness and common health problems. The seminar will focus on the collaborative role of the nurse practitioner in providing care to patients. (1 hour – seminar per week plus 150 practicum hours)

Pre-requisites: Core Nursing courses, NURS 530, 531,

532 Co-requisites: NURS 650

NURS 652 - Advanced Practice Theory II 3 credits

This course will explore the management of chronicity in the adult population. Exacerbations of chronic conditions with multisystem alterations will be discussed. Emphasis will be given to the chronic illnesses that affect the gastrointestinal, genitalurinary, endocrine, neurological, and musculoskeletal systems. Teaching strategies essential in coordinating care for adult individuals within the context of the family will be addressed. (3 hours - lecture)

Pre-requisites: NURS 650,

651 Co-requisites: NURS 653

NURS 653 - Advanced Practicum/Seminar II 3 credits

This course will implement theory-based management strategies to treat chronic health problems. In a variety of clinical settings or in specialty clinics, the student will implement strategies which support clients and their caregivers. The seminar will focus on the relevance and competence of the nurse practitioner in providing primary care. (1 hour – seminar per week plus 150 practicum hours)

Pre-requisites: NURS 650,

651 Co-requisites: NURS 652

NURS 656 - Family Nurse Practitioner Theory III 3 credits

This course will explore the diagnosis and management of episodic, chronic, and developmental alterations of women and children. Strategies essential to the treatment and coordination of care of the pediatric population will be addressed. Further issues affecting families will be explored. This course is for FNP students only. (3 hours - lecture)

Pre-requisites: NURS 652,
653 Co-requisite: NURS 657

NURS 657 - Family Nurse Practitioner Practicum/Seminar III 3 credits

This course will emphasize implementation of theory-based managed strategies for women and children with episodic, developmental, and chronic health problems. In a variety of clinical settings, the student will implement management, preventive, and health-promoting strategies which support clients, families, the community, and their care-givers. The seminar will focus on issues pertaining to the client population. This course is for FNP students only. (1 hour – seminar per week plus 60 practicum hours in pediatrics and 60 practicum hours in women’s health)

Prerequisites: NURS 652,653
Corequisite: NURS 656

MASTER’S PROJECT COMPONENT

NURS 700 - Master’s Project Advisement 1-3 credits

This synthesis course is designed to refine and implement a Master’s Degree project. The project is based on a specific area of interest that has been identified in previous graduate courses. Students may complete research (qualitative or quantitative), teaching or other projects that are consistent with the terminal objectives of the program. Students’ support and guidance for the duration of their project. Students must complete 3 credits of Master’s Project Advisement.

NURS 701 - Continuous Master’s Project Advisement 0 credits

This course is designed to provide students with continuous advisement in the event that the student has not completed the Master’s Project within three semesters (or three credit hours). This course does not carry credit, however, will be billed to the student in the amount equivalent to one credit.

NURSE EDUCATOR COURSES

NURS 661 - Theories of Learning 2 credits

This course is an introduction to the major theories of the adult learner. The theories that will be addressed are adult learning theory, cognitive developmental theory, social cognitive theory and role modeling, assimilation theory, experiential learning theory, and critical thinking. Throughout the course the theories will be viewed from the perspective of how persons think and learn, the needs of the learner, cultural influences on thinking and learning styles and how learning is facilitated. (2 hours - lecture)

NURS 662 - The Teaching Learning Process

3 credits

This course is designed to provide an overview of the teaching learning process with a focus on teaching culturally diverse students. The teaching learning process includes assessment of the learner, development of learning objectives/outcomes, teaching strategies, and methods to evaluate learning. (3 hours - lecture)

Pre- or Co-requisites: NURS 662

NURS 664 - Curriculum and Course Development

2 credits

This course addresses curriculum and course development in the context of meeting the health care needs of society and professional nursing education standards. Topics include accreditation organizations and standards, competency-based learning, and course and curriculum development. (2 hours - lecture)

Pre-requisites: NURS 661, 662, 663

Co-requisites: NURS 665

NURS 665 - The Use of Technology to Teach

2 credits

This course focuses on the use of selected computer technology to enhance learning and critical thinking. (1 hour - lecture)

Pre-requisites: NURS 661, 662

NURS 721 - Teaching Practicum for the Nurse Educator

3 credits

This course is designed to promote socialization and transition of the student to the nurse educator role. Students will work with nurse educator preceptors to explore the various roles of the nurse educator including teacher, mentor, collaborator, and scholar. Learning experiences will be provided both in the classroom and clinical settings. Seminar sessions will focus on relevant topics to the various nurse educator roles. (1 hour – seminar per week plus 120 practicum hours)

Pre-requisites: NURS 661, 661, 664, 665

INTERNATIONAL DEVELOPMENT AND SERVICE

The Master of Science Program in International Development & Service is a 2-year, interdisciplinary program offered in collaboration with IPSL, the original service-learning organization in service of higher education. Students who earn an MS in IDS are prepared for work in non-profit organizations and social enterprises, academic administration, public policy, as well as service delivery in the field. The M.S. in I.D.S. program has been approved and is registered with the New York State Higher Education Department, under the HEGIS code of 2106.

Program Director: Dr. Omar Nagi, Ph.D.
omar.nagi@mountsaintvincent.edu

Dr. Nagi's office is located in Founder's Hall, on the Fourth Floor.

For additional information, including information regarding tuition, fees, and admissions requirements, contact the Office of IPSL at (718) 405-3429. Or, check the CMSV and IPSL websites at:

www.mountsaintvincent.edu

www.ipsl.org

MISSION/ PHILOSOPHY:

The program is designed to prepare leaders who serve others through careers with global non-profits, community development organizations, as well as other service-based institutions. The program is interdisciplinary in nature and combines rigorous academic study with significant hands-on volunteer service in the United States, Asia, Europe, Africa, and South America.

Graduates will gain intercultural competency, international experience, and a deep understanding of how to navigate complex partnerships in and between global communities. Service placements with community organizations around the world put graduates in a strong position to quickly secure career-track positions upon graduation.

PROGRAM OUTCOMES:

Students who complete this program will be competent in:

- Professional ethics and techniques of service to vulnerable populations in global settings
- Intercultural competency as an outlook and analytical skill set
- Basic policy foundations for Social and Economic Development
- Basics in organizational decision making and non-profit management
- The ability to design and conduct research from conception to measurement

ADMISSIONS REQUIREMENTS:

Application and Fee

- A complete M.S. in International Development and Service Application & application fee.

Transcripts

- ❑ Official, sealed transcripts verifying a baccalaureate degree from an accredited post-secondary institution. A minimum 3.0 GPA on a 4.0 scale, or the equivalent.

Letters of Recommendation

- ❑ Two confidential letters of recommendation. Recommendation Request Forms are included with the application.

Personal Experience Essay

Interview with the Review Committee

- ❑ This is the final phase of the application process and can be done in person or remotely via Skype or telephone.

Valid Passport

- ❑ Valid Passport. U.S. applicants must have a passport that is valid for at least six months **beyond the end date** of your last term abroad. If you do not have a passport, apply immediately.

Note: The Graduate Record Exam (GRE) is NOT required for admission.

International Students

In addition to the requirements previously listed, international students must report a passing score of an English proficiency test and other pertinent forms:

- ❑ TOEFL computer-based = 213
- ❑ TOEFL paper-based - 575
- ❑ TOEFL internet-based = 88
- ❑ IELTS = 7.0

DEGREE REQUIREMENTS

M.S. in International Development & Service

The M.S. Degree in International Development & Service requires the completion of 36 credits:

I. Core Courses – 18 credits

Institutions & Society
Social Research Methods
2 Qualifying Courses in Social / Economic Development
Qualifying Course in Intercultural Communication/Conflict Resolution
History & Ethics of International Service-Learning

II. Area of Specialization Courses – 15 credits (Recommended)

5 Courses Approved by the Program Advisor
These may overlap with Core Courses

III. Comprehensive Project – 3 credits

PROGRAM STRUCTURE:

The M.S. in International Development and Service is four semesters:

- The program requires 36 credits to graduate.
- The first and fourth semesters will be completed at the College of Mount Saint Vincent in New York City.
- The second and third semesters are completed overseas with institutional partners. The overseas sites include a choice of two of the following five options:
 - St. Mary's University; London, England;
 - Universidad San Ignacio De Loyola; Lima, Peru;
 - De La Salle University; Manila, Philippines;
 - Nelson Mandela Metropolitan University; Port Elizabeth, South Africa, and
 - Center for Italian Studies; Siena, Italy
- Students spend 12-20 hours per week in service, in professional settings in NY and all overseas locations.

This program will be offered in collaboration with IPSL (formerly International Partnership for Service Learning).

IPSL is a 30 year-old mission-driven organization whose founders coined the term “service-learning.” IPSL’s experience in graduate education is characterized by learning through grassroots experience, where students gain leadership skills and capacities that international organizations need, and solve real problems in informed, responsible ways for communities in the U.S. and abroad. The overseas sites are subject to change depending on factors such as student well-being, or global conditions. It is rare that a student may not be able to study abroad at their desired option (or in the semester they desire), but CMSV and IPSL cannot guarantee the availability of any given site in any particular semester.

SAMPLE PROGRAM:

Semester 1	College of Mount Saint Vincent, New York	7-10
		credits
required courses		
	Institutions and Society	1 credits
	Qualifying Course in Area of Specialization	3 credits
	Social Research Methods	3 credits
	Qualifying Course in Social/Economic Development (This requirement can be deferred to a later semester)	3 credits
possible electives	(partial list)	
	Contemporary Health Issues in Urban Education	3 credits
	Contemporary Issues in International Education	3 credits
	Non-Profit Management	3 credits
	Fundraising/Grant Writing	2 credits
	Art as Social Intervention	3 credits
	Disability as a Social Concern	3 credits
	Servant Leadership	3 credits
	Foundations of Urban and Multicultural Education	3 credits
	Urban and Environmental Education	3 credits
	Dynamics of Nursing Leadership	3 credits
	Ethical and Policy Issues in Healthcare	3 credits

Semester		7-10
2 or 3	St. Mary's University College, London, U.K.	
required courses		credits
	Institutions and Society (Conducted online with CMSV Advisor)	1 credit
	Managing for Sustainability	3 credits
possible courses	(partial list)	
	Management and Governance Charity and the Law	3 credits

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Global Sustainability and Governance	3 credits
Marketing and Fundraising	3 credits
Strategic Management	3 credits
International Non-Governmental Organizations (INGO)	3 credits
Social Entrepreneurship	3 credits
Charity and The Law	3 credits
Sustainable Development and Tourism	3 credits
Sustainability and Activism	3 credits

Semester		7-10 credits
2 or 3	Universidad San Ignacio de Loyola, Lima, Peru	
required courses		
	Institutions and Society (Conducted online with CMSV Advisor)	1 credit
	Qualifying Course in Social/Economic Development	3 credits
possible courses	(partial list)	
	Latin American Politics: Past, Present, and Future	3 credits
	Socio-Demographic, Culture and Organizational Development in the Andean World	3 credits
	The Economics of Regional Development in Andean Countries	3 credits
	The Integration of the Inca Empire with the Spanish Conquistadores from a Sociological Perspective	1 credit
	Communication Sociology	3 credits
	The Political and Social Development of the Tawantinsuyo	1 credit
	Infrastructure and Education for Development	3 credits
	Negotiation, Conflict and Mediation	3 credits

South Africa

Semester 2	Nelson Mandela Metropolitan	7-10
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or 3	University	Credits
Required Courses	Community Service Learning	3-4
	Qualifying Course in Social Development	3
	Institutions and Society (Conducted online with CMSV advisor)	1
Possible Electives	Conflict and Conflict Resolution	3
	Local Economic Development: Perspectives, Policies and Practices	3
	Management for Development Practitioners	3
	African Politics	3
	Culture, Philosophy and the Environment	3

Semester	De La Salle University, Manila, Philippines	7-10
2 or 3		credits
required courses		
	Institutions and Society (Conducted online with CMSV Advisor)	1 credit
	Qualifying Course in Social/Economic Development	3 credits

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possible courses	(partial list)	
	Participation and Development	3 credits
	Sustainable Development	3 credits
	Special Topics in Philippine Development	3 credits
	Health Social Sciences	3 credits
	Gender, Sexuality and Reproductive Health	3 credits
	Health Policy and Program Analysis	3 credits
	Population Studies	3 credits
	Community Organization and Community Development	3 credits
	Government and Politics of South East Asia	3 credits
	East Asian Civilization and Society	3 credits
Semester		7-10
2 or 3	International Center for Intercultural Exchange, Siena, Italy	credits
required courses		
	Institutions and Society (Conducted online with CMSV Advisor)	1 credit
	Intercultural Communication: Essential Tools for Global Engagement	3 credits
possible courses	(partial list)	
	Intercultural Pragmatics: Understanding Italian Culture & Language	3 credits

	Immigration & the EU: Immigration/Emigration Issues in EU Nations	3 credits
	EU Development Policy: European Perspectives on International Engagement	3 credits
	International Organizations and the role of NGOs	3 credits
	A European Perspective on Protection of Human Rights	1 credit
	NEPAD vs Structural Adjustment: Focus on Cameroon	1 credit
Semester 4	College of Mount Saint Vincent, New York	
required courses		
	Institutions and Society	1 credit
	Comprehensive Project	3 credits
	History and Ethics of International Service-Learning	3 credits

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	Qualifying Course in Development (first or fourth semester)	3 credits
possible courses		
	Contemporary Health Issues in Urban Education	3 credits
	Contemporary Issues in International Education	3 credits
	Non-Profit Management	3 credits
	Fundraising/Grant Writing	2 credits
	Art as Social Intervention	3 credits
	Disability as a Social Concern	3 credits
	Servant Leadership	3 credits
	Foundations of Urban and Multicultural Education	3 credits
	Urban and Environmental Education	3 credits
	Dynamics of Nursing Leadership	3 credits
	Ethical and Policy Issues in Healthcare	3 credits

I.D.S. COURSE DESCRIPTIONS: COLLEGE OF MOUNT SAINT VINCENT; NEW YORK

All Courses 3 credits unless noted otherwise.

IDS 501—Economic and Social Development

The study of international development has undergone important changes in recent decades. First, the emergence of the micro-enterprise phenomenon has radically altered the way many scientists, policy makers,

and individuals pursue economic growth. Second, the importance of political development and civil society has taken on new and urgent importance in the Post-9/11 world. Third, the globalization patterns of the IT era have led to different modes of human connectivity and cultural influence. This course will trace the history of alternative models for economic development, such as export-led development, import substitution, FDI driven development, as well as the Micro-Enterprise model. The course will also examine models for political and civil society development that work in conjunction with economic development, as well as considerations for sustainability and vulnerable populations. Case studies will include diverse examples of political development alongside economic models, including South Korea, Chile, India, China, and beyond.

IDS 502—Technology and Human Resources in International Development

Globalization today has been characterized by the information technology (IT) revolution, which has re-defined how humans can cooperate over vast distances. At the same time, many societies have a human resource deficit that is not keeping pace with the rapid advancements in technology. Both in developed and developing nations, technological infrastructure is emphasized in strategies for growth and rejuvenation, but development of human resources is often overlooked as a necessary compliment to these strategies. We see this in “urban renewal” policies in the United States, as well as in “leapfrog” strategies in developing nations. This course will examine these issues and others related to the effective development of human resources, and how diverse human resource capabilities can fit diverse policy frameworks for technological development in both developed and developing nations.

IDS 507—Social Research Methods

This course will teach varied and prominent methods applied in social science research. Students will be asked to design and execute a pilot study from conception to measurement. This will include selection of a research question and appropriate methodology to study this question. It will further include an analysis of

existing literature, the formation of hypotheses, the execution of the method (with an emphasis on primary data collection), and analysis of that data. Students will be encouraged to a) incorporate their field service experiences into the learning process, and b) design a pilot study that could be used for their comprehensive project required for earning the MS degree.

IDS 508—Ethnographic Research Methods

This course will teach students to utilize the world around them as a ready platform for scientific research. Goals of the course will include teaching students a) how to systematize observations in daily life, and social settings they encounter, b) “grounded theory” the process of building concepts out of systematic observations in field settings, and c) how to use ethnographic techniques to augment their understanding of subject matter beyond the specific research questions. Ethnographic research methods will teach students to “contextualize” social phenomena according to the multi-dimensional social influences at their root.

IDS 511—Reflections: Institutions and Society (1 credit)

IDS 512—Reflections: Institutions and Society (1 credit)

IDS 513—Reflections: Institutions and Society (1 credit)

IDS 514—Reflections: Institutions and Society (1 credit)

The Institutions and Society; Reflections courses are a series of 1 credit courses with two primary objectives. Students will use these courses to link their field experiences to conceptual and theoretical knowledge, and each Reflections course will have specific learning objectives to compliment the diverse field settings experienced over each semester.

IDS 511/514 will be taken during the first semester of field service in New York City, and students will learn the fundamental principles of institutions as

super-structures that cohere social behavior. An additional specific focus for this course will be “The Professions.” Students will learn the fundamental principles, and ethical underpinnings that make “the professions” a distinct category of occupations.

IDS 512 will be taken in conjunction with field service in London, England during the second semester. A key goal of this course will be to examine the role of civil society in a vibrant and multi-cultural democratic society. This will include the role of political institutions and the role of citizens in social development and well-being.

IDS 513 will be taken in conjunction with field service in either Ecuador or Thailand during the third semester. A central learning objective for this course will be to study models for institutional development, and assess the dominance of some institutional power structures over others, depending on the society.

IDS 515—Art and Social Intervention

The focus of this course is on the use of the universal language of the arts as an interventionist tool. The course will teach the use of arts for assisting at-risk populations (K thru 12, Adult, Senior Citizens and Physically Impaired, etc.) with literacy problems, as well as using art as a method of assessing school curriculums (math, social studies, natural sciences, etc.). Additional curricular benefits will be examined, such as raising attendance levels, and art as a catalyst for improving school culture and “humanizing” institutional environments. A further emphasis of the course will be on using the arts to work with populations with physical impairments, such as visually and hearing impaired.

IDS 518—History and Ethics of International Service Learning

This course examines the history, current state, and emerging trends of global service-learning. Topics addressed will include historical roots (including an overview of international volunteerism, international education, and international aid and development), current statistics, individual/organizational/ institutional motivations and benefits, effective practices and trends,

measurements of impact, and ethical and philosophical issues relevant to modern international service-learning.

IDS 545—Servant Leadership

Servant leadership is a distinctive model of leadership that influences professional behavior, organizational collaboration, and personal fulfillment of the servant leader. Students in this course will learn the ethical and professional characteristics of a servant leader. Service to others is a primary requirement for many professional settings. It is an important method of organizational management. It can also be an effective therapeutic technique, as well as an important policy focus. At the conceptual level, three important elements are servant, leader, and servant leader.

IDS 560—Special Topics in Service Leadership and Social Development

The Special Topics offering is an invitation to faculty across disciplines to contribute to the program in International Development and Service. This course may be an exceptional course that is only taught one time, or in rare circumstances, or it may ultimately become a regular offering of the program.

IDS 601—Disability as a Social Concern

In the 1960's, physical impairment began a long transformation from being strictly viewed as a medical concern, to being viewed as a social concern. Over time, this transformation led to the American with Disabilities Act, and now a pending International Treaty. This course will examine that history, as well as examine the basic premise of disability as a social concern; that physical impairment is frequently a disability, *only* because society refuses to make basic accommodations. Among other objectives of the course, will be to teach students some basic typologies for understanding physical impairment, as well as how viewing disability as a social

IDS 607—Grant Writing and Fundraising

Effective grant writing and fundraising is a vital skill for anyone wishing to thrive in non-profit organizational management. Further, grant writing demonstrates a wide ranging set of skills ranging from conceptualization to policy implementation. The successful grant writer must know the field, understand best practice, have strategic planning skills, and know how to implement successful programmatic growth. This course will require students to develop grants for their own ideas, or for one of the partners with whom they work in the field.

Alternatively, they can design a fundraising campaign for their own ideas, or one of their partners.

IDS 624—Comprehensive Examination Project

This course is designed to provide support to students completing their Culminating Project, a requirement for the M.S. degree in International Development and Service. The Culminating Project is the final requirement for completing the IPSL-CMSV Master's degree. This course will be offered each fall and spring term to help students design, develop, and present their comprehensive project.

ADDITIONAL COURSE DESCRIPTIONS AT CMSV:

The College of Mount Saint Vincent offers graduate coursework in Nursing, Business and Management, and Urban and Multi-Cultural Education. Many of these courses emphasize service as well as organizational finance, structure and decision making in the non-profit sector. Students are encouraged to target a recommended list of these courses, in consultation with their faculty advisor.

COURSE DESCRIPTIONS: OVERSEAS

All overseas sites will have a recommended list of classes for selection to be determined by the student and faculty advisor. However, information about all graduate offerings can be obtained at the following sites;

De La Salle University; Manila, Philippines
<http://www.dlsu.edu.ph>

Universidad San Ignacio De Loyola; Lima, Peru
http://www.usil.edu.pe/0/usil_es.aspx

Center of Italian Studies; Siena, Italy
<http://www.italianstudies.com.au/study-holidays/siena>

Nelson Mandela Metropolitan University; Port Elizabeth, South Africa
<https://www.nmmu.ac.za>

St. Mary's University; London, England
<http://www.stmarys.ac.uk>

DUAL DEGREE OPTION: M.S. IN INTERNATIONAL DEVELOPMENT AND SERVICE AND M.B.A. DEGREE

Students who choose the dual degree option will earn a second Master's degree by completing 18 to 27 additional credits through the College's Graduate Program in Business. The M.B.A. Program is distinctive and exclusive in higher education due to its focus on teaching management skills for under-resourced organizations. It is specifically designed to complement the curriculum of the M.S. in I.D.S. Program, which will equip students with the skills necessary to manage non-profits and cater to the needs of vulnerable populations. I.D.S. students have the option to pursue required M.B.A. courses a) in summer, and b) online.

The M.B.A. option emphasizes:

- Management of resource-scarce organizations
- Management of large numbers of volunteers
- Management of organizations that complement the community, such as non-profits, NGO's and social

enterprises.

- Field placements in the NGO/non-profit sectors
- Building sustainability

Students graduating with these dual degrees gain the skills to run non-profit organizations from multiple perspectives. They also gain a valuable portfolio of competencies — from serving the vulnerable in the field, to promotion and publicizing their needs to the world, to the nuts and bolts of budgeting, strategic planning, and policy implementation at the organizational level.

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PROGRAM OUTCOMES:

By earning their second Master's degree in Business, students are trained in the techniques and requirements of managing organizations with diverse skills. Students are equipped with a set of management tools ranging from organizational decision making, to program implementation, to meeting regulatory requirements. Students acquire skills in the areas of:

- Data analysis and the management of information systems
- Promotion and marketing
- Business law and the non-profit sector
- How to finance and financially plan under-resourced organizations
- Budgeting and organizational control systems
- Understanding organizational culture and managing change

PROGRAM STRUCTURE:

The dual degree option can be partly completed while students are earning their Master's in International Development and Service (M.S. in I.D.S.) degree. Additional coursework requires two added semesters of study – for example: one summer and one additional semester after completing the M.S. in I.D.S. degree.

Alternatively, students may take M.B.A. courses during the summer while they are earning their M.S. in I.D.S. degree. Once students have earned the M.S. in I.D.S. degree, they will then need to complete one more semester to earn their M.B.A. degree.

SAMPLE PROGRAM:

Configuration 1

M.S. in I.D.S. Curriculum (including)

Semester 1

International Development Course

• Institutions and Society

M.S. in I.D.S. Curriculum (including 2 of 3 below)

• Management and Governance

		Business Law for Managers
		Managing Human Resources
	M.S. I.D.S. Curriculum (including 2 of the following)	
Semester 3		Communication Sociology
<i>in Lima</i>		Socio-Demographic Culture & Organizational Development
		Economics of Regional Development
		Health Policy and Program Analysis
<i>or Manila</i>		Sustainable Development
		International Organizations and the Role of NGO's
<i>or Siena</i>		EU Development Policy
	M.S. I.D.S. Curriculum (including)	
		Culminating Project
Semester 4		Ethics and History of Service
		Grant Writing/Fundraising
		Non-profit management

Semester 2

Charity and the Law

in London

• Strategic Management

• Marketing and Fundraising

Summer

M.B.A. Courses

M.B.A. Courses

- Semester 5
- Managing Information Technology & Innovation
Data Analysis and Modeling for Managers
 - Financial Management
 - Managerial Accounting

Configuration 2

M.S. I.D.S. Curriculum (including)

- Semester 1
- International Development Course
- Institutions and Society

	M.S. I.D.S. Curriculum (including 2 of 3 below)	
Semester 2		Management and Governance
		Charity and the Law
<i>in London</i>		Strategic Management

		Marketing and Fundraising
	M.S. I.D.S. Curriculum (including 2 of the following)	
Summer 3		Communication Sociology
<i>in Lima</i>		Socio-Demographic Culture & Organizational Development
		Economics of Regional Development
		Health Policy and Program Analysis
<i>or Manila</i>		Sustainable Development
		International Organizations and the Role of NGO's
<i>or Siena</i>		EU Development Policy

M.S. I.D.S. Curriculum (including)

- Semester 4
- Culminating Project Ethics and History of Service
 - Grant Writing/Fundraising
 - Non-profit management

M.B.A. Courses

- Summer
- Business Law for Managers
 - Managing Human Resources

M.B.A. Courses

- Semester 5
- Managing Information Technology & Innovation Data Analysis and Modeling for Managers
 - Financial Management
 - Managerial Accounting

Graduate Faculty

ADMINISTRATION

<i>President</i>	Charles L. Flynn, Jr., Ph.D.
<i>Provost, Dean of Faculty</i>	Sarah Stevenson, Ph.D.
<i>Dean, School of Professional & Graduate Studies</i>	Mitchell Sakofs, Ph.D.
<i>Assistant to the Dean of Professional & Graduate Studies</i>	Barbara Palombo

FULL-TIME FACULTY TEACHING IN GRADUATE PROGRAMS

(Date in parentheses indicates year of initial appointment to the College.)

Nina Aversano (2010) Assistant Professor of Management
B.A. St. John's University; M.B.A., Pace University; D.M., Case Western Reserve University

Seonhee Cho (2010) Assistant Professor of Teacher Education
B.A. Chungnam National University; M.Ed. Korean National University of Education;
Ph.D. University of Tennessee

Brad Crownover (2005) Assistant Professor of Communications
B.S. Ohio University; M.A. Western Illinois University; Ph.D. Rutgers University

Lisette Dorfman (2012) Assistant Professor of Nursing
B.S.N., Dominican College; M.S.N., Pace University; Ph.D., Rutgers University

Sr. Margaret Egan, S.C. (1971) Professor of Teacher Education
B.A. College of Mount Saint Vincent; M.Ed. Boston College; Ed.D. Yeshiva University

Sandra Hillman (2011) Associate Professor of Nursing
BSN, University of Connecticut; MS, Boston University; Ph.D., Boston College

Ted Kafala (2006) Associate Professor of Communication
B.A. George Washington University; M.A., Ph.D. Ohio State University

Rajkumar Kempaiah (2008) Assistant Professor of Business & Economics
B.E. Bangalore University, India; M.E. University of Mysore, India; Ph.D. Stevens Institute of
Technology

Deborah Kramer (1990) Associate Professor of Nursing
R.N.; B.S. Lehman College; M.S.N., M. Ed., Ed.D. Columbia University, PNP

Edward H. Meyer (1982) Professor of Business and Economics
B.A., M.A. Fordham University; M.A. Columbia University; M.B.A., New York University; J.D.
New York University School of Law

Melissa Moreno (2014) Instructor of Practice in Nursing
 B.S.N., M.S.N.- F.N.P. Dominican College; D.N.P. Robert Morris University

Joseph Molinatti (1997) Assistant Professor of Nursing
 R.N., B.S. College of Mount Saint Vincent; M.S. State University of New York at Stony Brook, Ph.D, Argosy University

Teresita Ramirez (1999) Associate Professor of Business & Economics
 A.B. University of the Philippines; M.A., Ph.D. University of Hawaii

Titos Ritsatos (2013) Assistant Professor of Business and Economics
 B.A. University of Piraeus, Greece; M.A. Economic University of Athens; M.B.A.. Ph.D. University of Connecticut

Ron Scapp (1994) Professor of Teacher Education and Humanities
 B.A. Queens College; M.A., Ph.D. State University of New York at Stony Brook

Mary Ellen Sullivan (2002) Assistant Professor of Teacher Education
 B.A. College of Mount Saint Vincent; M.S. Lehman College (CUNY); Ph.D. Fordham University

Justine Taddeo (1988) Professor of Nursing
 R.N.; B.S., Hunter College; M.A., New York University; Ed.D., Columbia University

Mary Ann Witt (2008) Assistant Professor of Nursing
 B.S.N. College of Mount Saint Vincent; M.S. Columbia University School of Nursing; D.N.Sc Columbia University School of Nursing

Miriam Zavala (2012) Assistant Professor of Nursing
 B.A. (Economics), Lehman College; B.S.N., M.S.N., Lehman College, D.N.Sc., Graduate Center, City College of New York

SERVICE OFFICE LOCATIONS

(Located in the Administration Building except where noted)

Bookstore	Founders Hall, Room 113
Bursar	Founders Hall, Room 233
Career Services and Internships	Founders Hall, Room 408B
Center for Academic Excellence	Library 2 nd Floor
College Health Center	Alumnae Hall, Room 109
Computer Center	Founders Hall, Room 410
Counseling Center/Personal Counseling	Founders Hall, Room 310
Financial Aid	Founders Hall, Room 221
Identification Cards	Founders Hall, Room 114
Registrar	Founders Hall, Room 233
Security (Maloney Center)	Library, Lower Level, Room 1
School of Professional & Graduate Studies	Founders Hall, Room 105
Writing Center	Library 2 nd Floor

Program facilities and services

FOUNDERS HALL

Academic Computer Center: Computer Labs in Founders Hall are available for student use. The Computer Labs are located in Rooms 410 and 418. During regular sessions, the help desk (room 414) hours are Monday through Friday, 9 a.m. to 5 p.m. A second Computer Center and a set of Computer Labs are located in the lower level of the Campus Library. Schedules are posted each semester.

The Center for Academic Excellence aids students who wish to improve their study skills, time management, and/or test-taking strategies. Located in the Library, the Center offers expanded evening and Saturday hours during the fall and spring semesters. See posted schedule.

Writing Center: The College of Mount Saint Vincent Writing Center, located in the Library, is available to assist students with all phases of the writing process. A professional tutor is available by appointment during the regular semester. See posted schedule.

Career Services and Internships: The staff assists students in planning a career path and maintains a listing of job opportunities, both full and part-time. The Career Services and Internships office is located in Founders Hall, Room 408B.

Counseling Center: Personal and psychological counseling are available free of charge to all students. The Counseling Center, located in Founders Hall, Room 310, is open weekdays from 9:00 a.m. to 4:30 p.m. and evenings by appointment.

Benedicts Snack Bar: During regular sessions the Snack Bar, located on the first floor of Founders Hall is open 8:00 a.m. to 7:00 p.m., Monday through Thursday and 8:00 a.m. to 4:30

p.m. on Friday. During January and May Intersessions and Summer Sessions the hours are 8:00 a.m. to 2:30 p.m.

Automated Teller Machine (ATM): The College provides for an ATM near the Bookstore on the first floor lobby of Founders Hall. The ATM is available for use during the time Founders Hall is open. It is a cash-dispenser only, provides receipts with each transaction, and supplies cash in \$20.00 denominations up to \$200.00 per transaction. The ATM generally follows the same limits that a bank has placed on a particular access card. There is a transaction fee charged to the user's account, for each cash withdrawal.

ELIZABETH SETON LIBRARY

The Elizabeth Seton Library houses more than one hundred fifty thousand volumes along with complementary collections of periodicals, microfilms, and educational curriculum materials. Through its computer workstations, it provides access to electronic databases as well as to Internet sources. The library also houses a media center with video studios and a computer lab. The library is open daily according to posted hours. Books may be borrowed for four weeks upon presentation of the College I.D. with the current semester validation sticker. Reserve materials are available at the circulation desk and are restricted to on-site use. A college I.D. is required.

The periodical and microfilm collection is available for on-site use, along with access to many electronic sources.

The Media Center, on the lower floor, provides a wide range of audio-visual services. The Media Production facilities have video and audio rooms and equipment which may be used on or off site. The Media Resources Room has an extensive collection of software including films, cassettes and recordings for on-site use.

BOOK DROPS

Books (except periodicals or overdue books) may be returned to the library book drops which are located in the Post Office of the Administration Building and at the front entrance to the Library.

Hours: At the College of Mount Saint Vincent (when classes are in session):

Monday through Thursday, 8:00 a.m. to 11:00 p.m.

Friday, 8:00 a.m. to 4:30 p.m.

Saturday, 10:00 a.m. to 5:00 p.m.

Sunday, 2:00 p.m. to 10:00 p.m.

At other times, the hours of service will be posted at the entrances to the Library and the library website.

RECREATIONAL FACILITIES

GRACE CENTER

The William Russell Grace Center includes facilities for athletic competition, performance, and recreation.

Cardinal Hayes Auditorium is a performance facility seating capacity of 1,100. Ground Floor areas include the College Fitness Center, weight room, health bar and recreation area, lockers and swimming pool.

Main and Second Floor areas include the gymnasium, with seating for 250, the dance studio, squash courts, and Athletic Department offices.

PARKING

Parking stickers are available from the Director of Security, Room 1, Library Lower Level.

DIRECTIONS TO CAMPUS

BY AUTO

From the South: Exit Henry Hudson Parkway at West 253rd Street. Bear right back over the Parkway to Riverdale Avenue. Continue on Riverdale Avenue to the campus gate at West 263rd Street.

From the North and East: Exit Henry Hudson Parkway at West 254th Street and Riverdale Avenue. Turn left at the end of exit ramp to reach Riverdale Avenue. Turn right onto Riverdale Avenue and proceed to the campus gate at West 263rd Street.

From Long Island: Take the Throgs Neck Bridge to the Cross Bronx Expressway. Exit Rosedale Avenue/Bronx River Parkway. Take the Bronx River Parkway to the Mosholu Parkway. Turn right at the light and take the Mosholu to the Henry Hudson Parkway South. Exit at 254th Street. Turn left at the stop sign and proceed to Riverdale Avenue. Turn right at the light and proceed to the campus gate at West 263rd Street.

BY SUBWAY

Via IND Subway (Eighth Avenue “A” train) to West 207th Street. Exit station via West 211th Street. Take the “#7-Riverdale, 263rd-Street” bus to the campus gate.

Via IRT Subway (#1 Van Cortlandt and 242nd Street train) to West 231st Street. Take the #7 or “#10-Riverdale, 263rd Street” bus to campus gate.

BY BUS

From Manhattan: Express buses connect the campus with midtown Manhattan. For more information and schedules call Liberty Lines at (718) 652-8400.

In the Bronx: Several buses connect with the #7 and #10 buses at Broadway and West 231st Street. Cross-Bronx #10 and #7 buses stop at the campus gate.

From Westchester County: Change at Getty Square in downtown Yonkers for the Bee-Line #8 Mount Saint Vincent bus.

Profile

The College

An independent, coeducational, liberal arts college, founded as the Academy of Mount Saint Vincent in 1847 by the Sisters of Charity of New York. First baccalaureate degrees were awarded in 1913.

The Place

Riverdale, New York, a serene residential community on the Westchester County line, offers restaurants and shopping within a few blocks of the campus. The scenic 70-acre wooded campus overlooks the Hudson River and includes several buildings of architectural and historic interest.

The People

As of Fall 2013, total enrollment is approximately 1,800 students; 1,400 are undergraduates while the remaining 400 are graduate students. The majority of full-time undergraduates live on campus in one of the College's four residence halls.

Things To Do

College of Mount Saint Vincent students enjoy a full range of campus activities, including clubs, student government organizations, the student newspaper, (The MounTimes), and the campus radio station WMSV. The College sponsors men's basketball, cross-country, tennis, volleyball, baseball, soccer, and lacrosse. The women's program includes tennis, cross-country, volleyball, track and field, basketball, softball, soccer, swimming, and lacrosse. The College is a member of the NCAA Division III. Because midtown Manhattan is only a 35 minute bus or train ride from the campus, students can take advantage of extracurricular options such as ice skating in Central Park, exhibits at the Museum of Modern Art, or a game at Madison Square Garden.

Accreditation

The College of Mount Saint Vincent is accredited by the Board of Regents of the University of the State of New York, the Middle States Association of Colleges and Schools, the Commission on Collegiate Nursing Education, the Teacher Education Accreditation Council, and the Accreditation Council for Business Schools and Programs.
