

Graduate Catalog

2018-2019

College of Mount Saint Vincent
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Mission Statement

Founded by the Sisters of Charity of New York, the College of Mount Saint Vincent is an academically excellent, authentically inclusive, independent liberal arts college. Committed to the Vincentian/Setonian tradition and to ecumenism, the College combines a strong undergraduate core curriculum with a full array of majors in the liberal arts and, within the tradition of liberal education, selected professional fields of study.

The College also provides high quality opportunities for professional advancement, accomplishment, and service through graduate and certificate programs.

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.

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History

Vibrant though it was, the French royal order of the *Ancien Régime* was awash in racism, chronic war, hierarchical privilege, and systemic injustice. Saints Vincent de Paul and Louise de Marillac evaded many of the doctrinal and political battles of their day. They evangelized among the privileged and the poor with a message more radical, more demanding, and more effective than any command or sword:

- Every human being has dignity and worth.
- We must see the face of God in everyone we meet.
- True charity is never an act of condescension. It is always an act of love between equals.

This Vincentian message is the charism of the Sisters of Charity. It summarizes the moral foundation of democracy. It is the reason the Sisters of Charity founded the College of Mount Saint Vincent: to prepare themselves and others for lives of accomplishment, leadership, and service.

Democracy releases people from oppression—oppression imposed by power, exacted by privilege, or afflicted by circumstance. Excellent education is democratic. It enables people to employ their gifts both for their own well-being and in service to others.

In 1817, one hundred and fifty years after Saints Vincent de Paul and Louise de Marillac inspired France, Saint Elizabeth Ann Seton sent a contingent of Sisters of Charity from Maryland to New York City to staff an orphanage on Mott Street. Knowing that children need not only care but also education in order to thrive, the Sisters began founding schools, beginning at Mott Street and eventually spreading across the diocese. This was the beginning of the parochial school system of New York. Soon, they had what may well be the first system of truly free schools in the world, using revenue from those who could afford to pay in order to open free schools for those with no financial means at all.

In 1847, the Sisters of Charity of Saint Vincent de Paul of New York became an independent congregation. That year, before there were public colleges or even high schools for women in New York, they founded the Academy of Mount Saint Vincent—the first institution to offer higher learning for women in New York.[1] The Academy was located with the new Motherhouse at McGowan's Pass at the northeast corner of what is now Central Park.

The Academy was no finishing school. Since ancient Athens, and certainly since St. Augustine, the liberal arts have served as preparation for a life of choice, responsibility, and service. The Sisters of Charity committed the Academy to liberal education, and it developed an extraordinary reputation for academic rigor and quality.

In 1859, the Academy and the Motherhouse moved to Riverdale, N.Y., establishing the Mount Saint Vincent campus overlooking the Hudson River. The Academy grew, and the Sisters opened schools, hospitals, and an array of services for the poor. One free school was at Mount Saint Vincent, where the great playwright Eugene O'Neill studied as a boy. By the close of the nineteenth century, the Academy was recognized among the finest institutions of higher learning for women in the region. By 1898, like Wellesley, Mount Holyoke, and other "female seminaries," the Academy changed its corporate status to prepare to claim its equal role and title as a college for women.

Reflecting the depth of their commitment to academic rigor and equality for women, the Sisters of Charity delayed the transition of the Academy to collegiate status until they had the facilities and faculty to offer a strong program in the sciences and mathematics. This commitment was unusual among women's colleges at the time, especially Catholic women's colleges, but the Academy made a promise to offer an array of robust programs, a commitment that continues today.

In 1911, the Academy's charter was amended to change its name to the College of Mount Saint Vincent. The first collegiate residence hall opened that year. The first class graduated with the bachelor's degree in 1914. Within three years, the College was sending graduates on to earn the Ph.D., truly extraordinary for women at the time. Indeed, in the case of the Sisters of Charity, graduates needed a special dispensation from the Cardinal Archbishop of New York to be permitted to study beyond the master's degree.

For more than a century, the College has grown, revised curricula, become coeducational, added a constellation of majors, added undergraduate and graduate extension programs in what is now called the Office of Professional and Graduate Studies, and stayed abreast of and led innovations in higher education.

The College's mission has been consistent throughout. It offers undergraduate programs of exceptional quality in the Catholic and ecumenical tradition. Its abiding commitment to liberal education is based on the conviction that the liberal arts offer the finest preparation for a life of accomplishment, responsibility, leadership, and service. Across all disciplines, therefore, students are required to develop a repertoire of analytical skills, critical thinking, and clear oral and written expression. Confident that a good life demands thoughtful judgment, the Mount calls every student to learn about religious, moral, and ethical thinking. It lives its motto: "Teach me goodness and discipline and knowledge."

[1] The Academy was a pioneering institution of higher education for women. New, non-Catholic institutions of higher education for women were called seminaries. Wellesley College, for example, was called a seminary when founded in 1870.

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Statement on Catholic Identity

Introduction

The College of Mount Saint Vincent is a liberal arts college rooted in the Catholic intellectual tradition and the mission of its founders, the Sisters of Charity, "...to share in the ongoing mission of Jesus by responding to the signs of the times...and by revealing God's love in our lives and in our varied ministries with and for all in need, especially the poor." Built on this foundation, the College is committed to excellence in all things, truth and integrity at all times, and respect for human dignity in all dimensions of the ethical and moral way of life. This identity is lived out in our faith, academic, and community lives.

Faith

Deeply rooted in the life and teachings of Jesus Christ as lived out in the Catholic tradition, the College provides opportunities for spiritual growth for all its members. These include liturgy, prayer services, retreats, discussion opportunities, sacramental preparation, symbolic and artistic expressions, as well as interfaith prayer and dialogue. The College provides myriad opportunities for service—a key component in this effort is a vibrant Campus Ministry. While the College recognizes its connection with the universal Catholic Church, at the same time, it welcomes students, faculty, and staff of all religious traditions and of no religious tradition as valued members of this community of study and dialogue. As each person deepens his/her personal relationship with God, we are all enriched.

Academic Life

The College of Mount Saint Vincent exists within the Catholic intellectual tradition, which holds that faith and reason form a profound and indissoluble unity. Both are needed to pursue the search for truth, wisdom, and learning. The College, therefore, encourages critical thinking and intellectual inquiry in all areas of study and affirms the vital significance of philosophical and religious traditions. The College respects multiculturalism, welcomes people from diverse ethnic, religious, and philosophical traditions, and invites reflective study of these traditions. Where appropriate, students are provided with the opportunity to become acquainted with the Catholic position on matters that arise in their courses of study.

Community

The College, faithful to the liberal arts tradition, promotes appropriate discussion of questions of meaning and value. It maintains a strong values orientation that is consistent with the spirit of the founders, the Sisters of Charity, and the history of Catholic social thought. In this regard, it is committed to social justice and encourages a spirit of service in all its constituencies. The College expects all its members—faculty, staff, and students—to uphold high ethical standards. Students are encouraged to develop a strong system of values and a robust set of ethical principles that will help them make reflective, compassionate decisions, rooted in personal

integrity and responsibility toward others. The commitment of the College is further directed to fostering respect for the dignity of each individual through a university-wide effort to build a community that is personally and socially enriching.

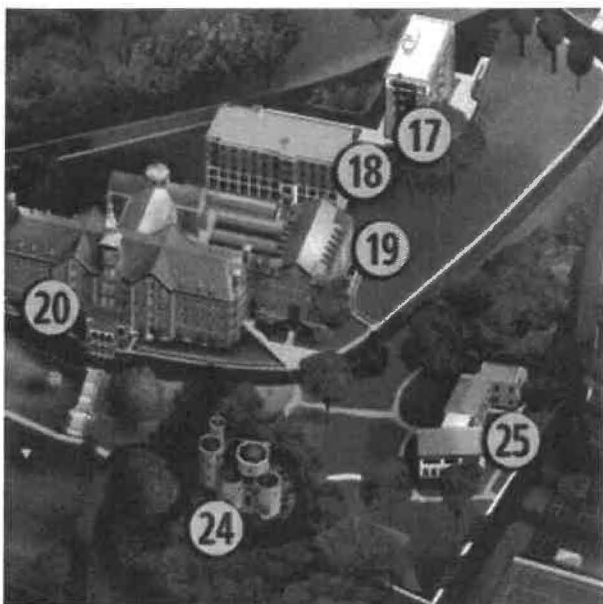
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Map and Directions

A part of New York City, Riverdale is situated along the banks of the Hudson River, just 12 miles from midtown Manhattan. You'll find quiet neighborhoods and lively commercial areas with movie theaters, shops, and restaurants—a perfect complement to our idyllic campus. The Mount's ideal location truly offers the best of both worlds.

The College of Mount Saint Vincent is located at 6301 Riverdale Avenue, Riverdale, N.Y., 10471.



Click the image to view the full version of the campus map.

Driving

From the West (New Jersey, Pennsylvania):

- Take the George Washington Bridge. Exit for Henry Hudson Parkway North. Northbound, take Exit 22, West 253rd Street. Turn right at the stop sign and bear right over the parkway to Riverdale Avenue. Follow Riverdale Avenue to 263rd Street. Turn left into the campus.

From the South (Brooklyn, Staten Island, Manhattan):

- Head north on Manhattan's West Side Highway to the Henry Hudson Parkway North. Northbound, take Exit 22, West 253rd Street. Turn right at the stop sign and bear right over the parkway to Riverdale Avenue. Follow Riverdale Avenue to 263rd Street. Turn left into the campus.

From the East (Long Island, Queens):

- Take the Throgs Neck or Whitestone Bridge to the Cross Bronx Expressway. Exit at Rosedale Ave/Bronx River Parkway. Take the Bronx River Parkway North to the Mosholu Parkway. Turn right at the light and take the Mosholu to the Henry Hudson Parkway South. Take Exit 22, West 254th Street. Turn left at the stop sign and continue one block to

Riverdale Avenue. Turn right and follow Riverdale Avenue to 263rd Street. Turn left into the campus.

- Or, take the Triboro Bridge to Major Deegan Expressway to Exit 11, Van Cortlandt Park South. Bear right off the expressway to Broadway. Turn right on Broadway to 261st Street. Turn left on 261st Street to Riverdale Avenue. Turn right and follow Riverdale Avenue to 263rd Street. Turn left into the campus.

From the North (Upstate NY, New England):

- Take the NY State Thruway, the Taconic State Parkway, Sprain Brook Parkway, Bronx River, or Hutchinson River Parkway South to the Cross County Parkway West. Continue to the Saw Mill River Parkway South to the Henry Hudson Parkway South. Take Exit 22, West 254th Street. Turn left at the stop sign and go one block to Riverdale Avenue. Turn right and proceed north on Riverdale Avenue to 263rd Street. Turn left into the campus.

Parking

[Learn about the Riverdale campus parking](#) locations and vehicle regulations.

Public Transportation

Please note: During the Fall and Spring semesters, you can take the Mount's shuttle bus to the Van Cortlandt and 242nd Street 1 train stop.

NYC Subway:

- A train (to Inwood – 207th Street), walk to Broadway and Isham Street, then take the Bx7 bus to Riverdale Avenue and 263rd Street.
- 1 train (to Van Cortlandt and 242nd Street), get off at 231st Street, then take the Bx7 or Bx10 bus to Riverdale Avenue and 263rd Street.

MTA Bus – Local and Express Routes:

- Local Bronx Buses: Bx7 and Bx10 pick-up and drop-off at the campus gate (Riverdale Avenue at 263rd Street).
- Manhattan/Riverdale Express Buses: BxM1 and BxM2 pick-up at Riverdale Avenue and 261st Street and drop-off at the campus gate (Riverdale Avenue and 263rd Street).
- [View NYC Subway and Bus Schedules.](#)

Beeline Bus:

- From Westchester County: Change at Getty Square in Yonkers for the College of Mount Saint Vincent #8 bus. [View the Beeline Bus Schedule.](#)

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Non-Discrimination Policy

In fulfillment of its Mission and in accordance with all applicable 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.

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Sexual Misconduct Policy

Title IX of the Education Amendments of 1972

Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681) is an all-encompassing federal law that prohibits discrimination based on the gender of students and employees of educational institutions which receive federal financial assistance. This statute states as follows: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance..." 20 U.S.C. § 1681.

Title IX Coordinator

Pursuant to Title IX of the Education Amendments of 1972 and 34 C.F.R. Part 106, Title IX, the Title IX Coordinator assesses institutional compliance with Title IX, the Violence Against Women Act (VAWA), Campus Sexual Violence Elimination (SaVE) Act, and other related federal and state discrimination laws and guidance documents. The Title IX Coordinator develops, implements, updates and serves as the principal coordinator for policies, procedures, and programs to raise awareness of gender equity and sex discrimination across the College. The Title IX Coordinator oversees all complaints of sexual misconduct and sexual discrimination for all members of the College community and is responsible for Title IX and Sexual Harassment training of all segments of the College community. The duties and responsibilities related to the coordination of the College's Title IX compliance efforts include but are not limited to:

1. Notification and Education, including Training for Students, Faculty, and Staff
2. Consultation, Investigation, and Disposition
3. Providing Appropriate Remedies, Including Interim Measures
4. Institutional Monitoring and Compliance Assurance

The College's Title IX Coordinator is:

Director for Human Resources
Founders Hall, Room 113
(718) 405-3212
title9coordinator@mountsaintvincent.edu

The Title IX Coordinator is also responsible for investigating complaints when an Administrative or Staff employee is accused of sex discrimination or sexual misconduct.

Deputy Coordinators

Pursuant to Title IX of the Educational Amendments of 1972 and 34 C.F.R. Part 106, Title IX, Title IX Deputy Coordinators help to process and investigate complaints of sexual misconduct and sex discrimination and assist with general education and compliance efforts. All Deputy Coordinators are knowledgeable about and will provide information on options for complaint resolution after consultation with the Title IX Coordinator.

The Deputy Coordinator for Students is:

Vice President for Student Affairs
Founders Hall, Room 114
(718) 405-3253
studentaffairs@mountsaintvincent.edu

The Deputy Coordinator for Faculty is:

Provost
Founders Hall, Room 206
(718) 405-3343
provost@mountsaintvincent.edu

Inquiries or complaints that involve potential violations of Title IX may also be referred to the U.S. Department of Education's Office for Civil Rights, which can be reached at:

New York Office
Office for Civil Rights
U.S. Department of Education
32 Old Slip, 26th Floor
New York, NY 10005-2500

Telephone: (646) 428-3900
FAX: (646) 428-3843; TDD: (800) 877-8339
Email: OCR.NewYork@ed.gov

Inquiries or complaints may also be referred to the Educational Opportunities Section of the Civil Rights Division of the U.S. Department of Justice (DOJ):

<http://www.justice.gov/crt/complaint/#three>.

Policy and Procedures

The College seeks to foster a safe and healthy environment built on mutual respect and trust. At the foundation of the College's mission is the recognition of the equal and inviolable dignity and worth of every person. Sexual Misconduct of any kind is a serious violation of these principles and will not be tolerated in any form.

The College defines Sexual Misconduct to include Sexual Exploitation, Sex-Based Harassment, Sexual Assault, Stalking, and Relationship Violence of a sexual nature. Sexual Misconduct can occur between strangers or acquaintances, including people involved in an intimate or sexual relationship. Sexual Misconduct can be committed by men or by women, and it can occur between people of the same or different sex. Sexual Harassment, including sexual violence, is a form of sex discrimination.

Any member of the College community who encourages, aids, assists or participates in any act of Sexual Misconduct against another is in violation of the College policy, Title IX, and Article 129-B.

Violence that is not of a sexual nature is also incompatible with the College's mission and a violation of College policies. Policies and procedures governing incidents of violence that are not of a sexual nature are covered separately. This policy governs the process and procedures for sexual misconduct at the College and is separate from New York State Penal Law and its policies and procedures.

Medical Amnesty

The health and safety of every student at the College of Mount Saint Vincent is of utmost importance. The College of Mount Saint Vincent recognizes that students who have been drinking and/or using drugs (whether such use is voluntary or involuntary) at the time that violence, including but not limited to domestic violence, dating violence, stalking, or sexual

assault occurs may be hesitant to report such incidents due to fear of potential consequences for their own conduct. The College of Mount Saint Vincent strongly encourages students to report domestic violence, dating violence, stalking, or sexual assault to the appropriate Title IX Coordinator or Deputy Coordinator. A bystander acting in good faith or a reporting individual acting in good faith that discloses any incident of domestic violence, dating violence, stalking, or sexual assault to College officials or law enforcement will not be subject to the College's Code of Conduct for violations of alcohol and/or drug use policies occurring at or near the time of the commission of the domestic violence, dating violence, stalking, or sexual assault.

Reporting Sexual Misconduct

Any member of the College community who encourages, aids, assists or participates in any act of Sex Discrimination or Sexual Misconduct against another is in violation of the College's Code of Conduct.

Every member of the faculty, administration and staff, including student workers, is obligated by law under Title IX to immediately report to the Title IX Coordinator or the appropriate Deputy Coordinator incidents of or perceived incidents of Sexual Misconduct involving any member of the campus community or third party upon learning of the incident. Even if the alleged victim requests confidentiality of the incident, the employee has a legal and moral obligation to report.

The **only** individuals exempt from reporting are priests who learn of the alleged behavior in a confession or licensed health or mental health professionals when functioning in their designated counseling role at the College. These individuals may not report any information about an incident to the Title IX Coordinator or to any other person without a victim's express written permission, unless there is an imminent threat of serious harm to the individual or to others, or a legal obligation to reveal such information (e.g., if there is suspected abuse or neglect of a minor). They may submit non-identifying information about violations of this policy only to the Department of Public Safety for purposes of anonymous statistical reporting under the Clery Act.

Title IX Coordinators will make every effort to maintain the privacy of all parties involved during investigations into alleged Sexual Misconduct.

All incidents or perceived incidents of Sexual Misconduct where the accused is an Administrative or Staff employee or third party, are to be reported to the College's Title IX Coordinator (read more about the policy and disciplinary procedures in the Employee Handbook):

Director for Human Resources
Founders Hall, Room 113
(718) 405-3212
title9coordinator@mountsaintvincent.edu

All incidents or perceived incidents of Sexual Misconduct where the accused is a faculty member are to be reported to the Deputy Title IX Coordinator for Faculty (read more about the policy and disciplinary procedures in the Faculty Handbook):

Provost
Founders Hall, Room 206
(718) 405-3343
provost@mountsaintvincent.edu

All incidents or perceived incidents of Sexual Misconduct where a student is the accused are to be reported to the Deputy Title IX Coordinator for Students (read more about the policy and disciplinary procedures in the Student Handbook):

Vice President for Student Affairs
Founders Hall, Room 114
(718) 405-3253
studentaffairs@mountsaintvincent.edu

In the event that the incident, policy, or procedure about which a student, employee, faculty member or third party seeks to file a report or complaint creates the appearance of a conflict of interest with any one of the members of the Title IX compliance team, complainants may contact any other member of the team, including the Title IX Coordinator or any Deputy Title IX Coordinator, directly.

The College is firmly committed to providing immediate care and support to all accusers. The College will take action to address any and all Sexual Misconduct, prevent its recurrence, and address its effects. In accordance with the Federal Campus Sexual Assault Victims' Bill of Rights, the College will ensure that:

- Survivors will be notified of their options to notify law enforcement. (New York State requires all colleges and universities to report incidents of alleged sexual assault.)
- The accuser and accused will have the same opportunity to have an advisor present during a hearing or other disciplinary proceeding.
- Both the accused and the accuser will be notified of the outcome of a disciplinary proceeding.
- Survivors will be notified of counseling services.
- Survivors will be notified of options for changing academic or a living arrangements.

The College will provide counseling to accusers who seek criminal prosecution under New York State Penal Law. Any student charged with such an offense may be prosecuted under New York State criminal statutes. Any student charged with such an offense may be subject to action under the College's Student Conduct process, which acts independently of any legal proceedings.

Any faculty, administrative, staff employee or third party charged with such an offense may be prosecuted under New York State criminal statutes. Any faculty, administrative, or staff employee charged with such an offense will be subject to the rules and procedures outlined in the Sexual Misconduct Policy and/or provisions of the Employee Handbook or Faculty Handbook, which apply independently of any legal proceedings.

The College is required to report instances of alleged Sexual Assault to criminal authorities without the express consent of the victim, and where a legal obligation mandates such reporting (e.g., if there is suspected abuse or neglect of a minor).

Taking into account the wishes of the accuser, the College will pursue disciplinary action in cases of Sexual Misconduct. The College may choose to override a complainant's decision not to go forward with an investigation. In this case, the College will inform the complainant of the College's determination. Sanctions imposed on students for violations of the College's Sexual Misconduct Policy may include, but are not limited to, suspension or expulsion from the College's residence halls and suspension or expulsion from the College. Sanctions imposed on faculty, administrative or staff employees for violations of the College's Sexual Misconduct Policy include, but are not limited to, suspension or dismissal from the College. The College's disciplinary processes act independently of any legal proceedings.

Definitions

Affirmative Consent: Affirmative Consent is a clear, unambiguous, knowing, informed, and voluntary agreement between all participants to engage in sexual activity. Consent is active, not passive. Silence or lack of resistance cannot be interpreted as consent. Seeking and having consent accepted is the responsibility of the person(s) initiating each specific sexual act

regardless of whether the person initiating the act is under the influence of drugs and/or alcohol. Consent to any sexual act or prior consensual sexual activity between or with any party does not constitute consent to any other sexual act. The definition of consent does not vary based upon a participant's sex, sexual orientation, gender identity, or gender expression. Consent may be initially given but withdrawn at any time. When consent is withdrawn or cannot be given, sexual activity must stop. Consent cannot be given when a person is incapacitated. Incapacitation occurs when an individual lacks the ability to fully, knowingly choose to participate in sexual activity. Incapacitation includes impairment due to drugs or alcohol (whether such use is voluntary or involuntary), the lack of consciousness or being asleep, being involuntarily restrained, if any of the parties are under the age of 17, or if an individual otherwise cannot consent. Consent cannot be given when it is the result of any coercion, intimidation, force, or threat of harm.

Bystander: A person who observes a crime, impending crime, conflict, potentially violent or violent behavior, or conduct that is in violation of rules or policies of an institution.

Confidentiality: May be offered by an individual who is not required by law to report known incidents of sexual assault or other crimes to institution officials, in a manner consistent with state and federal law, including but not limited to 20 U.S.C. 1092(f) and 20 U.S.C. 1681(a). Licensed mental health counselors, medical providers and pastoral counselors are examples of institution employees who may offer confidentiality.

Privacy: May be offered by an individual when such individual is unable to offer confidentiality under the law but shall still not disclose information learned from a reporting individual or bystander to a crime or incident more than necessary to comply with this and other applicable laws, including informing appropriate institution officials.

Accused: A person accused of a violation who has not yet entered an institution's judicial or conduct process.

Respondent: A person accused of a violation who has entered an institution's judicial or conduct process.

Sexual Assault: Any actual or attempted sexual contact with another person without that person's consent (See Consent defined below). Sexual assault includes anal, oral or vaginal penetration, however slight, or any sexual contact by a person upon another person without effective consent. (See Consent defined below). Sexual penetration includes, but is not limited to: vaginal or anal penetration by a penis, object, tongue or finger and oral copulation by mouth-to-genital or genital-to-mouth contact.

Sexual Exploitation: Occurs when a person takes nonconsensual or abusive sexual advantage of another for his/her own advantage or benefit, or to benefit or advantage anyone other than the one being exploited, and that behavior does not otherwise constitute sexual assault, sexual misconduct, or sexual harassment. Examples of sexual exploitation include, but are not limited to: making public videos, photos, or audio recordings of a sexual nature without the consent of the party or parties involved; prostituting another person; nonconsensual video or audio recording of sexual activity; going beyond the boundaries of consent (such as letting someone hide in the closet to watch you having consensual sex); viewing another person's sexual activity, intimate body parts, or nakedness in a place where that person would have a reasonable expectation of privacy, without that person's consent; and/or knowingly transmitting HIV or an STI to another student.

Sexual Harassment: Includes unwelcome conduct of a sexual nature, requests for sexual favors, and other gender-based verbal or physical conduct that is severe, persistent or pervasive enough to unreasonably interfere with an individual's educational experience or living conditions. Sexual harassment also occurs when submission to or rejection of such conduct

denies or limits someone's ability to participate in or benefit from any College educational program or activity; or by creating an intimidating, hostile or offensive environment for another person.

Gender-Based Harassment: Includes unwelcome conduct of a nonsexual nature based on a person's actual or perceived sex, including conduct based on gender identity, gender expression, and nonconformity with gender stereotypes.

Hostile Environment: A "hostile environment" exists when sex-based harassment is sufficiently serious to deny or limit the person's ability to participate in or benefit from the College's programs or activities.

A hostile environment can be created by anyone involved in a College's program or activity (e.g., administrators, faculty members, students, and campus visitors).

In determining whether sex-based harassment has created a hostile environment, the College considers the conduct in question from both a subjective and objective perspective. It will be necessary, but not enough, that the conduct was unwelcome to the person who was harassed. But the College will also need to find that a reasonable person in the person's position would have perceived the conduct as undesirable or offensive in order for that conduct to create or contribute to a hostile environment.

To make the ultimate determination of whether a hostile environment exists for any member of the College community, the College considers a variety of factors related to the severity, persistence, or pervasiveness of the sex-based harassment, including: (1) the type, frequency, and duration of the conduct; (2) the identity and relationships of persons involved; (3) the number of individuals involved; (4) the location of the conduct and the context in which it occurred; and, (5) the degree to which the conduct affected a student's education, an employee's employment and/or a visitor's purpose on campus.

The more severe the sex-based harassment, the less need there is to show a repetitive series of incidents to find a hostile environment. Indeed, a single instance of sexual assault may be sufficient to create a hostile environment. Likewise, a series of incidents may be sufficient even if the sex-based harassment is not particularly severe.

Relationship Abuse: Relationship abuse is sometimes referred to as Intimate-Partner Violence, Domestic Violence or Dating Violence. Relationship Abuse refers to coercive behavior that serves to exercise control and power in an intimate relationship. The coercive and abusive behavior can be physical, sexual, psychological, verbal and/or emotional. Relationship abuse can occur between current or former intimate partners who have dated, lived together, currently reside together on or off campus, or who otherwise are connected through a past or existing relationship. It can occur in opposite-sex and same-sex relationships. Relationship abuse can be a single event or a pattern of abuse. Examples of relationship abuse include, but are not limited to: attempting to cause or causing bodily injury by hitting, slapping, punching, hair-pulling, kicking, sexual assault and/or other forms of unwanted physical contact that cause harm; knowingly restricting the movements of another person; isolating or confining a person for a period of time; controlling or monitoring behavior; being verbally and/or emotionally abusive; and exhibiting extreme possessiveness or jealousy.

Stalking: Any pattern of conduct that has the purpose or effect of producing fear and/or creating an intimidating, hostile or offensive environment. A "pattern of conduct" is defined as two or more times and constitutes a repeated attempt to initiate unwanted, inappropriate and/or threatening interactions with a particular person or group. Examples of stalking behavior include, but are not limited to: unwelcome communication that can be face-to-face, phone, text, email, voice messages, written messages, gifts, etc.; pursuing and/or following another person

or group; surveillance; trespassing; gaining unauthorized access to personal, medical, financial or any other identifying pieces of information without explicit permission; and accessing email, phone or other forms of personal communication in order to follow or monitor another's activity.

Cyberstalking is a non-physical form of stalking and is a violation of this policy. Therefore, using electronic media such as the internet, social networking sites, cell phones or similar devices or mediums to pursue, track, harass, monitor or make unwanted contact with another person is a violation of the Sexual Misconduct Policy.

Rights of Reporting Individuals

All reporting individuals have the right to:

- Notify the College's Office of Campus Safety and Security, local law enforcement, and/or state police.
- Have emergency access to a Title IX Coordinator, or other appropriate official, trained in interviewing victims of sexual assault who shall be available upon the first instance of disclosure to provide the reporting individual with certain information.
- Disclose the incident confidentially to College representatives who can offer confidentiality and can assist in obtaining services for reporting individuals.
- Disclose the incident confidentially and obtain services from state or local government.
- Disclose the incident to College representatives who can offer privacy or confidentiality and can assist in obtaining resources for reporting individuals.
- File a report of sexual misconduct and the right to consult the Title IX Coordinator and other appropriate College representatives for information and assistance.
- Disclose the incident to the institution's HR Director or request that a confidential or private employee assist in reporting to HR where the accused is an employee.
- Receive referral assistance from appropriate College representatives in initiating legal proceedings in criminal, family, or civil court.
- Withdraw a complaint or involvement from the College process at any time.

Investigative and Disciplinary Procedures

When a reporting individual initially discloses an incident to a College representative, it is important for that individual to understand that they have the right to pursue a report to Campus Safety and Security, local law enforcement, and/or state police. They also have the right to choose not to report the incident; to be protected by the institution from retaliation; and to receive assistance and access resources from the College. The complainant also has the right to keep his/her/their name private.

Initial Meeting

Alleged violations of the College's Sexual Misconduct Policy are to be reported to the Title IX Coordinators. These individuals will provide an understanding of this policy and identify forms of support or immediate interventions available to the accuser, including referrals to appropriate law enforcement agencies, referrals for medical treatment, the College's Counseling Center and other on and off campus resources. A student, faculty member or employee who reports to the College that they have been a victim of one of the aforementioned crimes shall be provided with a written explanation of their rights or options.

When possible, the initial meeting may include a discussion of any accommodations that may be appropriate for the accuser's academic schedule, College housing, and/or College employment arrangements. If such a discussion is not possible or appropriate during the initial meeting, it will follow as soon thereafter as is possible and appropriate. Available accommodations will be provided to the victim regardless of whether he or she chooses to report the crime to campus police or local law enforcement. Please note, that the College is required by New York State law to report alleged incidents of sexual assault to the appropriate law enforcement agency.

At the initial meeting or as soon thereafter as is possible and appropriate, the accuser will be asked to decide how he/she wants to proceed. The options include pursuing the complaint within the College and/or with local law enforcement or requesting the complaint remain confidential.

Interim Measures

In all cases of alleged Sexual Misconduct, regardless of how the accuser wishes to proceed, the College will undertake a prompt, fair, and impartial investigation conducted by officials who receive annual training on issues related to sexual misconduct. At the same time, the College will take immediate and effective action to support and protect the accuser pending the final outcome of the investigation and hearing, taking into account the desire of the accuser to maintain confidentiality, as applicable. Accordingly, **the College may impose a no-contact order, which typically will include a directive that the parties refrain from having contact with one another, directly or through proxies, whether in person or via electronic means, pending the investigation and, if applicable, the hearing.**

The College also may take any further protective action if deemed appropriate concerning the interaction of the parties including providing escorts for the accuser to and from College locations, modifying the students' academic schedules, provide a Leave of Absence or arrange for the accuser to be away from campus for a few days, change in room assignment with College housing, and/or alter College employment arrangements. The individual requesting interim measures may request a review of a grant or denial or an interim measure.

Title IX requires that when taking such steps to separate the accuser and the accused, the College should minimize the burden on the accuser and thus should not, as a matter of course, remove the accuser from his/her classes, housing or employment while allowing the accused to remain. The College will consider how such changes will impact the accused.

Violation(s) of the College's directives regarding the protective actions may lead to additional disciplinary proceedings as outlined in the Student Handbook for students, the Employee Manual for all administrative and staff employees and both the Faculty Handbook for faculty.

Accuser Requests Confidentiality

If the accuser requests confidentiality, under Title IX, the College is still required to investigate and take reasonable action in response to the accuser's request. The accuser should be informed that in such situations that the College's ability to take action is likely to be limited. Alleged sexual assault incidences must be reported to the appropriate law enforcement agency whether or not the accuser participates in an investigation.

In such cases, Title IX requires the College to evaluate the accuser's request(s) that the complaint not be adjudicated or remain confidential due to the College's legal and moral obligation to provide a reasonably safe and non-discriminatory environment for all students, faculty, administrative and staff employees. In order to make such an evaluation, the College may conduct a preliminary investigation into the alleged Sexual Misconduct and will weigh the accuser's request(s) for confidentiality against the following factors: the seriousness of the alleged Sexual Misconduct, whether there have been other complaints of Sexual Misconduct against the same individual, and the accused's rights to receive information about the allegations if the accused is a student and the College maintains such information as an educational record under the Family Education Rights and Privacy Act ([FERPA](#)).

The College will inform the accuser if the College cannot ensure confidentiality. Even if the College cannot take disciplinary action against the accused because the accuser insists on confidentiality or that the complaint not be adjudicated, Title IX requires the College to take prompt and effective action to limit the effects of the alleged Sexual Misconduct and to prevent its recurrence. The College reserves the authority to issue a no-contact order and other measures as indicated in this policy.

The Title IX Coordinator, charged with coordinating investigative and disciplinary procedures, will disclose confidential information regarding instances of sexual misconduct **only** on a need-to-know basis. Notwithstanding the College's respect for the accuser's confidentiality, the College will disclose information relating to instances of Sexual Misconduct to appropriate legal authorities where it has a legal obligation to do so.

Accuser Requests Informal Resolution

An accuser who wishes to file an official complaint within the College, but who does not wish to pursue the formal student or faculty, administrative or staff employee conduct process, may request a less formal proceeding, known as Informal Resolution. Informal Resolution is an adjudicative process; it is not mediation.

Informal Resolution provides an opportunity for the accuser to confront the accused in the presence of and facilitated by a Deputy Coordinator, and to communicate his or her feelings and perceptions regarding the incident, the impact of the incident and his or her wishes and expectations regarding protection in the future. The accused will have an opportunity to respond.

Both the accuser and the accused may each choose an advisor to accompany them throughout the Informal Resolution process. The advisor may advise the accuser or accused during the Informal Resolution. However, the advisor may not address the Deputy Coordinator during the course of the proceedings, question witnesses or participate directly in the Informal Resolution proceedings. The accuser may write an impact statement to present during the informal complaint process. When a student is the accuser, the Deputy Coordinator may elect to be assisted by a member of the Sexual Misconduct Hearing Board or a member of the Vice President for Student Affairs' staff.

Informal Resolution cannot result in the formal sanctions of suspension or expulsion from the College's residence halls, the College, or the termination of employment of the accused. Informal Resolution may, however, result in imposing protective actions agreed upon by the parties. Without such agreement, the Title IX Coordinator may impose protective actions based on information derived from the proceedings, taken together with any other relevant information known to the College at the time of the Informal Resolution.

The College or the accuser may, at any time prior to the conclusion of the Informal Resolution, elect to end such proceedings and initiate the formal College conduct process instead. In such cases, statements or disclosures made by the parties in the course of the Informal Resolution may not be used as evidence in the formal College conduct process. However, the Title IX Coordinator may consider such statements and impose protective actions as deemed necessary until all formal College conduct procedures are completed including the Appeals Process.

In order to promote honest and direct communication, information disclosed during Informal Resolution will remain confidential while the Informal Resolution is pending, except where disclosure may be required by law or authorized in connection with duties on behalf of the College. The investigation and Informal Resolution typically conclude within sixty (60) days.

Accuser Requests College Adjudication

If the accuser decides to proceed with the College adjudication, the College will proceed with a full investigation. The accuser may write an impact statement to be included in the adjudication process.

Accused – as Administrative or Staff Employee in College Adjudication

In cases where the accused is an administrative, or staff employee, the Sexual Misconduct Policy and the Employee Handbook shall govern how the case is investigated and adjudicated. Following the investigation and hearing (if applicable), the Director for Human Resources will issue a document to the accused and the accuser indicating the results of the proceeding.

Results will include: a finding of in violation or not in violation of Sexual Misconduct for the accused, the sanctions imposed, if any, and an explanation of the rationale for its determination. [Read the policy.](#)

Accused – as Faculty Member in College Adjudication

In cases where the accused is a faculty member, the Sexual Misconduct Policy and the Faculty Handbook shall govern how the case is investigated and adjudicated. Following the investigation and hearing (if applicable), the Provost will issue a document to the accused and the accuser indicating the results of the proceeding. Results will include: a finding of in violation or not in violation of Sexual Misconduct for the accused, the sanctions imposed, if any, and an explanation of the rationale for its determination. [Read the policy.](#)

Accused – as Student in College Adjudication

In cases where the accused is a student, the Sexual Misconduct Policy and the Student Handbook shall govern how the case is investigated and adjudicated. Following the investigation and hearing (if applicable), the Vice President for Student Affairs will issue a document to the accused and the accuser indicating the results of the proceeding. Results will include: a finding of in violation or not in violation of Sexual Misconduct for the accused, the sanctions imposed, if any, and an explanation of the rationale for its determination. [Read the policy.](#)

Retaliation

The College strictly prohibits retaliation against any person who in good faith brings forth a Sexual Misconduct Policy violation in addition to retaliation against any person because of their good faith involvement in an investigation or hearing as part of the complaint process. Encouraging others to retaliate also violates this policy.

Retaliation is any materially adverse action, or threat thereof, against an individual because of the individual's good faith report or complaint of a potential policy violation or his/her good faith participation in an investigation or hearing. Retaliatory acts may include, but are not limited to: adverse changes in employment status or opportunities; adverse academic action; adverse changes to academic, educational and extra-curricular opportunities; harassment; intimidation; acts or comments intended to embarrass the individual; and seeking out or attempting to discover the parties and witnesses involved in a report or complaint process for the purpose of influencing their participation or testimony or taking adverse action against them.

Retaliatory conduct by community members and third-parties is prohibited regardless of whether such conduct occurs on or off campus, in person, or through social media, e-mail, or other form of communication. Retaliatory conduct may lead to additional disciplinary proceedings as outlined in the Student, Faculty and Employee Handbooks.

Anyone who feels they have been retaliated against should report the retaliation to the Director for Human Resources, Provost or Vice President for Student Affairs.

Sexual Misconduct and Relationship Abuse Education

The College provides Sexual Misconduct and Relationship Abuse primary prevention programs, ongoing prevention and awareness campaigns, and risk-reduction programs to the campus community, and educates about relevant resources.

Through annual training, the College encourages students, faculty, administrative and staff employees to learn about sexual misconduct. The Director for Human Resources, Provost, and Vice President for Student Affairs are valuable resources for students, faculty, administrative and staff employees who have experienced Sexual Violence or who are interested in learning more about how Sexual Violence affects their campus and the society in which they live.

Bystander Intervention Information

If someone suspects that another individual may be in a high risk situation to become a victim of any form of Sexual Misconduct, it is important to decide as a bystander whether there is a safe and reasonable way to intervene effectively.

There is no legal obligation in New York State for a bystander of a potentially violent situation or crime to intervene or act. However, our mission commits us to our obligations to each other and to a deep respect for human dignity. Bystanders are encouraged to act if there are safe and reasonable ways to intervene and/or discourage people from being uncivil towards each other in an effort to foster a safer environment for everyone.

Bystander Tips

- Remind others that “consent” is the difference between sex and sexual assault and that someone can be too intoxicated, or otherwise physically or mentally incapacitated to consent.
- Take the initiative to help others who are not thinking clearly from becoming targets of violence (or) take steps to stop a friend who chooses to use violence.
- Prevent an intoxicated person from going to a private location with a stranger or an acquaintance.
- Do not leave anyone, whether a friend of an acquaintance, alone at a party or a bar.
- Ask anyone, whether an acquaintance or stranger, who is attempting to engage in Sexual Misconduct to stop and leave the location.
- Recognize dating or domestic partners who cause fear or physical pain to their partner and voice your concerns where appropriate; one suggestion is referring the student to the Counseling Center and a faculty, administrative or staff employee to Human Resources.
- Contact Campus Security Main Gate (718) 405-3434, Residence Life Staff, Human Resources, the Vice President for Student Affairs or another person of authority who can assist.

For information or questions about Bystander Intervention, contact:

- Office of the Vice President for Student Affairs (718) 405-3253 or studentaffairs@mountsaintvincent.edu
- Office of Human Resources (718) 405-3212 or title9coordinator@mountsaintvincent.edu
- Office of Safety and Security (718) 405-3255/3434 or security@mountsaintvincent.edu
- Office of Housing and Residence Life (718) 405-3226 or reslife@mountsaintvincent.edu
- Campus Ministry (718) 405-3754/3215 or campusministry@mountsaintvincent.edu
- Counseling Center (718) 405-3332 or counseling@mountsaintvincent.edu
- Health Center (718) 405-3472 or healthcenter@mountsaintvincent.edu

Approved April 20, 2018

This policy is in compliance with Title IX and Article 129-B



[Home](#) / [Academics](#) / [Resources](#) / [Registrar](#) / FERPA

FERPA

What is FERPA?

The Family Educational Rights and Privacy Act (FERPA) is a Federal law designed to protect the privacy of student records. It is also known as the Buckley Amendment and gives students the rights to:

- Inspect and review their education records.
- Request a correction to their education records.
- Request that the institution does not disclose directory information about them.
- File a complaint with the U.S. Department of Education.

What is considered directory information at the College of Mount Saint Vincent?

At the College of Mount Saint Vincent, directory information on each student includes the following information:

- Student name
- College email address
- Major field of study
- Participation in officially recognized activities and sports
- Weight and height, if member of athletic team
- Dates of attendance
- Degrees
- Honors and awards received

What does the FERPA mean for faculty and advisors at the College of Mount Saint Vincent?

FERPA guidelines as they apply to faculty and advisors are as follows:

- Only access those student records you need in the course of normal business.
- Do not post grades publicly.
- Only post grades in SSB.
- If a student requests to receive a grade directly, use only College issued email accounts for both sender and recipient.
- Do not release any non-directory information without written authorization from the student, not even to a student's parent(s) or legal guardian(s).

To obtain additional information or training regarding the FERPA for Faculty and Advisors at the College of Mount Saint Vincent, please contact the Office of the Registrar.

Contact

(718) 405-3484

registrar@mountsaintvincent.edu

Founders Hall 233

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Accreditation

The College of Mount Saint Vincent is independently chartered to grant degrees by the Regents of the State of New York. It is registered by the New York State Education Department, Office of Higher Education, in Albany, NY.

The College of Mount Saint Vincent is accredited by the Middle States Commission on Higher Education (MSCHE), an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

Contact: 3624 Market Street, Philadelphia, PA 19104 or (267) 284-5000

The College of Mount Saint Vincent also holds program-specific accreditation from the following independent accrediting agencies:

- The B.S. in Business Administration, the B.S. in Accounting degrees and the M.B.A. programs are accredited by the Association of Collegiate Business Schools and Programs, a specialized accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.
Contact: 11520 West 119th St., Overland Park, KS 66213 or (913) 339-9356
- The baccalaureate degree in nursing/master's degree in nursing at the College of Mount Saint Vincent is accredited by the Commission on Collegiate Nursing Education (CCNE)
Contact: 655 K Street NW, Suite 750, Washington, D.C., 20001 or ccneaccreditation.org
- Baccalaureate and Master's programs in 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.
Contact: One Dupont Circle, Suite 320, Washington, DC, 20036 or (202) 466-7236

Accrediting agencies' letters of approval are available to all interested parties for inspection.

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Hegis Codes (Graduate Programs)

Program Name	HEGIS Number	Degree
Business Administration	0506	M.B.A.
Urban and Multicultural Education	0899	M.S.
Childhood Education and Special Education Grades 1-6	0802	M.S.
Adolescent Education and Special Education Grades 7-12	0803	M.S.
Teaching English to Speakers of Other Languages	1508	M.S.
Family Nurse Practitioner	1203.12	M.S.
Nursing Administration	1203.10	M.S.
Nursing Education	1203.10	M.S.
Family Nurse Practitioner	1203.10	Advanced Certificate
Nursing Education	1203.12	Advanced Certificate
International Development and Service	2106	M.S.

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Assessment

Each February, the College of Mount Saint Vincent posts the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) survey data on the National Association of Independent Colleges and Universities (NAICU) website known as U-CAN (University and College Accountability Network). These data summarize enrollment, persistence, and graduation rates. Additionally, information about costs, degrees conferred, campus life, student life, safety, and faculty can be found here.

Please refer to [the College of Mount Saint Vincent's U-CAN profile](#) for the College's most recent data.

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[Home](#) / [Graduate | Adult](#) / [Graduate Programs](#) / [Master of Business Administration \(M.B.A.\)](#)

Master of Business Administration (M.B.A.)

The College's M.B.A. program equips students with leadership skills and business acumen to serve both the profit and nonprofit sectors. The program offers a student-centered learning environment within a curriculum accredited by the Accreditation Council for Business Schools and Programs (ACBSP).



Succeed in Today's Global Business Environment

Learn [cmsvideos](#)

02:51

The program begins with a set of core requirements (the "Common Professional Component") ensuring that students in the program will be familiar with the fundamental areas of business practice and competency.

Following this "basic training," students will complete 18-24 credits of advanced course work in one of the following concentrations:

- Health Care Management
- International Business
- Management of Nonprofit Organizations
- Comprehensive Track
- Comprehensive Track for students concurrently enrolled in the College's M.S. degree in International Development and Service

By the end of the program, students complete a set of capstone courses, which cover the areas of business strategy, professional ethics, and global issues.

Students work closely with faculty who are active in the region's business community to develop key analytical, critical thinking, communication, and problem-solving skills. This approach ensures graduates are equipped for ethical and responsible leadership roles in business, both nationally and internationally.

The College of Mount Saint Vincent welcomes applications from international students for its Master of Business Administration Program.

The M.B.A. Program is accredited by the Accreditation Council for Business Schools and Programs. The ACBSP accreditation standards are modeled on the Baldrige National Quality Program, which focuses on a student-centered learning approach in the classroom.

The M.B.A. Program has been approved and is registered with the New York State Higher Education Department, under the HEGIS code of 0506.

Contact

(718) 405-3322

gradstudies@mountsaintvincent.edu

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Master of Business Administration (M.B.A.) Application Checklist and Timeline

Deadlines

Fall: August 1

Summer: May 1

Spring: December 1

Please note: applications to the Master of Business Administration program are reviewed on a rolling admission basis. It is advisable to have all required documents submitted 4-6 weeks prior to the beginning of the semester for which you intend to enroll.

Admission Requirements

Complete an Application

[Submit your application](#)

Transcripts

Please send us your official transcripts in sealed envelopes, from each college or university you have attended. All credentials from foreign institutions require a [World Education Services \(WES\)](#) evaluation.

Two Letters of Recommendation

Two (2) letters of recommendation—one professional and one academic preferred.

References and transcripts can be sent separately or as part of the complete application. Both references and transcripts should be sent in envelopes sealed by the individual issuing the reference or the college issuing the official transcript. Copies and open envelopes are unofficial documents and will not be accepted.

Resume

Please submit a copy of your current resume.

Personal Statement

Please submit an essay on why you would like to pursue a Master of Business Administration degree.

GRE/GMAT Scores

Although GRE/GMAT scores are not required for admission, applicants who do not meet the GPA requirement may supplement their application by submitting test scores.

Please note: To be admitted to the College of Mount Saint Vincent's M.B.A. program, international applicants must meet CMSV's language criteria for acceptance with a TOEFL score of 80 or better or an IELTS score of 6.5 or better, and a GMAT score of 530 or better.

Contact

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M.B.A. Transfer Students

Students with prior educational experience but did not complete a MBA may transfer into our graduate program. Review the options below and proceed to MBA application checklist and timeline to complete your application.

Option 1: Students with previous graduate coursework in business – the “1 + 1” program

Transfer applicants who have completed the equivalent of one (1) year of graduate level studies in business administration may apply for admission into the Mount’s M.B.A. program with advanced standing. Under this option, transfer students may be awarded up to 30 transfer credits, and may be able to earn the M.B.A. degree in one (1) year of full-time study.

To qualify for transfer, previous coursework must satisfy the following criteria:

(a) Courses submitted for transfer are considered graduate level courses at the foreign institution where they were taken and are normally taken as part of a master’s degree program.

(b) Courses submitted for transfer must have been completed with an acceptable record of academic performance. Generally, this means that the grade in each course submitted for transfer must be equivalent to the Mount’s grade of B.

(c) For a course previously taken at another institution to be transferred into the Mount’s M.B.A. program, it must be the equivalent to one of the following survey courses, typically taken at the College of Mount Saint Vincent by M.B.A. students in their first year of study:

- Business Law for Management
- Data [Statistical] Analysis and Modeling for Managers
- Financial Management
- Managerial Accounting
- Marketing Concepts and Strategies
- Managerial Economics
- Managing Human Resources
- Managing Information Technologies and Innovation
- Management and Organizational Theory
- Operations and Production Management

Students who are granted transfer credit for all ten of the courses listed above will be able to complete the requirements for the M.B.A. degree at the College of Mount Saint Vincent in one year (3 terms over 12 months) of full-time study.

Option 2: Students with significant undergraduate coursework in business administration – the “4 + 1” program for students with bachelor’s degrees

M.B.A. applicants who have earned a bachelor’s degree and have completed significant undergraduate coursework in business may apply to the Mount’s M.B.A. program, requesting waivers for courses in the M.B.A. Core (Level 1). Substitutions are not required for waived coursework. Therefore, the number of credits required for completion of the M.B.A. degree can be significantly reduced under this option.

Waivers of M.B.A. core (survey) courses are granted on a 6 credit (undergraduate) to 3 credit (graduate) equivalency basis.

To qualify for consideration toward a waiver, those undergraduate courses previously taken by M.B.A. applicants must satisfy the following criteria:

(a) Courses submitted for transfer are considered undergraduate level courses at the institution where they were taken and are normally taken as part of a bachelor’s degree program.

(b) Courses must have been completed with an acceptable record of academic performance. Generally, this means that the grade in each course submitted must be equivalent to the CMSV grade of “B” or better (\geq 85th percentile).

(c) The content of the course cumulatively must be the equivalent to one of the following survey courses, typically taken at the Mount by M.B.A. students in their first year of study:

- Business Law for Management
- Data [Statistical] Analysis and Modeling for Managers
- Financial Management
- Managerial Accounting
- Marketing Concepts and Strategies
- Managerial Economics
- Managing Human Resources
- Managing Information Technologies and Innovation
- Management and Organizational Theory
- Operations and Production Management
- Professional and Business Communications

The Chair of the Department of Accounting, Business, and Economics at the College of Mount Saint Vincent will determine which undergraduate courses from other universities qualify for waivers of core M.B.A. courses.

Students who are granted waivers for all ten of the courses listed above will be able to complete the requirements for the M.B.A. degree at the College of Mount Saint Vincent in one year (3 terms over 12 months) of full-time study.

Contact

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Curriculum

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

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. 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.

Following this basic training, students will select an area of specialization, called a concentration, from the four offered in this program (i.e. management of nonprofit organizations, 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. Within these 18 credit of concentration courses, a student may substitute an Internship or a Study Abroad semester, with the approval of the Chair of the Department of Accounting, Business, and Economics. 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 M.B.A. 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 waive up to 30 credits in this core M.B.A. curriculum. The Chair of the Department will determine course waivers on a case by case basis. Generally, undergraduate studies in business must have been completed with a grade of B or better.

Additionally, undergraduate business majors at the College of Mount Saint Vincent have the opportunity to pursue a 4 plus 1 B.S./M.B.A. program through careful planning with academic advisors from both programs.



M.B.A. – Health Care Management

This concentration 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 practices are increasingly becoming part of the fabric and structure of America’s health care community. Therefore, future leaders in this sector must bring sharpened skills to their careers in the traditional areas of business practice.

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	Business Analysis and Modeling for Managers
MBA 505	Marketing Concepts and Strategies
MBA 506	Managing Information Technologies and Innovation
MBA 507	Business Law for Managers
MBA 508	Management and Organization Theory
MBA 509	Managing Human Resources
MBA 511	Operations and Production Management

II. Health Care Administration

18 credits

BUSN 651	Health Care Administration
BUSN 652	Health Care Finance
BUSN 653	Law for Health Care Professionals
BUSN 654	The Marketing of Health Care Programs
BUSN 655	The Health Care System
BUSN 656	Health Care Policy

III. Internships and Study Abroad

12 credits

MBA 675	Internship
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Please note: The two courses in this section may be substituted for any of the courses in Section II with the permission of the Chair of the Department of Business, Accounting, and Economics.

IV. 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

Course Waivers for Prior Study

Applicants may waive up to 30 of the required 60 credits based on appropriate undergraduate coursework in business administration.

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M.B.A. – 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, who want to become more involved in the organization's foreign activities. The program is also opportune for foreign students who desire an M.B.A. degree, who intend to use the knowledge gained through studying in this country to advance their careers back home.

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	Business Analysis and Modeling for Managers
MBA 505	Marketing Concepts and Strategies
MBA 506	Managing Information Technologies and Innovation
MBA 507	Business Law for Managers
MBA 508	Management and Organization Theory
MBA 509	Managing Human Resources
MBA 511	Operations and Production Management

II. International Business

18 credits

BUSN 641	International Marketing
BUSN 642	International Financial Management
BUSN 643	International Management and Cross-Cultural Communication
BUSN 644	International Law and Government Regulations
BUSN 645	International Political Relations
BUSN 646	International Trade

III. Internships and Study Abroad

12 credits

MBA 675	Internship
MBA 699	Study Abroad

Please note: The two courses in this section may be substituted for any of the courses in Section II with the permission of the Chair of the Department of Accounting, Business, and Economics.

IV. 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

Course Waivers for Prior Study

Applicants may waive up to 30 of the required 60 credits based on appropriate undergraduate coursework in business administration.

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M.B.A. – Management of Nonprofit Organizations

The nonprofit management concentration offers a unique specialization designed to provide students and professionals with the skills, tools, and strategies to manage nonprofit and social enterprises that have the mission to serve the common good.

Courses develop proficiency in the theory and practice of nonprofit enterprises, law and governance, organizational culture and development, accounting and financial management, fundraising and institutional advancement, volunteer and human resource management, and product and service marketing.

This concentration provides a flexible and rich experience to students, preparing them to be ethical leaders.

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	Business Analysis and Modeling for Managers
MBA 505	Marketing Concepts and Strategies
MBA 506	Managing Information Technologies and Innovation
MBA 507	Business Law for Managers
MBA 508	Management and Organization Theory
MBA 509	Managing Human Resources
MBA 511	Operations and Production Management

II. Management of Nonprofit Organizations

18 credits

MBA 691	Theory and Practice of Nonprofit Management
MBA 692	Fundraising and Institutional Advancement
MBA 693	Accounting and Financial Management for Nonprofit Organizations

MBA 694	The Law and Governance of Nonprofit Organizations
MBA 695	Marketing Nonprofit Organizations
MBA 697	Social Entrepreneurship and Sustainability
III. Internships and Study Abroad	12 credits
MBA 675	Internship
MBA 699	Study Abroad

Please note: The two courses in this section may be substituted for any of the courses in Section II with the permission of the Chair of the Department of Accounting, Business, and Economics.

IV. 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

Course Waivers for Prior Study

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M.B.A. – Comprehensive Track

Students who select this option build a program of advanced study in consultation with their faculty advisor. Eighteen credits are selected from among the full portfolio of courses offered in the M.B.A. program on the 600-level. The program of study is approved by the Program Director and through this option, students can tailor their advanced coursework in the M.B.A. program to match career goals, professional interests, and the challenges of their current positions. Graduate students planning careers in such areas as nonprofit management, public service, and policy advocacy are able to complete advanced work tied directly to the challenges of the professional life to which they aspire.

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	Business Analysis and Modeling for Managers
MBA 505	Marketing Concepts and Strategies
MBA 506	Managing Information Technologies and Innovation
MBA 507	Business Law for Managers
MBA 508	Management and Organization Theory
MBA 509	Managing Human Resources
MBA 511	Operations and Production Management
II. Comprehensive Track	18 credits selected from the 600-level courses offered in the M.B.A. program and approved by the M.B.A. faculty advisor
III. Internships and Study Abroad	12 credits
MBA 675	Internship
MBA 699	Study Abroad

Please note: The two courses in this section may be substituted for any of the courses in Section II with the permission of the Chair of the Department of Accounting, Business, and Economics.

IV. 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	M.B.A. Decision Laboratory

Course Waivers for Prior Study

Applicants may waive up to 30 of the required 60 credits based on appropriate undergraduate coursework in business administration.

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Concurrent Degree in M.S. in International Development and Service and M.B.A.

Please note: The College of Mount Saint Vincent has discontinued admission to this program. We encourage you to consider an alternate option: The M.B.A. with a concentration in Management of Nonprofit Organizations.

The College of Mount Saint Vincent offers a concurrent degree option: Master's in International Development and Service (M.S. I.D.S.) and a Master's in Business Administration (M.B.A.) for as little as 24 additional credits. This M.B.A. Program is exceptional in the nation due to its specific focus on socially responsible business management in resource-scarce environments.

The Concurrent Degree Program

Students who choose the concurrent degree option earn a Master's in Business Administration (MBA) alongside the M.S. in International Development and Service degree.

- 24 additional credits to earn the degree
- Credits can be earned completely, or partly through online coursework and in summer sessions
- Designed to compliment the IDS curriculum, including managing budgets, information technology systems, forecasting and other indispensable tools in any organization
- The Master's in Business Administration is distinctive nationally in focusing on navigating resource poor organizations, common to fields of service

Students graduating with these concurrent degrees will gain the skills to run non-profit organizations from multiple perspectives. They will 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.

Program Outcomes

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

Students will learn:

- 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

Contact

(718) 405-3322

gradstudies@mountsaintvincent.edu

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Degree Requirements

Program Structure

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

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

Concurrent Degree Features

- Students will continue their engagement with the field while earning M.B.A. credits.
- With careful planning and the guidance of the Program Director, students may be able to complete all requirements for the second degree in as few as 4 additional months of study after earning the M.S. I.D.S.

Sample Programs

Configuration 1

Semester 1	M.S. I.D.S. Curriculum (including) <ul style="list-style-type: none"> • International Development Course • Institutions and Society
Semester 2	M.S. I.D.S. Curriculum (including 2 of 3 below)
in London	<ul style="list-style-type: none"> • Management and Governance • Charity and the Law • Strategic Management • Marketing and Fundraising
Summer	M.B.A. Courses <ul style="list-style-type: none"> • Business Law for Managers • Managing Human Resources
Summer 3	M.S. I.D.S. Curriculum (including 2 of the following)
in Lima	<ul style="list-style-type: none"> • Communication Sociology • Socio-Demographic Culture & Organizational Development • Economics of Regional Development

- Health Policy and Program Analysis
 - Sustainable Development
- or Manila
- International Organizations and the Role of NGO's
 - EU Development Policy
- or Siena

Semester 4 M.S. I.D.S. Curriculum (including)

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

Semester 5 M.B.A. Courses

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

Configuration 2

Semester 1 M.S. I.D.S. Curriculum (including)

- International Development Course
- Institutions and Society

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

in London

- Management and Governance
- Charity and the Law
- Strategic Management
- Marketing and Fundraising

Summer 3 M.S. I.D.S. Curriculum (including 2 of the following)

in Lima

- Communication Sociology
- Socio-Demographic Culture & Organizational Development
- Economics of Regional Development

or Manila

- Health Policy and Program Analysis
- Sustainable Development

or Siena

- International Organizations and the Role of NGO's
- EU Development Policy

Semester 4 M.S. I.D.S. Curriculum (including)

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

Summer M.B.A. Courses

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

Semester 5 M.B.A. Courses

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

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Course Descriptions

Business Core Courses

MBA 501 MANAGERIAL ACCOUNTING

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. Managerial Accounting also comprises the preparation of financial reports for non-management groups such as shareholders, creditors, regulatory agencies, and tax authorities (3 credits).

MBA 502 FINANCIAL MANAGEMENT

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 (3 credits).

MBA 503 MANAGERIAL ECONOMICS

This course 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. Managerial Economics provides a framework for approaching management decisions such as pricing, employment, and investment with the analytical tools of the professional economist (3 credits).

MBA 504 BUSINESS ANALYSIS AND MODELING FOR MANAGERS

Business Analysis and Modeling for Managers 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 (3 credits).

MBA 505 MARKETING CONCEPTS AND STRATEGIES

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 (3 credits).

MBA 506 MANAGING INFORMATION TECHNOLOGIES AND INNOVATION

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 right fashion, and at the right time; and the consequent improvements gained in organizational effectiveness (3 credits).

MBA 507 BUSINESS LAW FOR MANAGERS

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 (3 credits).

MBA 508 MANAGEMENT AND ORGANIZATION THEORY

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 (3 credits).

MBA 509 MANAGING HUMAN RESOURCES

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 (3 credits).

MBA 511 OPERATIONS AND PRODUCTION MANAGEMENT

In a globalized era, management executives need to understand the role of operations function and its impact on competitiveness. This course provides an understanding of manufacturing and service operations and their role in the organization. Students will learn how organizations effectively organize and manage the resources in producing goods or services that satisfy customer requirements. In addition, this course focuses on informed decision making using specific analytical tools. The course covers topics such a process flow analysis, project management, supply chain management, capacity planning, facilities location, total quality management, materials management, scheduling and quality control, manufacturing and service strategy, inventory management and forecasting. (3 credits)

Areas of Concentration

International Business Courses

MBA 641 INTERNATIONAL MARKETING

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 (3 credits).

MBA 642 INTERNATIONAL FINANCIAL MANAGEMENT

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 students aspiring for 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 (3 credits).

MBA 643 INTERNATIONAL MANAGEMENT AND CROSS CULTURAL COMMUNICATION

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 (3 credits).

MBA 644 INTERNATIONAL LAW AND GOVERNMENT REGULATION

The course discusses the nature and rationale of the legal regulation of international economic affairs among businesses in the cross-border context. It introduces students to the risks of international business and an examination of how those risks differ from doing business domestically. It covers international trade and investment from a legal and managerial perspective. Topics include the regulations and the risks associated with exporting, importing, foreign licensing, franchising, and foreign direct investment. (3 credits)

MBA 645 INTERNATIONAL POLITICAL RELATIONS

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 (3 credits).

MBA 646 INTERNATIONAL TRADE

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 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 (3 credits).

Health Care Management Courses

MBA 651 HEALTH CARE ADMINISTRATION

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 (3 credits).

MBA 652 HEALTH CARE FINANCE

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 (3 credits).

MBA 653 LAW FOR HEALTH CARE PROFESSIONALS

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 (3 credits).

MBA 654 THE MARKETING FOR HEALTH CARE PROGRAMS

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 (3 credits).

MBA 655 THE HEALTH CARE SYSTEM

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 (3 credits).

MBA 656 HEALTH CARE POLICY

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, those chemically dependent, and other life threatening illnesses), proposals for cost control, regulation of safety, insurance, and the distribution of medical resources (3 credits).

Management of Nonprofit Organizations Courses

MBA 691 THEORY AND PRACTICE OF NONPROFIT MANAGEMENT

As the general foundation course for the nonprofit concentration, this course focuses on management and administrative issues relating to nonprofit organization. Administrative structure and other subjects related to the difference between nonprofit and for-profit organizations will be addressed. Subjects covered include constituencies, boards, strategic planning, marketing, financial management, human resources, volunteer management, and resource development.

This course is designed to provide the student with a clear understanding of the most important management issues in the nonprofit sector and to provide the student with a firm foundation in nonprofit administrative concepts and theories. The student will learn to appreciate the difference between the for-profit and nonprofit organization and related management techniques and issues specific to the nonprofit organization as compared to the for-profit or public sector (3 credits).

MBA 692 FUNDRAISING AND INSTITUTIONAL ADVANCEMENT

The purpose of this course is to introduce students to a variety of fund raising methods, provide the context in which these methods might be used, and provide an understanding of how fund

raising operates within public and not-for-profit organizations. The course is directed at students pursuing a management career in the not-for-profit section as well as other graduate students interested in fund raising within public and nonprofit organizations (3 credits).

MBA 693 ACCOUNTING AND FINANCIAL MANAGEMENT FOR NONPROFIT ORGANIZATIONS

With the increase in the sense of social responsibility in society has come a corresponding increase in the number of nonprofit organizations and in the volume of their activities. Approximately one third of the volume of business in the United States is conducted by governmental units and charitable organizations. As such organizations play an increasingly significant role, accounting for these organizations is receiving more and more attention. For example, a Governmental Accounting standards Board (GASB), similar to the Financial Accounting Standards Board (FASB), has been proposed. This body would be responsible for establishing accounting standards for state and local governmental units. Accounting for other nonprofit organizations, such as churches and hospitals, is also receiving attention by the American Institute of Certified Public Accountants and other professional accounting groups.

The accounting systems for all nonprofit organizations must provide financial data to internal management for use in planning and controlling operations, and to external parties, such as taxpayers and donors, for use in determining the effectiveness of operations. Thus, the focus of this course is both management control and financial accounting for nonprofit organizations (3 credits).

MBA 694 THE LAW AND GOVERNANCE OF NONPROFIT ORGANIZATIONS

This course is designed to provide an overview of governance issues as well as basic contract, labor, and tax law issues within the area of nonprofit corporation law. Ethics in nonprofits is included with specific emphasis directed towards self-dealing, fiduciary responsibility, and human resource management. Legal issues covered include a variety of legal problems that nonprofit executive directors or their staff are likely to face, including board organization and management problems (3 credits).

MBA 695 MARKETING FOR NONPROFIT ORGANIZATIONS

Nonprofit marketing has become a major, legitimate field of study. Today, nonprofit organizations actively employ marketing techniques, including advertising, personal selling, public relations, and product design to reach their goals.

This course is designed to study the marketing strategies used by organizations in education, the arts, social services, libraries, and public services. Through case studies and practical examples the student will be introduced to the special needs of the nonprofit sector and the process for solving marketing problems, as well as the tools and techniques to make effective marketing decisions in specific areas (3 credits).

MBA 697 SOCIAL ENTREPRENEURSHIP AND SUSTAINABILITY

This course explores social entrepreneurship by investigating such questions as: Who are social entrepreneurs? How does social entrepreneurship differ from traditional business entrepreneurship? Can the impact of social entrepreneurship be assessed?

In exploring these issues, two foundational elements emerge as critical components in a working understanding of the nature of social entrepreneurship in today's society: who are social entrepreneurs, and what does it take to be successful? (3 credits)

Internships and Study Abroad

MBA 675 INTERNSHIP

An internship experience provides students with an opportunity to explore career interests while applying knowledge and skills learned in the classroom in a work setting. The experience also helps students gain a clearer sense of what they still need to learn and provides an opportunity to build professional networks (3 credits).

Internships connect the classroom to the world and provide Mount students the opportunity to:

- Gain practical experience within for-profit and nonprofit business environments
- Acquire knowledge of the industry in which the internship is done
- Apply knowledge and skills learned in the classroom in a work setting
- Develop a greater understanding about career options while more clearly defining personal career goals
- Experience the activities and functions of business professionals
- Develop and refine oral and written communication skills
- Identify areas for future knowledge and skill development

MBA 699 STUDY ABROAD

This course offers students an opportunity to combine travel and adventure with their M.B.A. degree. One of the most unique aspects of the College of Mount Saint Vincent's M.B.A. curriculum is the opportunity to gain an international perspective by studying abroad. Students take their education overseas and view global, for-profit, and not-for-profit business ventures up close at one of two partner universities:

- St. Mary's University, Twickenham, London
- De La Salle University, Manila, Philippines

Full-time M.B.A. students are able to spend either the fall or the spring term at one of our prestigious international partner universities studying international management, global economics, and business development, among other approved courses (12 credits).

Capstone Courses

MBA 701 ORGANIZATIONAL LEADERSHIP, ETHICS AND SOCIAL RESPONSIBILITY

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 (3 credits).

MBA 702 STRATEGIC MANAGEMENT

This course is intended as a capstone course in the M.B.A. 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 (3 credits).

MBA 703 COMPETING IN A GLOBAL BUSINESS ENVIRONMENT

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 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 (3 credits).

MBA 704 MBA DECISION LABORATORY

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, and 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 (3 credits).

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Academic Year 2019-2020

Spring 2019

12 Weeks and Final Exam Week

Week	Dates
1	Monday, February 4 to Sunday, February 10
2	Monday, February 11 to Sunday, February 17
3	Monday, February 18 to Sunday, February 24
4	Monday, February 25 to Sunday, March 3
5	Monday, March 4 to Sunday, March 10
Spring Break	Monday, March 11 to Sunday, March 17
6	Monday, March 18 to Sunday, March 24
7	Monday, March 25 to Sunday, March 31
8	Monday, April 1 to Tuesday, April 7
9	Monday, April 8 to Tuesday, April 14
Classes Monday to Tuesday	Monday, April 15 to Tuesday, April 16
Easter Break	Wednesday, April 17 to Tuesday, April 23
10	Wednesday, April 24 to Sunday, April 28
11	Monday, April 29 to Sunday, May 5
12	Monday, May 6 to Sunday, May 12
Final Exam Week	Monday, May 13 to Friday, May 19

Summer 2019

Various graduate courses in
MBA, Education, and Nursing

Tuesday, May 28 to Friday, August 16

Fall 2019

12 Weeks and Final Exam Week

Week	Dates
Labor Day – No Class	Monday, September 2
1	Monday, September 9 to Sunday, September 15
2	Monday, September 16 to Sunday, September 22
3	Monday, September 23 to Sunday, September 29
4	Monday, September 30 to Sunday, October 6
5	Monday, October 7 to Sunday, October 13
Columbus Day – No Class	Monday, October 14
	Makeup Day: Monday, November 25

6	Tuesday, October 15 to Sunday, October 20
7	Monday, October 21 to Sunday, October 27
8	Monday, October 28 to Sunday, November 3
9	Monday, November 4 to Sunday, November 10
10	Monday, November 11 to Sunday, November 17
11	Monday, November 18 to Sunday, November 24
Make-up Day	Monday, November 25 replaces Monday, October 14
Thanksgiving Break – No Class	Tuesday, November 26 to Sunday, December 1
12	Monday, December 2 to Sunday, December 8
Final Exam Week	Monday, December 9 10 to Friday, December 13

Spring 2020

12 Weeks and Final Exam Week

Week	Dates
1	Monday, February 3 to Sunday, February 9
2	Monday, February 10 to Sunday, February 16
3	Monday, February 17 to Sunday, February 23
4	Monday, February 24 to Sunday, March 1
5	Monday, March 2 to Sunday, March 8
6	Monday, March 9 to Sunday, March 15
Spring Break – No Class	Monday, March 16 to Sunday, March 22
7	Monday, March 23 to Sunday, March 29
8	Monday, March 30 to Sunday, April 5
Classes Monday to Tuesday	Monday, April 6 to Tuesday, April 7
Easter Break	Wednesday, April 8 to Monday, April 13
9	Tuesday, April 14 to Sunday, April 19
10	Monday, April 20 to Sunday, April 26
11	Monday, April 27 to Sunday, May 3
12	Monday, May 4 to Sunday, May 10
Final Exam Week	Monday, May 11 to Friday, May 15

**Revised April 2019*

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Graduate | Adult Academic Calendar Archive

Spring 2018

12 Weeks and Final Exam Week

Week	Dates
1	Monday, February 5 to Sunday, February 11
2	Monday, February 12 to Sunday, February 18
3	Monday, February 19 to Sunday, February 25
4	Monday, February 26 to Sunday, March 4
5	Monday, March 5 to Sunday, March 11
6	Monday, March 12 to Sunday, March 18
7	Monday, March 19 to Sunday, March 25
Spring and Easter Break – No Class	
Monday, March 26 to Monday, April 2	
Make-up Day	
Monday, May 7 replaces Monday, April 2	
8	Tuesday, April 3 to Sunday, April 8
9	Monday, April 9 to Tuesday, April 15
10	Monday, April 16 to Wednesday, April 22
11	Monday, April 23 to Sunday, April 29
12	Monday, April 30 to Sunday, May 6
Make-up Day	
Monday, May 7 replaces Monday, April 2	
Final Exam Week	
Tuesday, May 8 to Monday, May 14	

Fall 2018

12 Weeks and Final Exam Week

Week	Dates
1	Monday, September 10 to Sunday, September 16
2	Monday, September 17 to Sunday, September 23
3	Monday, September 24 to Sunday, September 30
4	Monday, October 1 to Sunday, October 7
Columbus Day – No Class	
Monday, October 8	
Makeup Day: Monday, November 19	
5	Tuesday, October 9 to Sunday, October 14
6	Monday, October 15 to Sunday, October 21
7	Monday, October 22 to Sunday, October 28
8	Monday, October 29 to Sunday, November 4
9	Monday, November 5 to Sunday, November 11

10	Monday, November 12 to Sunday, November 18
Make-up Day	Monday, November 19 replaces October 8
Thanksgiving Break – No Class	Tuesday, November 20 to Sunday, November 25
11	Monday, November 26 to Sunday, December 2
12	Monday, December 3 to Sunday, December 9
Final Exam Week	Monday, December 10 to Friday, December 14

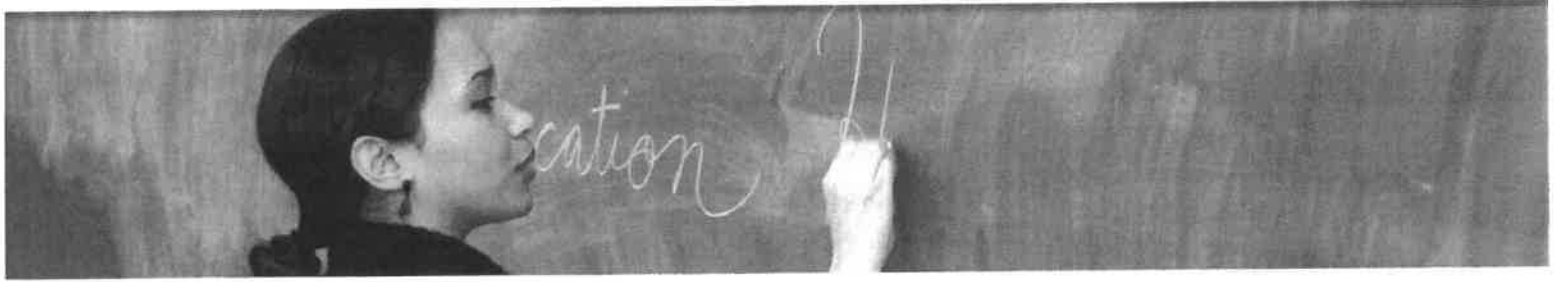
Summer 2018

Week 1 Accelerated Nursing	Monday, May 21
Week 1 Graduate Courses	Monday, May 28 to Thursday, May 31 NO CLASS Monday, May 28 Monday Classes – Opening Day is Friday, June 1 (to replace Memorial Day)
Week 2	Monday, June 4 to Thursday, June 7
Week 3	Monday, June 11 to Thursday, June 14
Week 4	Monday, June 18 to Thursday, June 21
Week 5	Monday, June 25 to Thursday, June 28
Week 6	Monday, July 2 to Friday, July 6 NO CLASS Wednesday, July 4 Makeup Day is Friday, July 6
Week 7	Monday, July 9 to Thursday, July 12
Week 8	Monday, July 16 to Thursday, July 19
Week 9	Monday, July 23 to Thursday, July 26
Week 10	Monday, July 30 to Thursday, August 2
Week 11	Monday, August 6 to Thursday, August 9
Week 12	Monday, August 13 to Thursday, August 16

Summer 2017

(12 Weeks)

May 30	Tuesday	Classes Begin for Schedule A: Four Week Sessions
June 26	Monday	Last Day of classes for Schedule A
June 27	Tuesday	Classes Begin for Schedule B: Four Week Sessions
July 24	Monday	Last Day of classes for Schedule B
July 25	Tuesday	Classes Begin for Schedule C: Four Week Sessions
August 18	Friday	Last Day of classes for Schedule C
May 30	Tuesday	Classes Begin for Schedule D: Six Week Sessions
July 10	Monday	Last Day of classes for Schedule D
July 11	Tuesday	Classes Begin for Schedule E: Six Week Sessions
August 18	Friday	Last Day of classes for Schedule E
May 26	Friday	Classes Begin for Schedule F: Twelve Week Session



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M.S. in Education

The College of Mount Saint Vincent's Master of Science degrees in education are designed for individuals committed to serving diverse populations and expanding their skills as practitioners.



Advance Your Teaching Career at the Mount

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02:10

Our M.S. degree programs—Adolescent Education and Special Education (Dual Certification Grades 7-12), Childhood Education and Special Education (Dual Certification Grades 1-6), Childhood Education and TESOL (Dual Certification), and TESOL—offer values-centered curricula and real-world experience. Students learn how to create a productive learning environment for a diverse range of educational settings and students, and develop the specialized knowledge to effectively teach different student populations while having a significant impact on students' lives.

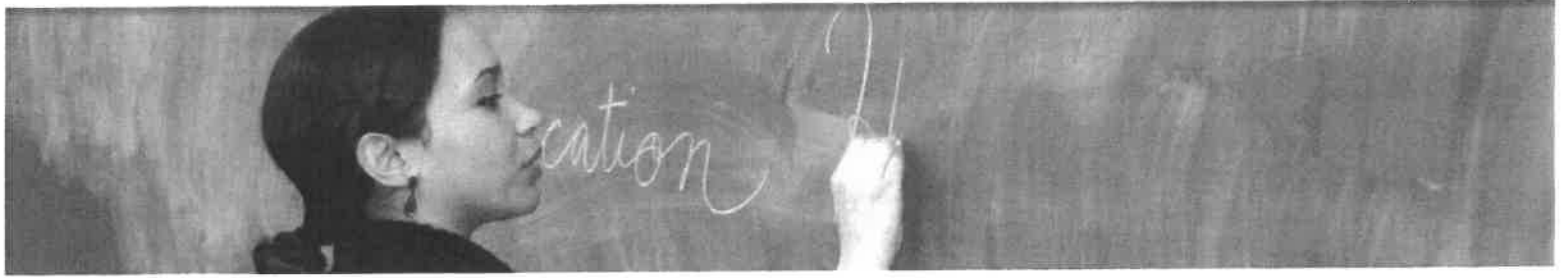
Accredited by the Teacher Education Accreditation Council, the Mount's programs are ideal for those with their sights set on becoming educational leaders. Our graduates often lead the way, both formally and informally, in helping schools better serve diverse student populations.

The Office of Professional and Graduate Studies offers an Additional Classroom Teaching Certificate in ESOL for individuals seeking additional teaching credentials.

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M.S. in Adolescent Education and Special Education (Dual Certification Grades 7-12)

The M.S. in Adolescent Education and Special Education (Dual Certification, Grades 7-12) program at the College of Mount Saint Vincent is a clinically-rich accelerated program designed for career changers or recent college graduates who wish to receive a New York State teaching license over four semesters in the course of just one calendar year.

Students begin the program in the summer and spend the next year completing coursework while gaining valuable classroom experience under the combined supervision of College of Mount Saint Vincent faculty and experienced mentor-teachers.

This 14-month accelerated program consists of 45 credits and blends vital academic content with practical classroom teaching experience through a Teaching Fellows residency program. Additionally, students completing this dual certification program will have the opportunity to complete coursework leading to eligibility to take the Board Certified Behavior Analyst exam. The course sequence includes four courses embedded in the graduate program (EDUC 527, 712, 714 and 716) and two additional courses. For more information, please [view the ABA program information](#).

Fellows are paired with a classroom mentor-teacher. Teaching Fellows work alongside their mentors in a grade-appropriate classroom, attend school-based staff meetings and professional development seminars, and assume instructional responsibilities as assigned.

Before starting classroom-based activities in the fall, all Teaching Fellows attend a College of Mount Saint Vincent summer institute designed to provide the professional knowledge and skills upon which to build a successful career in education.

Sample Program

- First Term – Summer 1 EDUC Care Summer Institute Term: June-July (12 credits)
- Second Term – Fall 1 coursework and classroom experience (12 credits)
- Third Term – Spring 1 coursework and classroom experience (12 credits)
- Fourth Term – Summer 2 EDUC Care Summer Institute Term: June-July (9 credits)

[View a more detailed sample program plan](#)

Successful completion of this program and required license exams lead to a Master's degree plus two teaching licenses covering grades 7-12: one is in a content area such as Biology, English, History or Mathematics, and the other is in Special Education.

The College is committed to reducing tuition cost through several scholarship opportunities.
Apply now and learn how truly affordable the Mount is.

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Adolescent Education and Special Education (Dual Certification Grades 7-12) Application Checklist and Timeline

Deadline

Summer: April 1

Admission Requirements

To be admitted into this program applicants must:

- Have earned a bachelor's degree from an accredited institution
- Have earned a 3.0 minimum undergraduate or 3.5 graduate GPA
- Have fulfilled general education requirements needed for certification, including study in artistic expression, communication, information retrieval, history and social sciences, humanities, language other than English, scientific processes, mathematical processes, and written analysis and expression
- The following majors will have fulfilled the content core requirements for both certificate areas: Biology, Mathematics, History, or English

Application Requirements

Complete an Application

[Submit your application](#)

Transcripts

Applicants should send their official transcripts in sealed envelopes, from each college or university they have attended. All credentials from foreign institutions require a [World Education Services \(WES\)](#) evaluation.

Two Letters of Recommendation

Two (2) letters of recommendation—one professional and one academic preferred.

References and transcripts can be sent separately or as part of the complete application. Both references and transcripts should be sent in envelopes sealed by the individual issuing the reference or the college issuing the official transcript. Copies and open envelopes are unofficial documents and will not be accepted.

Writing Assessment

Applicants will receive a writing prompt once they have submitted their application.

On-Site Interview

All applicants must conduct an admission interview with the program coordinator. No special preparation is required for this exam. Successful applicants will be contacted by the program coordinator.

Standardized Test Scores

An official copy of your GRE or MAT test scores. Test scores submitted must be less than five (5) years old.

Please note: International applicants to the Office of Professional and Graduate Studies at the College of Mount Saint Vincent will be required to submit additional documents. International applicants must submit a TOEFL or an IELTS score report. International students should score 80 or better on the TOEFL exam, or 6.5 or better on the IELTS.

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Degree Requirements

The M.S. in Adolescent Education and Special Education (Dual Certification, Grades 7-12) requires the completion of 45 credits.

Students will choose one (1) of the following methods courses based on their undergraduate academic major. Each course provides students with the knowledge and skills necessary to teach an academic discipline effectively in middle and high school.

- EDUC 510 Teaching English in Middle and Secondary School
- EDUC 511 Teaching Social Studies in Middle and Secondary School
- EDUC 512 Teaching Mathematics in Middle and Secondary School
- EDUC 514 Teaching Science in the Middle and Secondary School

Additionally, students will select courses from the following:

- EDUC 502 Foundations in Urban and Multicultural Education
- EDUC 506 Language, Cognitive Development, and Cultural Diversity
- EDUC 515 Practicum in Adolescent Education
- EDUC 526 Student Teaching in Adolescent Education
- EDUC 527 Classroom Management and Social Skills Instruction
- EDUC 602 Research for Classroom Teachers
- EDUC 620 Teaching Literacy in Inclusive Middle and High School Classrooms
- EDUC 702 Education and Development of the Middle School Learner
- EDUC 712 Strategies for Inclusion
- EDUC 714 Practicum in Assessment and Instruction of Special Learners
- EDUC 716 Life Span Special Education
- EDUC 728 Teaching Across the Content Areas: Pedagogy in English Language Arts and Social Studies
- EDUC 729 Teaching Across the Content Areas: Pedagogy in Mathematics and Science
- EDUC 751 Student Teaching in Special Education

Sample Program

M.S. in Adolescent Education and Special Education (Dual Certification Grades 7-12)

First Term – Summer 1**EDUC Care Summer Institute Term: June-July**

EDUC 502 Foundation of Urban and Multicultural Education	(3 credits)
EDUC 506 Language, Cognitive Development, and Cultural Diversity	(3 credits)
EDUC 702 Education and Development of the Middle School Learner	(3 credits)
EDUC 712 Strategies for Inclusion of Special Learners	(3 credits)
Child Abuse Identification Workshop	(0 credits)
TOTAL	(12 credits)

Second Term – Fall 1

Please note: Students will choose the methods course that corresponds to the content area certification:

EDUC 510 Teaching English in Middle and Secondary School	(3 credits)
EDUC 511 Teaching Social Studies in Middle and Secondary School	(3 credits)
EDUC 512 Teaching Mathematics in Middle and Secondary School	(3 credits)
EDUC 514 Teaching Science in Middle and Secondary School	(3 credits)
EDUC 515 Practicum in Adolescent Education	(3 credits)
EDUC 620 Teaching Literacy in Inclusive Middle and High School Classrooms	(3 credits)
EDUC 714 Practicum in Assessment and Instruction of Special Learners	(3 credits)
Violence Prevention and Intervention Workshop	(0 credits)
EAS Certification Exam to be completed by December 1	
TOTAL	(12 credits)

Third Term – Spring 1

EDUC 526 Student Teaching in Adolescent Education	(3 credits)
EDUC 527 Classroom Management and Social Skills Instruction	(3 credits)
EDUC 602 Research for Classroom Teachers	(3 credits)
EDUC 757 Student Teaching in Special Education Grades 7-12	(3 credits)
DASA Workshop	(0 credits)
Completion of CST in Special Education to be completed by March 1	
Completion of CST Multisubject to be completed by May 1	
TOTAL	(12 credits)

Fourth Term – Summer 2**EDUC Care Summer Institute Term: June-July**

EDUC 716 Life Span Special Education: Transition from Birth to Adulthood	(3 credits)
EDUC 728 Teaching Across the Content Areas: Pedagogy in Language Arts and Social Studies	(3 credits)
EDUC 729 Teaching Across the Content Areas: Pedagogy in Science in Mathematics	(3 credits)
Health and Safety Workshop	(0 credits)
TOTAL	(9 credits)

Total Credits for Graduation – 45

Grades

All courses in the education program are evaluated with letter grades. Graduate students must maintain a cumulative GPA of 3.0 and obtain a B or higher in each course. 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 initial/professional New York State certification in appropriate content area grades 7-12 and special education grades 7-12.

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.

Workshop Requirements

In order to receive College endorsement for certification, students must complete the following state mandated workshops:

- *Child Abuse Identification*
- *Violence Prevention*
- *DASA*

The required autism workshop is integrated into the coursework as approved by New York State Department of Education.

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New York State Certification

NYS Certification for M.S. in Adolescent Education and Special Education (Dual Certification Grades 7-12)

Students who successfully complete the graduate program in Adolescent Education and Special Education (Dual Certification Grades 7-12) will:

1. Fulfill the academic requirements for New York State initial /professional certification in a content area (Biology, English, History or Mathematics Grades 7-12)
2. Fulfill the academic requirements for New York State initial/professional certification in Students with Disabilities Generalist Grades 7-12
3. Be recommended to New York State for initial/ professional certification in the aforementioned areas

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

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Course Descriptions

(Schedule of course offerings subject to change)

EDUC 502 FOUNDATIONS IN URBAN AND MULTICULTURAL EDUCATION

This course equips teachers with a sound knowledge base in multicultural education. It provides both definition and rationale. Through readings, class discussions, blackboard participation and written assignments students will explore and analyze the impact that such issues as equity, ethnicity, sociocultural and linguistic background, ability, gender and race have on student learning. Students will develop perspectives on diversity and a frame of reference for providing equitable opportunities for all students to learn and succeed in schools and society. While this course focuses more on developing dispositions and understandings needed to effectively work with diverse populations, applications to the classroom will be made when appropriate. By the conclusion of the course students will be able to articulate a personal philosophy of multicultural education that demonstrates a thoughtful consideration of the historical and social development of this field (3 credits).

EDUC 506 LANGUAGE, COGNITIVE DEVELOPMENT, AND CULTURAL DIVERSITY

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 (3 credits).

Students choose the appropriate methods course based on their academic major:

- **EDUC 510 TEACHING ENGLISH IN MIDDLE AND SECONDARY SCHOOL**
- **EDUC 511 TEACHING SOCIAL STUDIES IN MIDDLE AND SECONDARY SCHOOL**
- **EDUC 512 TEACHING MATHEMATICS IN MIDDLE AND SECONDARY SCHOOL**
- **EDUC 514 TEACHING SCIENCE IN MIDDLE AND SECONDARY SCHOOL**

Each course provides students with the knowledge and skills necessary to teach an academic discipline effectively in middle and high school. Students study generic principles of middle and secondary teaching, specific content and approaches in the teaching of subject areas and practical application of these principles and knowledge. Additionally, faculty from the appropriate Liberal Arts and Science department conducts content area meetings. The course emphasizes the unique nature of the adolescent learners and explores developmentally appropriate strategies to meet the needs of diverse learners. Emphasis will be placed on the role of New York State and Common Core Learning Standards in planning and implementing instruction (3 credits).

EDUC 515 PRACTICUM IN ADOLESCENT EDUCATION

In conjunction with middle/secondary curriculum courses, students observe and teach their primary discipline in a middle school. Field supervisors observe and confer with students individually. The practicum teacher will be observed formally at least once during the semester (3 credits).

EDUC 526 STUDENT TEACHING IN ADOLESCENT EDUCATION

Students teach for one semester in a nearby secondary school under the supervision of cooperating teachers and teacher education and liberal arts faculty. Placements are made in inclusive or general education classrooms. Field supervisors observe and confer with student teachers individually. In addition, students and faculty meet regularly in a coordinating seminar to review field experiences, to synthesize current practice with prior learning and to prepare for employment and further professional study. During the semester students receive additional support from a mentor in his/her major area of study. Content area meetings are designed to address the individual needs of each student teacher. Ongoing communication between the liberal arts mentor and seminar leader supports the development of the necessary knowledge and competencies of the pre-service student (3 credits).

EDUC 527 BEHAVIOR MANAGEMENT AND SOCIAL SKILLS INSTRUCTION

This course provides candidates with strategies based on behavior analysis and other psycho-educational learning theories/models and as they relate to managing measurably effective classrooms. Emphasis is on the elements of effective instructional planning (i.e., antecedents and consequences of student behavior) that prevent management problems, condition intrinsic motivation to learn, and foster social competence of all students in the inclusive classroom. The foundational knowledge base of the definition, concepts, and principles of ABA for improving students' academic, emotional, behavioral, and social skills will be addressed. In addition, coverage will include the philosophical assumptions and dimensions of research-based models. Candidates will learn how to differentiate evidence-based from non-evidence-based behavior management practices. (3 credits)

EDUC 602 RESEARCH FOR CLASSROOM TEACHERS

This course introduces strategies for designing and conducting single-subject research in special education. Competencies include coverage of independent and dependent variables for research, measurement tactics, experimental design (including data analysis), graphical presentation and evaluation of results, ethical care pertaining to human subjects, establishing generality of results, and ensuring the integrity of research procedures. The methods discussed are not specific to any disability or age level; rather, they are a general set of methods for conducting and interpreting single-subject research.

This course has two basic goals: To expose students to the principles of basic behavior analytic research methodology and to have students plan and design a research proposal. Emphasis is placed on the role of research for the teacher of students with developmental disabilities. It is expected that candidates striving to be professionals in the special education field will acquire the knowledge and skills necessary to distinguish between legitimate claims of intervention efficacy and to draw conclusions of research findings in accordance with the Professional and Ethical Compliance Code for Behavior Analysts. (3 credits)

EDUC 620 TEACHING LITERACY IN INCLUSIVE MIDDLE AND HIGH SCHOOL CLASSROOMS

Teaching Literacy in the Inclusive Secondary Classroom examines literacy as part of the total communication process within the secondary classroom. This course is designed to assist students in understanding the language and literacy process as it applies to teaching in the middle and high schools. Particular attention is paid to reading and writing in the content areas and instructional strategies to support students' literacy development. The course will focus on ways in which reading, writing, speaking, and listening are developed and used within the learning of discipline specific curriculum including adaptations for culturally diverse and

exceptional learners. The course develops connections between knowledge of the literacy process, using language to support learning, and effective instruction incorporating reading and writing.

This course develops the pre-service teacher's ability to carry out the specific teaching functions and to achieve the professional standards as prescribed by the New York State Education Department and Common Core Standards for College and Career Readiness. Students completing this course will understand the concepts of balanced literacy instruction and the integration of reading, writing, speaking and listening for learning within the classroom (3 credits).

EDUC 702 EDUCATION AND DEVELOPMENT OF THE MIDDLE SCHOOL LEARNER

is an all-encompassing course that addresses myriad concerns that emerge for early adolescents as they bridge the gap between elementary school and senior high school. Delineated in the course work are robust definitions about middle level education as a particular and unique aspect of K-12 schooling. In describing who that middle level student is, characteristics are described, critical transformations are explained and generalizations emerge for the middle level educator. In addition, attention is given to six critical attributes of the traditional middle school concept including: clustering students (houses, families, and academies), core teaching teams, blocks of time, advisor/advisee program, interdisciplinary curriculum, and peer mediation. In closing, the course highlights the varied, yet critical roles of middle level advocates from teachers and parents to administrators and community leaders (3 credits).

EDUC 712 STRATEGIES FOR INCLUSION OF SPECIAL LEARNERS

This course is designed to help candidates instruct students with learning and behavior problems (including autism spectrum disorders, speech and language impairments, learning disabilities, intellectual disabilities, emotional disturbance/ behavioral disorders, and ADHD) using research- or evidenced-based practices to address both curricular/instructional and social behavioral challenges in the least restrictive environment. Applied behavior analytic tactics, techniques, methods, and procedures covered in this course are derived from the concepts and principles of behavior taught in EDUC 527. Candidates will learn how to individualize and accurately implement fundamental elements of behavior change and specific behavior change procedures in order to facilitate students' access to the general education curriculum. (3 credits)

EDUC 714 PRACTICUM IN ASSESSMENT AND INSTRUCTION OF SPECIAL LEARNERS

This course is designed to provide candidates 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 instructional technologies including assistive technology. Focus will also be on those strategies of differentiated instruction that can be effectively implemented or modified within the general education program. Candidates will learn a variety of methods for the identification and assessment of academic and social-behavioral problems; behavioral assessment; analysis of the outcomes of instruction/interventions; descriptive, preference and skill assessments; including the use of practical behaviorally-based assessment tools such as checklists, rating scales, structured observation tools, and curricular behavioral assessments (e.g., criterion-referenced assessment). (3 credits)

Students will complete a fifty hour field experience.

EDUC 716 LIFE SPAN SPECIAL EDUCATION: TRANSITION FROM BIRTH TO ADULTHOOD

This course prepares teacher candidates to select behavior analytic intervention strategies and plan for their possible unwanted behavior change effects in order to help maximize human development from birth to adulthood. Candidates will learn how to select and implement individualized behavioral and curricular intervention strategies and behavior-change systems in order to teach, maintain, and generalize skills across home, school, and community settings via organizational behavior management (OBM). Emphasis will be placed on how students develop

and learn by examining the process of physical, cognitive, social, emotional, language, and career development among students who vary by gender, race and ethnicity, socioeconomic level, English proficiency, and diverse levels of ability. Issues covered include the educator's role on how to develop curriculum as well as support and maintain group change that is developmentally appropriate and culturally meaningful to facilitate successful transition from pre-school to post-school activities; including postsecondary education, vocational education, integrated employment (including supported employment), independent living, and/or community participation (as described by the U.S. Department of Education's Office of Special Education and Rehabilitative Services May 2017 document entitled "A Transition Guide To Postsecondary Education and Employment for Students and Youth with Disabilities)." (3 credits)

EDUC 728 TEACHING ACROSS THE CONTENT AREAS: PEDAGOGY IN ENGLISH LANGUAGE ARTS AND SOCIAL STUDIES

This course introduces teacher education candidates to the strategies and techniques of how to effectively teach subject content in ELA 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" (3 credits).

EDUC 729 TEACHING ACROSS THE CONTENT AREAS: PEDAGOGY IN MATHEMATICS AND SCIENCE

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" (3 credits).

EDUC 751 STUDENT TEACHING IN SPECIAL EDUCATION

Students teach for one semester under the supervision and mentorship of cooperating teachers and teacher education faculty. Placements are in special education settings. Faculty observes and confers with student teachers individually. In addition, students and faculty meet each week in a coordinating seminar to review field experiences, synthesize current practice with prior learning and to prepare for employment and further professional study. Prospective student teachers plan for field placements during the registration period prior to student teaching (3 credits).

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M.S. in Childhood Education and Special Education (Dual Certification Grades 1-6)

The M.S. in Childhood Education and Special Education (Dual Certification, Grades 1-6) program at the College of Mount Saint Vincent is a clinically-rich accelerated program designed for career changers or recent college graduates who wish to receive a New York State teaching license over four semesters in the course of just one calendar year.

Students begin the program in the summer and spend the next year completing coursework while gaining valuable classroom experience under the combined supervision of College of Mount Saint Vincent faculty and experienced mentor-teachers.

The program provides teacher candidates with the pedagogical knowledge and skills to develop and deliver instruction in both general and special education at the childhood level (grades 1 through 6).

This 14-month accelerated program consists of 45 credits and blends vital academic content with practical classroom teaching experience through a Teaching Fellows residency program. Additionally, students completing this dual certification program will have the opportunity to complete coursework leading to eligibility to take the Board Certified Behavior Analyst exam. The course sequence includes four courses embedded in the graduate program (EDUC 527, 712,714 and 716) and two additional courses. For more information, please [view the ABA program information](#).

Fellows are paired with a classroom mentor teacher. Teaching Fellows work alongside their mentors in a grade-appropriate classroom, attend school-based staff meetings and professional development seminars, and assume instructional responsibilities as assigned. Before starting classroom-based activities in the fall, all Teaching Fellows attend a College of Mount Saint Vincent summer institute designed to provide the professional knowledge and skills upon which to build a successful career in education.

Sample Program

- First Term – Summer 1 EDUC Care Summer Institute Term: June-July (12 credits)
- Second Term – Fall 1 coursework and classroom experience (12 credits)
- Third Term – Spring 1 coursework and classroom experience (12 credits)
- Fourth Term – Summer 2 EDUC Care Summer Institute Term: June-July (9 credits)

[View a more detailed sample program plan](#)

Successful completion of this program and required license exams lead to a master's degree plus two teaching licenses covering grades 1 through 6: one is in childhood education, and the other is in special education.

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Childhood Education and Special Education (Dual Certification Grades 1-6) Application Checklist and Timeline

Deadline

Summer: May 1

Admission Requirements

To be admitted into this program applicants must:

- Have earned a bachelor's degree from an accredited institution
- Have earned a 3.0 minimum undergraduate or 3.5 GPA
- Have fulfilled general education requirements needed for certification, including study in artistic expression, communication, information retrieval, history and social sciences, humanities, language other than English, scientific processes, mathematical processes, and written analysis and expression
- The following majors will have fulfilled the content core requirements for both certificate areas: Psychology, Sociology, Communication, Biology, Chemistry, General Science, Mathematics, History, Spanish, English or an interdisciplinary major that combines any two of the aforementioned areas

Application Requirements

Complete an Application

[Submit your application](#)

Transcripts

Applicants should send their official transcripts in sealed envelopes, from each college or university they have attended. All credentials from foreign institutions require a [World Education Services \(WES\)](#) evaluation.

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Degree Requirements

The M.S. in Childhood Education and Special Education (Dual Certification, Grades 1-6) requires the completion of 45 credits.

EDUC 502	Foundations in Urban and Multicultural Education
EDUC 506	Language, Cognitive Development, and Cultural Diversity
EDUC 513	Psychology of Teaching and Learning
EDUC 522	Teaching Mathematics in Inclusive Settings
EDUC 523	Practicum in Childhood Education
EDUC 524	Teaching Social Studies and Science in Inclusive Settings
EDUC 527	Classroom Management and Social Skills Development
EDUC 530	Student Teaching Childhood Education
EDUC 536	Teaching Literacy in the Inclusive Elementary Classroom
EDUC 602	Research for Classroom Teachers
EDUC 628	Assessment and Remediation of Literacy Disabilities
EDUC 712	Strategies for Inclusion
EDUC 714	Practicum in Assessment and Instruction of Special Learners
EDUC 716	Life Span Education: Transition from Birth to Adulthood
EDUC 760	Student Teaching in Special Education

Sample Program

M.S. in Childhood Education and Special Education (Dual Certification Grades 1-6)

First Term – Summer 1

EDUC Care Summer Institute Term: June-July

EDUC 502 Foundation of Urban and Multicultural Education	(3 credits)
EDUC 506 Language, Cognitive Development, and Cultural Diversity	(3 credits)
EDUC 513 Psychology of Teaching and Learning	(3 credits)
EDUC 712 Strategies for Inclusion of Special Learners	(3 credits)
Child Abuse Identification Workshop	(0 credits)
TOTAL	(12 credits)

Second Term – Fall 1

EDUC 523 Practicum in Childhood	(3 credits)
EDUC 524 Teaching Social Studies and Science in Inclusive Settings	(3 credits)
EDUC 536 Teaching Literacy in Inclusive Elementary Classroom	(3 credits)
EDUC 714 Practicum in Assessment and Instruction of Special Learners	(3 credits)

Violence Prevention and Intervention Workshop	(0 credits)
EAS Certification Exam to be completed by December 1	
TOTAL	(12 credits)

Third Term – Spring 1

EDUC 522 Teaching Mathematics in Inclusive Settings	(3 credits)
EDUC 527 Classroom Management and Social Skills Instruction	(3 credits)
EDUC 530 Student Teaching in Childhood Education	(3 credits)
EDUC 760 Student Teaching in Special Education Grades 1-6	(3 credits)
DASA Workshop	(0 credits)
Completion of CST in Special Education to be completed by March 1	
Completion of CST Multisubject to be completed by May 1	
TOTAL	(12 credits)

Fourth Term – Summer 2

EDUC Care Summer Institute Term: June-July

EDUC 602 Research for Classroom Teachers	(3 credits)
EDUC 628 Assessment and Remediation of Literacy Disabilities	(3 credits)
EDUC 716 Life Span Special Education: Transition from Birth to Adulthood	(3 credits)
TOTAL	(9 credits)

Total Credits for Graduation – 45

Grades

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

Students enrolled in the graduate program must attain a B or higher in each class and maintain a 3.0 GPA throughout the course of study.

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 initial/professional New York State certification in childhood education grades 1-6 and special education grades 1-6. Academic requirements include completion of all courses with the prescribed grades and grade point average. Professional requirements include demonstration of effective behaviors appropriate to the profession.

Workshop Requirements

In order to receive college endorsement for certification, students must complete the following state mandated workshops:

- Child Abuse Identification
- Violence Prevention
- DASA

The required autism workshop is integrated into coursework as approved by New York State Department of Education.

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New York State Certification

NYS Certification for M.S. in Childhood Education and Special Education (Dual Certification Grades 1-6)

Students who successfully complete the graduate program in Childhood Education and Special Education (Dual Certification Grades 1-6) will:

1. Fulfill the academic requirements for New York State initial /professional certification in a childhood education
2. Fulfill the academic requirements for New York State initial/professional certification in Students with Disabilities Grades 1-6
3. Be recommended to New York State for initial/ professional certification in the aforementioned areas
4. Candidates will be informed of the certification process prior to program completion

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Course Descriptions

EDUC 502 FOUNDATIONS IN URBAN AND MULTICULTURAL EDUCATION

This course equips teachers with a sound knowledge base in multicultural education. It provides both definition and rationale. Through readings, class discussions, blackboard participation and written assignments students will explore and analyze the impact that such issues as equity, ethnicity, sociocultural and linguistic background, ability, gender and race have on student learning. Students will develop perspectives on diversity and a frame of reference for providing equitable opportunities for all students to learn and succeed in schools and society. While this course focuses more on developing dispositions and understandings needed to effectively work with diverse populations, applications to the classroom will be made when appropriate. By the conclusion of the course students will be able to articulate a personal philosophy of multicultural education that demonstrates a thoughtful consideration of the historical and social development of this field (3 credits).

EDUC 506 LANGUAGE, COGNITIVE DEVELOPMENT, AND CULTURAL DIVERSITY

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 (3 credits).

EDUC 513 PSYCHOLOGY OF TEACHING AND LEARNING

An investigation of psychological theories as they apply to teaching and learning. Topics include cognitive, behavioral and humanistic theory, social development and social skills instruction, moral development and education, language development, motivation, classroom management theory and issues, and an introduction to instructional modification to meet the needs of a diverse student body. (3 credits)

Three lecture hours

EDUC 522 TEACHING MATHEMATICS IN INCLUSIVE SETTINGS

This course includes exploration of content, learning process, use of materials including technology, classroom activities, and assessment at different developmental levels as applied to elementary mathematics. Approaches to working with multicultural, multilingual, special needs, and gifted populations are addressed. Techniques of lesson planning are developed, and multidisciplinary integration is fostered. (3 credits)

Three lecture hours

EDUC 523 PRACTICUM IN CHILDHOOD EDUCATION

This field based course is offered in conjunction with **EDUC 522** and **EDUC 524**. In addition, you will meet regularly with your field supervisor at the school site as well as a weekly seminar to review field experiences, address additional issues of pedagogy, and to align practice with theory.

The initial teaching experience that this course provides ultimately enables you to carry out specific teaching functions. Also, students will meet the professional standards in social studies and science as well as language arts as prescribed by the New York State Education Department and detailed in the EDUC 522, EDUC 524 and EDUC 526 course syllabi. (3 credits)
Students will complete a field experience consisting of 100 hours.

EDUC 524 TEACHING SOCIAL STUDIES AND SCIENCE IN INCLUSIVE SETTINGS

In this course, you will explore content, learning processes, use of materials, and the classroom activities at different developmental levels as applied to elementary social studies and science. You will be introduced to planning techniques for individual lessons in both content areas, including opportunities for multidisciplinary integration with ELA (English Language Arts). You will also learn to address the special needs of students with disabilities, students with limited English proficiency, gifted students and educationally disadvantaged children although there is greater emphasis on differentiation in the second semester of study.

This course conforms to learning standards for science and social studies as defined by the New York State Department of Education. In both subject areas, you will learn to use instructional resources and strategies to cultivate critical thinking and informed decision-making with students. You will learn techniques for problem solving, working effectively with groups, gathering and organizing information, generating and analyzing ideas, observing common themes and presenting results.

The study of science and social studies will be interwoven with Language Arts, reflecting the Common Core standards that were implemented in schools during the 2011-12 school year. There are five social studies standards areas in New York State:

1. History of New York State and the United States
2. World History
3. Geography
4. Economics
5. Civics, Citizenship and Government

In each standard area there is particular emphasis on developing an awareness of and respect for cultural diversity and multiple perspectives (3 credits).

EDUC 527 BEHAVIOR MANAGEMENT AND SOCIAL SKILLS INSTRUCTION

This course provides candidates with strategies based on behavior analysis and other psycho-educational learning theories/models and as they relate to managing measurably effective classrooms. Emphasis is on the elements of effective instructional planning (i.e., antecedents and consequences of student behavior) that prevent management problems, condition intrinsic motivation to learn, and foster social competence of all students in the inclusive classroom. The foundational knowledge base of the definition, concepts, and principles of ABA for improving students' academic, emotional, behavioral, and social skills will be addressed. In addition, coverage will include the philosophical assumptions and dimensions of research-based models. Candidates will learn how to differentiate evidence-based from non-evidence-based behavior management practices. (3 credits)

EDUC 530 STUDENT TEACHING CHILDHOOD EDUCATION

Students teach for one semester under the supervision of cooperating teachers and teacher education faculty. Placements are in a grade one-six classroom in inclusive or general settings. Faculty observe and confer with student teachers individually. In addition, students and faculty meet regularly in a coordinating seminar to review field experiences, to synthesize current practice with prior learning and to prepare for employment and further professional study. Prospective student teachers plan for field placements during the registration period prior to student teaching. (3 credits)

Field experience—four mornings, one full day/week

EDUC 536 TEACHING LITERACY IN THE INCLUSIVE ELEMENTARY CLASSROOM

Teaching Literacy in the Inclusive Elementary Classroom examines reading and language arts instruction as part of the total communication process. As a language-based course of study students actively participate in the learning process by reading, writing, speaking and listening.

Class work and assignments reflect this language-based perspective, provide opportunities for student inquiry and emphasize the development of competencies that are necessary to teach reading and language arts in inclusive elementary school settings.

This course develops the pre-service teacher's ability to carry out the specific teaching functions and to achieve the professional standards as prescribed by the New York State Education Department, International Reading Association, National Council of Teachers of English and Common Core Standards for College and Career Readiness.

Students completing this course will understand the concepts of literacy instruction and the integration of reading, writing, speaking and listening for learning within the classroom. Pre-service teachers learn techniques of informal assessment and lesson planning. Instructional modifications for students with language and learning differences are presented and applied. Additionally, students will examine their own literacy practices and develop a deeper understanding of what it is to be a literate individual in the 21st century. (3 credits)

EDUC 602 RESEARCH FOR CLASSROOM TEACHERS

This course introduces strategies for designing and conducting single-subject research in special education. Competencies include coverage of independent and dependent variables for research, measurement tactics, experimental design (including data analysis), graphical presentation and evaluation of results, ethical care pertaining to human subjects, establishing generality of results, and ensuring the integrity of research procedures. The methods discussed are not specific to any disability or age level; rather, they are a general set of methods for conducting and interpreting single-subject research.

This course has two basic goals: To expose students to the principles of basic behavior analytic research methodology and to have students plan and design a research proposal. Emphasis is placed on the role of research for the teacher of students with developmental disabilities. It is expected that candidates striving to be professionals in the special education field will acquire the knowledge and skills necessary to distinguish between legitimate claims of intervention efficacy and to draw conclusions of research findings in accordance with the Professional and Ethical Compliance Code for Behavior Analysts. (3 credits)

EDUC 628 ASSESSMENT AND REMEDIATION OF LITERACY DISABILITIES

This course is a study of assessment procedures, prescriptive measures and best corrective practices as applied to teaching the reading disabled student in elementary through high school (depending upon student's area of certification). Tutorial field experience is required in remedial or inclusive settings. (3 credits)

The course consists of three lecture hours and related field experience—16 hours/semester.

EDUC 712 STRATEGIES FOR INCLUSION OF SPECIAL LEARNERS

This course is designed to help candidates instruct students with learning and behavior problems (including autism spectrum disorders, speech and language impairments, learning disabilities, intellectual disabilities, emotional disturbance/ behavioral disorders, and ADHD) using research- or evidenced-based practices to address both curricular/instructional and social behavioral challenges in the least restrictive environment. Applied behavior analytic tactics, techniques, methods, and procedures covered in this course are derived from the concepts and principles of behavior taught in EDUC 527. Candidates will learn how to individualize and accurately implement fundamental elements of behavior change and specific behavior change procedures in order to facilitate students' access to the general education curriculum. (3 credits)

EDUC 714 PRACTICUM IN ASSESSMENT AND INSTRUCTION OF SPECIAL LEARNERS

This course is designed to provide candidates 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 instructional technologies including assistive technology. Focus will also be on those strategies of differentiated instruction that can be

effectively implemented or modified within the general education program. Candidates will learn a variety of methods for the identification and assessment of academic and social-behavioral problems; behavioral assessment; analysis of the outcomes of instruction/interventions; descriptive, preference and skill assessments; including the use of practical behaviorally-based assessment tools such as checklists, rating scales, structured observation tools, and curricular behavioral assessments (e.g., criterion-referenced assessment). (3 credits)

Students will complete a fifty hour field experience.

EDUC 716 LIFE SPAN SPECIAL EDUCATION: TRANSITION FROM BIRTH TO ADULTHOOD

This course prepares teacher candidates to select behavior analytic intervention strategies and plan for their possible unwanted behavior change effects in order to help maximize human development from birth to adulthood. Candidates will learn how to select and implement individualized behavioral and curricular intervention strategies and behavior-change systems in order to teach, maintain, and generalize skills across home, school, and community settings via organizational behavior management (OBM). Emphasis will be placed on how students develop and learn by examining the process of physical, cognitive, social, emotional, language, and career development among students who vary by gender, race and ethnicity, socioeconomic level, English proficiency, and diverse levels of ability. Issues covered include the educator's role on how to develop curriculum as well as support and maintain group change that is developmentally appropriate and culturally meaningful to facilitate successful transition from pre-school to post-school activities; including postsecondary education, vocational education, integrated employment (including supported employment), independent living, and/or community participation (as described by the U.S. Department of Education's Office of Special Education and Rehabilitative Services May 2017 document entitled "A Transition Guide To Postsecondary Education and Employment for Students and Youth with Disabilities).” (3 credits)

EDUC 760 STUDENT TEACHING SPECIAL EDUCATION

Students teach for one semester under the supervision and mentorship of cooperating teachers and teacher education faculty. Placements are in special education settings. Faculty observes and confers with student teachers individually. In addition, students and faculty meet each week in a coordinating seminar to review field experiences, synthesize current practice with prior learning and to prepare for employment and further professional study. (3 credits)

Prospective student teachers plan for field placements during the registration period prior to student teaching.

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M.S. in Childhood Education and TESOL (Dual Certification)

The M.S. in Childhood Education (grades 1-6) and TESOL (Teaching English to Speakers of Other Languages) (grades Pre-K-12) at the College of Mount Saint Vincent is a clinically-rich accelerated program designed for career changers or recent college graduates who wish to fulfill the academic requirements of two New York State teaching licenses over four semesters in one year.

Students begin the program in the summer and spend the next year completing coursework while gaining valuable classroom experience under the combined supervision of College of Mount Saint Vincent faculty and experienced mentor-teachers.

This clinically-rich program provides teacher candidates with the pedagogical skills and content area knowledge to develop and deliver instruction in both childhood education (grades 1 through 6) and TESOL (Pre-K-12). This 14-month accelerated program consists of 45 credits and blends vital academic content with practical classroom teaching experience through a Teaching Fellows residency program.

Fellows are paired with a classroom mentor teacher. Mount Saint Vincent Teaching Fellows work alongside their mentors in a grade-appropriate classroom, attend school-based staff meetings and professional development seminars, and assume instructional responsibilities as assigned. Before starting classroom-based activities in the fall, all Teaching Fellows complete foundational coursework designed to provide the professional knowledge and skills upon which to build a successful career in education.

Sample Program

- First Term – Summer 1 Term: June-August (12 credits)
- Second Term – Fall 1 coursework and clinical classroom experience (12 credits)
- Third Term – Spring 1 coursework and clinical classroom experience (12 credits)
- Fourth Term – Summer 2 term coursework and clinical classroom experience: June-August (9 credits)

[View a more detailed sample program plan](#)

Successful completion of this program and required licensure exams leads to a master's degree plus teaching licenses in Childhood Education (grades 1-6) and TESOL (Pre-K-12).

Contact

(718) 405-3322

gradstudies@mountsaintvincent.edu

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Childhood Education and TESOL (Dual Certification) Application Checklist and Timeline

The Master of Science in Education is an accelerated 45-credit program designed for career changers or recent college graduates who have not completed formal preparation in education. This dual certification program provides teacher candidates with the pedagogical knowledge and skills to develop and deliver instruction in both childhood education and teaching English to speakers of other languages. Additionally, teacher candidates will fulfill the academic requirements for professional certification in both of these areas.

Deadline

Summer: May 1

Admission Requirements

To be admitted into this program applicants must:

- Have earned a bachelor's degree from an accredited institution
- Have earned a 3.0 minimum undergraduate or 3.5 GPA
- Have fulfilled general education requirements needed for certification, including study in artistic expression, communication, information retrieval, history and social sciences, humanities, language other than English, scientific processes, mathematical processes, and written analysis and expression
- The following majors will have fulfilled the content core requirements for both certificate areas: Psychology, Sociology, Communication, Biology, Chemistry, General Science, Mathematics, History, Spanish, English or an interdisciplinary major that combines any two of the aforementioned areas

- Provide documentation of 12 credits in a language other than English

Please note: Applicants who fulfill all admission requirements except for the 12 credits in language may be conditionally accepted. Documentation of language completion must be fulfilled by degree conferral.

Application Requirements

Complete an Application

[Submit your application](#)

Transcripts

Applicants should send their official transcripts in sealed envelopes, from each college or university they have attended. All credentials from foreign institutions require a [World Education Services \(WES\)](#) evaluation.

Two Letters of Recommendation

Two (2) letters of recommendation—one professional and one academic preferred.

References and transcripts can be sent separately or as part of the complete application. Both references and transcripts should be sent in envelopes sealed by the individual issuing the reference or the college issuing the official transcript. Copies and open envelopes are unofficial documents and will not be accepted.

Writing Assessment

Applicants will receive a writing prompt once they have submitted their application.

On-Site Interview

All applicants must conduct an admission interview with the program coordinator. No special preparation is required for this exam. Successful applicants will be contacted by the program coordinator.

Standardized Test Scores

An official copy of your GRE or MAT test scores. Although test scores are not required for an admission decision, admitted students must submit test scores within the first semester of the program. Test scores submitted must be less than five (5) years old.

Please note: International applicants to the School of Professional and Graduate Studies at the College of Mount Saint Vincent will be required to submit additional documents. International applicants must submit a TOEFL or an IELTS score report. International students should score 80 or better on the TOEFL exam, or 6.5 or better on the IELTS.

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Degree Requirements

The M.S. in Childhood Education (grades 1-6) and TESOL (Teaching English to Speakers of Other Languages) (grades Pre-K-12) requires the completion of 45 credits.

- EDUC 502 Foundations in Urban and Multicultural Education
- EDUC 506 Language, Cognitive Development, and Cultural Diversity
- EDUC 507 Linguistic Analysis
- EDUC 508 Structure of American English
- EDUC 513 Psychology of Teaching and Learning
- EDUC 523 Practicum in Childhood Education
- EDUC 530 Student Teaching in Childhood Education
- EDUC 536 Teaching Literacy in Inclusive Elementary Classrooms
- EDUC 600 Methods in Teaching Mathematics and Science in Inclusive Settings
- EDUC 712 Strategies for Inclusion of Special Learners
- EDUC 722 Teaching ESL I
- EDUC 725 Teaching Across Content Areas: Methods of TESOL
- EDUC 726 Assessment in Literacy and ESL
- EDUC 750 Supervised Practicum in ESL 1-6
- EDUC 751 Supervised Practicum in ESL 7-12

Sample Program

The M.S. in Childhood Education (grades 1-6) and TESOL (Teaching English to Speakers of Other Languages) (grades Pre-K-12)

First Term – Summer 1 June-August

EDUC 502 Foundation of Urban and Multicultural Education	(3 credits)
EDUC 506 Language, Cognitive Development, and Cultural Diversity	(3 credits)
EDUC 513 Psychology of Teaching and Learning	(3 credits)
EDUC 722 Teaching ESL I	(3 credits)
Child Abuse Identification Workshop	(0 credits)
TOTAL	(12 credits)

Second Term – Fall 1

EDUC 507 Linguistic Analysis	(3 credits)
EDUC 523 Practicum in Childhood	(3 credits)
EDUC 725 Teaching Across Content Areas: Methods of TESOL	(3 credits)
EDUC 726 Assessment in Literacy and ESL	(3 credits)
Violence Prevention and Intervention Workshop	(0 credits)
EAS Certification Exam to be completed by December 1	
TOTAL	(12 credits)

Third Term – Spring 1

EDUC 530 Student Teaching in Childhood Education	(3 credits)
EDUC 536 Teaching Literacy in Inclusive Settings	(3 credits)
EDUC 600 Methods of Teaching Mathematics and Science in Inclusive Settings	(3 credits)
EDUC 750 Supervised Practicum in TESOL Pre-K-6	(3 credits)
DASA Workshop	(0 credits)
Completion of CST Multisubject to be completed by May 1	
TOTAL	(12 credits)

**Fourth Term – Summer 2
June-August**

EDUC 508 Structure of American English	(3 credits)
EDUC 712 Strategies for Inclusion of Special Learners	(3 credits)
EDUC 751 Supervised Practicum in TESOL 7-12	(3 credits)
Completion of CST ESOL August 1	
TOTAL	(9 credits)

Total Credits for Graduation – 45**Grades**

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

Students enrolled in the graduate program must attain a B or higher in each class and maintain a 3.0 GPA throughout the course of study.

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 initial/professional New York State certification in childhood education grades 1-6 and ESOL Pre-K-12. Academic requirements include completion of all courses with the prescribed grades and grade point average. Professional requirements include demonstration of effective behaviors appropriate to the profession.

Workshop Requirements

In order to receive college endorsement for certification, students must complete the following state mandated workshops:

- Child Abuse Identification
- Violence Prevention
- DASA

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New York State Certification

NYS Certification for M.S. in Childhood Education (grades 1-6) and TESOL (Teaching English to Speakers of Other Languages) (grades Pre-K-12)

Students who successfully complete the graduate program in Childhood Education (grades 1-6) and TESOL (Teaching English to Speakers of Other Languages) (grades Pre-K-12) will:

1. Fulfill the academic requirements for New York State initial /professional certification in a childhood education in grades 1-6
2. Fulfill the academic requirements for New York State initial/professional certification in ESOL in grades Pre-K-12
3. Be recommended to New York State for initial/ professional certification in the aforementioned areas
4. Candidates will be informed of the certification process prior to program completion

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Course Descriptions

(Schedule of course offerings subject to change)

EDUC 502 FOUNDATIONS OF URBAN AND MULTICULTURAL EDUCATION

This course equips teachers with a sound knowledge base in multicultural education. It provides both definition and rationale. Through readings, Socratic class discussions, blackboard participation, presentations and written assignments students will explore and analyze the impact that such issues as equity, ethnicity, socio-cultural and linguistic background, ability, gender and race have on student learning and development. Students will develop perspectives on diversity and a frame of reference for providing equitable opportunities for all students to learn and succeed in schools and society. (3 credits)

EDUC 506 LANGUAGE, COGNITIVE DEVELOPMENT, AND CULTURAL DIVERSITY

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 dialectical difference and their relationship to language development. Additionally, the course explores language diversity and multimodal literacies as it relates to classroom instruction. (3 credits)

EDUC 507 LINGUISTIC ANALYSIS

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. An introduction to general linguistic notions will be presented in this course. Foci include phonology, morphology, syntax, semantics, pragmatics, and language variations across time and space. (3 credits)

10 required field hours

EDUC 508 STRUCTURE OF AMERICAN ENGLISH

In this course, we 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 language versus descriptive language will be examined throughout the course in light of structures to be studied, especially with respect to how they manifest themselves in everyday usage. (3 credits)

EDUC 513 PSYCHOLOGY OF TEACHING AND LEARNING

Psychology of Teaching and Learning investigates psychological and educational theories as they apply to teaching and learning. Topics include cognitive, behavioral and humanistic theory;

social development and social skills instruction; moral development and education; language development; motivation; classroom management theory and issues; and an introduction to instructional modification to meet the needs of a diverse student body. Theorists and philosophies covered include Dewey's student-centered constructivist, Skinner's behavioral, Bandura's social-cognitive, Maslow's needs hierarchy, Vygotsky's sociocultural, and Weiner's attribution theories. (3 credits)

EDUC 523 PRACTICUM IN CHILDHOOD EDUCATION

The initial teaching experience that this course provides ultimately enables you to carry out specific teaching functions. Also, students will meet the professional standards in Science, Mathematics, Social Studies as well as language arts as prescribed by the New York State Education. In addition, you will meet regularly with your field supervisor at the school site as well as weekly with a teacher education faculty in a seminar to review field experiences, address additional issues of pedagogy, and to align practice with theory. (3 credits)

100 required field hours

EDUC 526 TEACHING LITERACY IN INCLUSIVE SETTINGS

Teaching Literacy in the Inclusive Elementary Classroom examines reading and language arts instruction as part of the total communication process. As a language-based course of study students actively participate in the learning process by reading, writing, speaking and listening. Class work and assignments reflect this language-based perspective, provide opportunities for student inquiry and emphasize the development of competencies that are necessary to teach reading and language arts in inclusive elementary school settings. (3 credits)

EDUC 530 STUDENT TEACHING IN CHILDHOOD EDUCATION

Students teach for one semester under the supervision of cooperating teachers and teacher education faculty. Placements are in a grade one-six classroom in inclusive or general settings. Faculty observe and confer with student teachers individually. In addition, students and faculty meet regularly in a coordinating seminar to review field experiences, to synthesize current practice with prior learning and to prepare for employment and further professional study. Prospective student teachers plan for field placements during the registration period prior to student teaching. (3 credits)

260 required field hours

EDUC 600 METHODS IN TEACHING MATHEMATICS AND SCIENCE IN INCLUSIVE SETTINGS

This course includes exploration of content, learning process, use of materials including technology, classroom activities, and assessment at different developmental levels as applied to elementary mathematics and science. Approaches to working with multicultural, multilingual, special needs, and gifted populations are addressed. Techniques of lesson planning are developed, and multidisciplinary integration is fostered. (3 credits)

EDUC 712 STRATEGIES FOR INCLUSION OF SPECIAL LEARNERS

This course is designed to help candidates instruct students with learning and behavior problems (including autism spectrum disorders, speech and language impairments, learning disabilities, intellectual disabilities, emotional disturbance/ behavioral disorders, and ADHD) using research- or evidenced-based practices to address both curricular/instructional and social behavioral challenges in the least restrictive environment. Applied behavior analytic tactics, techniques, methods, and procedures covered in this course are derived from the concepts and principles of behavior taught in EDUC 527. Candidates will learn how to individualize and accurately implement fundamental elements of behavior change and specific behavior change procedures in order to facilitate students' access to the general education curriculum. (3 credits)

EDUC 722 TEACHING ENGLISH AS A SECOND LANGUAGE I

This course will present an overview of the nature of the second language acquisition process with emphasis on teaching and learning. Areas that will be addressed include: second language acquisition, socio-linguistic and psycho-linguistic factors in learning a second language, second

language proficiency, characteristics of L2 learners, ESL programs, instructional approaches and strategies, and instructional resources for ESL teachers. (3 credits)

10 required field hours

EDUC 725 TEACHING ACROSS CONTENT AREAS: METHODS OF TESOL

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. (3 credits)

15 required field hours

EDUC 726 ASSESSMENT IN LITERACY AND ESL

This course includes an examination of procedures and instruments, standardized and informal, used in literacy and second language instruction programs. It includes instruction in design and use of instruments. It focuses on assessment as an integral part of instruction, while exploring current practices in assessing literacy development to plan intervention and instruction of diverse learners. (3 credits)

Required field hours for dual certificate-seeking students

Field Experience

EDUC 750 SUPERVISED PRACTICUM IN TESOL: PRE-K-6

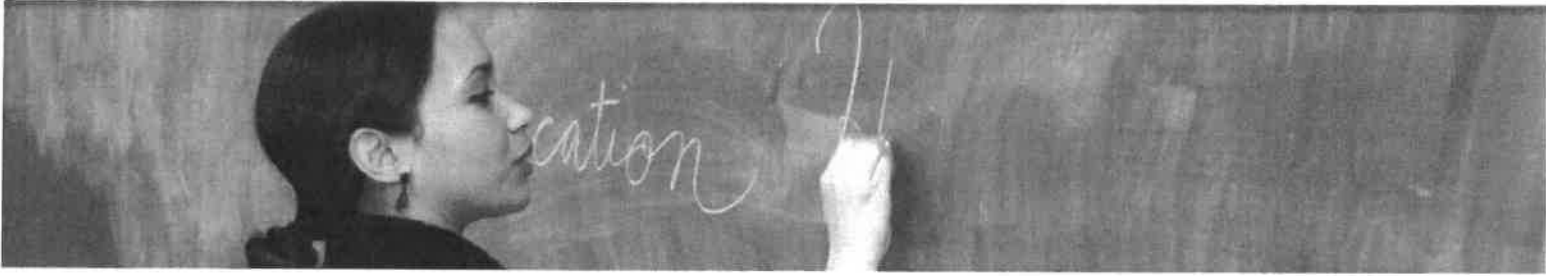
Each practicum requires the completion of the equivalent of 10 school days in a supervised school setting together with seminar meetings. The seminar meetings for each practicum will consist of bi-monthly meetings totaling fourteen hours. During the seminar, students will have multiple opportunities 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. (3 credits)

EDUC 751 SUPERVISED PRACTICUM IN TESOL: 7-12

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. (3 credits)

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New York State Teacher Certification

Current Certifications available through the Department of Teacher Education programs:

- Dual Professional Certifications:
 - Childhood Education and Special Education (Dual Certification Grades 1-6)
 - Childhood Education (grades 1-6) and TESOL (Teaching English to Speakers of Other Languages) (grades Pre-K-12)
 - Adolescent Education and Special Education (Dual Certification, Grades 7-12)

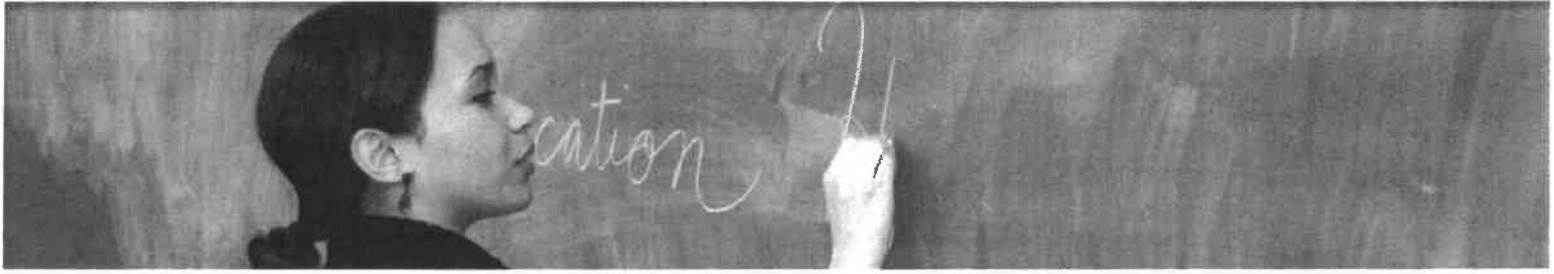
Please note: For entering students, the College has moved to professional certifications at the graduate level. The following information about initial certification relates to continuing students only.

- Undergraduate studies leading to initial certification in one of the following areas:
 - Early Childhood
 - Childhood Education (1-6)
 - Dual Childhood Education (Childhood and Special Education)
 - Adolescent Education (7-12) in one of the following content areas:
 - Biology
 - Chemistry
 - English
 - French
 - Social Studies
 - Spanish
 - Mathematics
 - Dual Adolescent Education (Content Area and Special Education Generalist)
 - Upward Extension (7-9) for those completing Childhood Education (requires one of the above majors)
 - Downward Extension (5-6) for those completing Adolescent Education (requires one of the above majors)
- Five-Year B.A./M.S. Program leading to initial and professional certification in one of the following content areas:
 - Childhood Education (1-6)
 - Dual Childhood Education (Childhood and Special Ed.)

- Adolescent Education (7-12) in one of the following content areas:
 - Biology
 - Chemistry
 - English
 - French
 - Social Studies
 - Spanish
 - Mathematics
- Dual Adolescent Education (Content Area and Special Education Generalist)

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M.S. in TESOL

The Master of Science in Teaching English to Speakers of Other Languages (TESOL) at the College of Mount Saint Vincent is a 30-credit curriculum consisting of both professional and skills-based clinically oriented courses.

Offered collaboratively with the United Federation of Teachers (UFT) and Rockland Teacher Center (RTC), the M.S. TESOL program is designed to prepare prospective teachers of English language learners from pre-kindergarten through grade 12. Students in NYC are required to complete six courses at Mount Saint Vincent Riverdale or Manhattan campuses, and the remaining four courses at a UFT site. Students in Rockland County are required to complete five off-campus and two practicum courses at a Rockland site.

Students successfully completing this program and who pass the requisite teacher certification content specialty examination in ESOL will be eligible for New York State Initial Certification in TESOL.

Contact

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TESOL Application Checklist and Timeline

Recommended Application Deadlines

Fall: July 1

Summer: May 1

Spring: December 1

Please note: For individuals who are only interested in an additional certificate and not the M.S degree, the College also offers an [additional classroom-teaching certificate in ESOL](#).

Admission Requirements

To be admitted into this program applicants must:

- Have a New York State Initial Certification in discipline other than TESOL
- Have earned a bachelor's degree from an accredited institution
- Have earned a 3.0 minimum undergraduate or 3.5 graduate GPA
- Have fulfilled 12 credits in a foreign language or sign language/document on an undergraduate/graduate transcript or equivalent credit on College Level Examination Program or NYU Proficiency Test

Application Requirements

Complete an Application

[Submit your application](#)

Transcripts

Applicants should send their official transcripts in sealed envelopes, from each college or university they have attended. All credentials from foreign institutions require a [World Education Services \(WES\)](#) evaluation.

Two Letters of Recommendation

Two (2) letters of recommendation—one professional and one academic preferred.

References and transcripts can be sent separately or as part of the complete application. Both references and transcripts should be sent in envelopes sealed by the individual issuing the reference or the college issuing the official transcript. Copies and open envelopes are unofficial documents and will not be accepted.

New York State Certification

For those who hold Initial New York State certification in an area other than TESOL, the College will verify certification through TEACHONLINE. For those who hold Professional Certification, the College requests a copy of the New York State Certification.

Writing Assessment

Applicants will receive a writing prompt once they have submitted their application.

On-Site Interview

All applicants must conduct an admission interview with the program coordinator. No special preparation is required for this exam. Successful applicants will be contacted by the program

coordinator.

Standardized Test Scores

An official copy of your GRE or MAT test scores. Test scores submitted must be less than five (5) years old.

Please note: International applicants to the Office of Professional and Graduate Studies at the College of Mount Saint Vincent will be required to submit additional documents. International applicants must submit a TOEFL or an IELTS score report. International students should score 80 or better on the TOEFL exam, or 6.5 or better on the IELTS.

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Degree Requirements

The Master of Science, TESOL (Teaching English to Speakers of Other Languages) degree 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 and 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. It is expected that students achieve a minimum grade of B in each practicum experience.

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

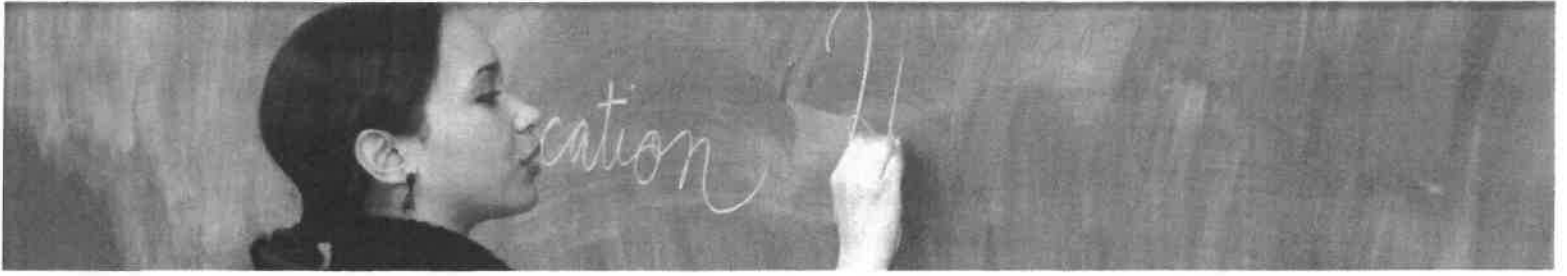
practicum experiences. Information about requirements for these clinical experiences will be provided by the program coordinator during orientation. A comprehensive examination is the culminating assessment for this course of study

New Workshop Requirement

Effective December 31, 2013, the 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.

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New York State Certification

NYS Certification for M.S. in TESOL

Prior to program completion students must document completion of 12 credits in a foreign language(s) or sign language. Undergraduate coursework, graduate coursework, or equivalent credit on CLEP or NYU Proficiency will be accepted.

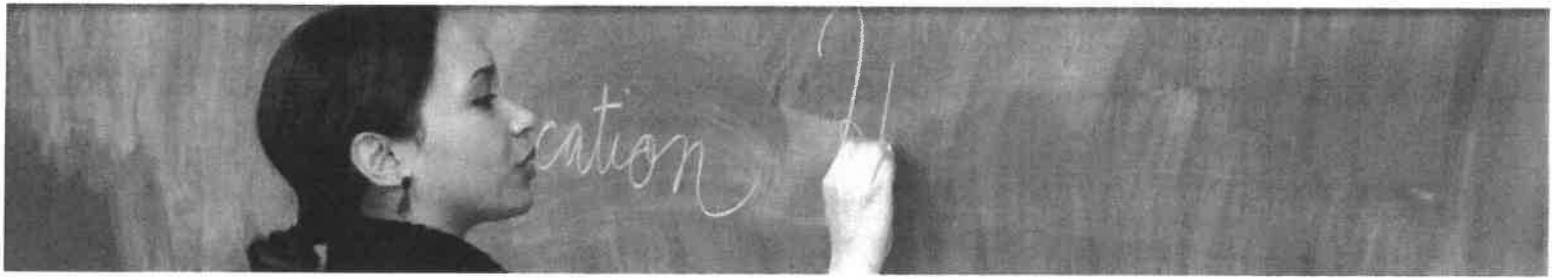
Students who successfully complete this graduate program in TESOL will:

1. Fulfill the academic requirements for New York State initial/professional certification in TESOL
2. Be recommended to New York State for initial/professional certification in TESOL K-12

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

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Additional Classroom Teaching Certificate in ESOL

College of Mount Saint Vincent, a leader in preparing pre-service and in-service teachers, offers a four-course sequence in Teaching English to Speakers of Other Languages. This sequence of courses is specifically designed for individuals who hold an initial or professional certification in a discipline other than Teaching English to Speakers of Other Languages. These courses will be offered online in collaboration with the United Federation of Teachers (UFT).

This course of study will provide the foundational knowledge needed to successfully address the needs of English Language Learners. Opportunities for ENL teachers are continually expanding. According to the U.S. Bureau of Labor Statistics, career opportunities for those working as ENL teachers are forecast to increase by 15% through 2020.

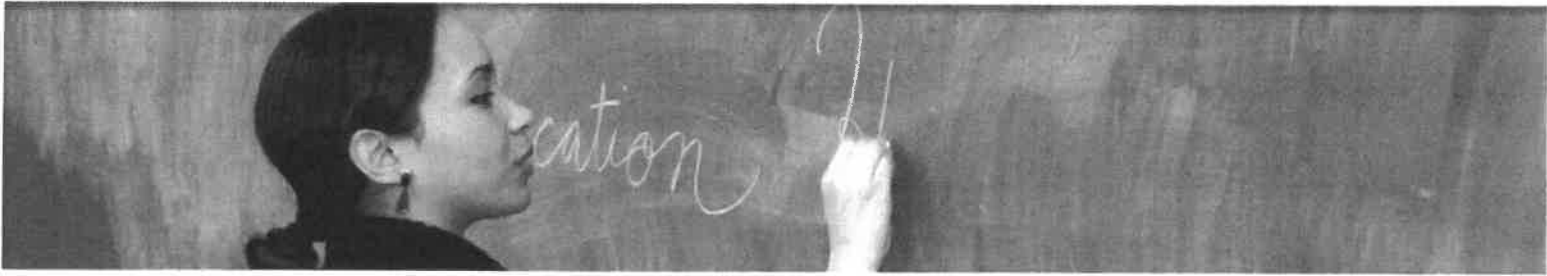
Students who fulfill the course sequence and [additional requirements](#) may apply to the New York State Department of Education for an additional certificate in ESOL.

Curriculum requirements for the Additional Classroom Teaching Certificate in ESOL:

- Course – EDUC 507 Linguistic Analysis
- Course – EDUC 508 Structure of American English
- Course – EDUC 722 Teaching ESL 1
- Course – EDUC 725 Teaching Across Content Areas – Methods of TESOL Pre-K to 12

Additionally, certificate candidates must provide NYSED evidence of:

- Major or equivalent in one of the Liberal Arts and Sciences—30 semester hours
- Teaching Literacy Skills Methods
*Students may have fulfilled Teaching Literacy Skills Methods as part of primary teaching certificate
- Language Other than English
*12 credits in a foreign/sign language/s documented on an undergraduate/graduate transcript or equivalent credit on CLEP or NYU Proficiency Tests (credits must be completed before you apply for the ESOL certificate)
- Successful completion of the Content Specialty Test (CST) in ESOL
- Workshops—Child Abuse Identification—School Violence Intervention and Prevention—DASA—Fingerprint Clearance



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Course Descriptions

Required Courses

(Schedule of course offerings subject to change)

The courses of the M.S. in TESOL Program are co-sponsored with the UFT and Rockland Teachers Center. Select courses will be offered at the College's Riverdale campus as well as at UFT borough offices, or the Rockland Teachers Center sites. The recommended sequence of courses should be discussed with an advisor prior to course registration.

UFT Cohort

A. 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 507 Linguistic Analysis
- EDUC 605 Curriculum and Materials in TESOL
- EDUC 725 Teaching Across Content Areas: Methods of TESOL Grades Pre-K-12
- EDUC 750 Supervised Practicum in TESOL: Pre-K-6
- EDUC 751 Supervised Practicum in TESOL: 7-12

B. Required Courses Off Site

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

Rockland Cohort

A. 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 504 Cross-Cultural Communication
- EDUC 506 Language, Cognitive Development and Cultural Diversity
- 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

B. Required Courses Off Site

The following courses must be taken off site:

- EDUC 507 Linguistic Analysis
- EDUC 508 Structure of American English
- 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

Pedagogical Core Courses

EDUC 504 CROSS-CULTURAL COMMUNICATION

This course focuses on self-awareness, group dynamics, effective communication, and conflict resolution with an emphasis on cross-cultural interactions and prejudice reduction (3 credits).

EDUC 506 LANGUAGE, COGNITIVE DEVELOPMENT, AND CULTURAL DIVERSITY

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 (3 credits).

EDUC 507 LINGUISTIC ANALYSIS

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.

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. (3 credits)

10 required field hours

EDUC 508 STRUCTURE OF AMERICAN ENGLISH

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 (3 credits).

EDUC 722 TEACHING ENGLISH AS A SECOND LANGUAGE I

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 psycho-linguistic and socio-linguistic research. (3 credits)

10 required field hours

EDUC 725 TEACHING ACROSS THE CONTENT AREAS: METHODS OF TESOL GRADES PREK-12

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. (3 credits)

15 required field hours

Pedagogical Knowledge Courses

EDUC 605 CURRICULUM AND MATERIALS IN TESOL

Curriculum and 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. (3 credits)

15 required field hours

EDUC 726 ASSESSMENT IN ENGLISH AS A SECOND LANGUAGE

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 (3 credits).

Field Experience

EDUC 750 SUPERVISED PRACTICUM IN TESOL: PRE-K-6 3 CREDITS

EDUC 751 SUPERVISED PRACTICUM IN TESOL: 7-12

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 (3 credits).

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M.S. in International Development and Service

The College of Mount Saint Vincent offers a Masters of Science in International Development and Service (IDS), a professional degree program created to prepare students to work to fight poverty, exploitation, and ecological destruction in the developing world. Students cultivate expertise in sustainable development, community organizing, project management and assessment, and ethical and effective leadership through an interdisciplinary curriculum of courses and international fieldwork and service.

The IDS program prepares students for careers in:

- Non-profit and community organizations
- Social entrepreneurship
- International development NGOs

Program Features

- Basic structure is a truly unique national model—requiring service hours to complement coursework, as well as two overseas semesters of study and service in the developing world. Additionally, students have the opportunity to earn a concurrent M.B.A.
- Professional development opportunities—in addition to rigorous coursework, students are set on pathways for distinctive achievements, such as incubating programs and non-profit organizations, attracting external resources, or professional academic publishing.
- Social development at the micro and macro levels—students work at the grassroots level while learning the structures of power and policy within which community struggles against poverty and exploitation take place. They learn issues of social development directly from the source; listening to and serving the vulnerable while helping them to build power.
- The Faculty—an interdisciplinary program with an interdisciplinary faculty, professors in the IDS program come from the fields of economics, business, sociology, social work, art, communications, education, and the humanities.
- Service—each semester, students make an impact in the field while building professional expertise, serving in nonprofits, NGOs, community organizations, social enterprises, and large government and international development organizations.

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Degree Requirements

The M.S. Degree in International Development and Service Program Structure

The M.S. in International Development and Service is four semesters and requires completion of 36 credits (although students can take up to 40 credits with no additional cost):

- 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 in two different overseas locations. Geared toward the individual interests, the sequence of overseas study and field sites are made by the student in consultation with their advisor. The overseas sites include a choice of two, and current program sites and specializations include:
 - De La Salle University in Manila, Philippines (specialization: Political Science, Development

[8/24/2018]

Economics)

- Universidad Espiritu Especialidades Santo (UEES) in Guayaquil, Ecuador (specialization: nonprofit management and grassroots field service)
 - Institute of South East Asian Affairs, Chiang Mai, Thailand (specialization: colonialism, labor, migration, trafficking)
 - Center for Italian Studies in Siena, Italy (specialization: migration, EU policy, intercultural communication)
- Students spend 12-20 hours per week in service both in field and professional settings while in New York City and overseas locations
 - During the fourth semester, and in consultation with their advisor, students complete a thesis. Experience suggests this feature of the Mount Saint Vincent program is a powerful culmination of student study and service. The thesis is a crucial and distinctive aspect of the Mount Saint Vincent program that is a clear point of pride and transformation. Graduates emerge from the program as skilled, knowledgeable experts.

The Curriculum

Students are required to complete 36 credits to graduate, and may take up to 40 credits without extra charge. Eighteen of these credits are made up of required courses offered at Mount Saint Vincent:

- Reflections: Perspectives and Practice (6 credits)
- Social Research Methods (3 credits)
- Economic and Social Development (3 credits)
- Anti-Poverty Work in the Developing World (3 credits)
- Building and Sustaining a Community Organization (3 credits)
- Comprehensive Project (3 credits)

The remaining program credits are made up of courses taken at study abroad sites, as well as electives taken at the College of Mount Saint Vincent.

The IDS program offers coursework and field opportunities to pursue various different avenues for professional development and classroom learning. They include:

- Community Organizing
- Assessing Program Effectiveness
- Organizational Management and Decision Making
- Business skills
- Development Policy

- Field Techniques in Service
- Arts as Social Intervention
- Arts in Appealing to Public Goodwill
- Global Health and Disability
- Environmental Perspectives
- Education and Youth Development
- Migrants, refugees, and marginalized labor
- Sex work industry

Sample Program

M.S. in International Development and Service

Semester 1 – College of Mount Saint Vincent, New York

Reflections	(2 credits)
Social Research Methods	(3 credits)
Anti-Poverty Work in the Developing World	(3 credits)
Economic and Social Development	(3 credits)
Field service	(12-15 hours/week)

Semester 2 – International Center for Intercultural Exchange, Siena, Italy

Reflections	(2 credits)
EU Development Policy	(3 credits)
Issues in African Development	(3 credits)
Field service	(15 hours/week)

Semester 3 – Chiang Mai University, Chiang Mai, Thailand

Reflections	(2 credits)
Sex Work, Trafficking, and Rescue in Southeast Asia	(1 credit)
International Relations of Southeast Asia	(3 credits)
Where Are All the Women? Religion and Social Change in Asia	(3 credits)
	(12-15

Field service

hours/week)

Semester 4 – College of Mount Saint Vincent, New York

Comprehensive Project	(3 credits)
Building and Sustaining a Community Organization	(3 credits)
Elective Course	(3 credits)
Social Media Marketing Seminar	(1 credit)

Total Credits – 38

Service Placements

Central to the IDS program is an active engagement in service – working with communities and organizations to build power and achieve their social justice goals. Students are required to spend 12-15 hours per semester in service during the first three semesters of the program. This field service requirement cultivates professional skills and also provides rich material for the Comprehensive Project. Many students opt to continue with service placements during their fourth semester as they work to complete the thesis project.

Service Placements have included:

- United Nations in New York
- New York Coalition Against Hunger
- Girls Inc.
- The New York Foundling in New York
- Animal Welfare Organizations
- Organizations caring for Stateless Children in Thailand
- Organizations in Cameroon assisting kids with incarcerated parents
- Adult Education programs in Philippines
- Clinical settings in Ecuador
- All Volunteer Ambulance Corps in Italy
- Sisters of Charity Office of Peace, Justice, and Integrity of Creation



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Course Descriptions

IDS 511-513 REFLECTIONS: PERSPECTIVES AND PRACTICE

The *Reflections: Perspectives and Practice* courses are a series of three 2-credit advisory courses that help students develop their field of scholarly and professional expertise. Students will use these courses to link their field service experiences to conceptual and theoretical work, and each Reflections course will advise students toward the thesis project and ultimately toward their professional goals.

During the first semester, the Reflections course brings together a new cohort with a faculty supervisor for weekly meetings. The

second and third semesters Reflections courses are conducted remotely – students work with their faculty advisor together via email or Skype to continue their academic and professional development and to integrate coursework, service, and research into a powerful area of expertise. There is no Reflections course in the fourth semester because students will work with their advisors weekly on a Masters thesis in the 3-credit Comprehensive Project course. (2 credits)

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 (3 credits).

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 incorporate their field service experiences into the learning process and design a pilot study that could be used for their culminating/thesis project required for earning the M.S. degree (3

credits).

IDS 620 ANTI-POVERTY WORK IN THE DEVELOPING WORLD

This course examines poverty on a global level with an understanding of the structural and systemic factors that create systems of poverty. The focus will be on the details that surround the lives of the poor and the ways in which these are linked to larger structural processes. Through course readings and assignments, participants will identify and evaluate international programs that have been developed to alleviate and address the structural and individual correlates of poverty with an emphasis on identifying the most effective practical anti-poverty interventions. (3 credits)

IDS 630 BUILDING AND SUSTAINING A COMMUNITY ORGANIZATION

The course provides an overview of the history of community organizing while exploring the components necessary to develop and sustain a community organization. The course will have a special focus on the impact of community organizing in Bronx neighborhoods from the 1970's through the present. The course will discuss leadership and issue development; organizational structure and fundraising basics including proposal writing; and developing and utilizing research in community organizing and community development work. The course will schedule at least one off-campus visit to sites in the City to meet leaders in the community development field. (3 credits)

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 College of Mount Saint Vincent's Master's degree. This course will be offered each fall and spring term to help students design, develop, and present their comprehensive project. (3 credits)

Elective Courses

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 (3 credits).

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 how to systematize observations in daily life, and social settings they encounter, “grounded theory” the process of building concepts out of systematic observations in field settings, and 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 (3 credits).

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 curriculum (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 (3 credits).

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 (3 credits).

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 (3 credits).

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 (3 credits).

MBA/IDS Courses

Many courses in the MBA program are cross-listed with the IDS offerings, so that IDS students can take courses in nonprofit management, leadership, and fundraising. These offerings include:

MBA 691 THEORY AND PRACTICE OF NONPROFIT MANAGEMENT

As the general foundation course for the nonprofit concentration, this course focuses on management and administrative issues relating to nonprofit organization. Administrative structure and other subjects related to the difference between nonprofit and for-profit organizations will be addressed. Subjects covered include constituencies, boards, strategic planning, marketing, financial management, human resources, volunteer management, and resource development.

This course is designed to provide the student with a clear understanding of the most important management issues in the nonprofit sector and to provide the student with a firm foundation in nonprofit administrative concepts and theories. The student will learn to appreciate the difference between the for-profit and nonprofit organization and related management techniques and issues specific to the nonprofit organization as compared to the for-profit or public sector (3 credits).

MBA 692 FUNDRAISING AND INSTITUTIONAL ADVANCEMENT

The purpose of this course is to introduce students to a variety of fund raising methods, provide the context in which these methods might be used, and provide an understanding of how fund raising operates within public and not-for-profit organizations. The course is directed at students pursuing a management career in the not-for-profit section as well as other graduate students interested in fund raising within public and nonprofit organizations (3 credits).

MBA 693 ACCOUNTING AND FINANCIAL MANAGEMENT FOR NONPROFIT ORGANIZATIONS

With the increase in the sense of social responsibility in society has come a corresponding increase in the number of nonprofit organizations and in the volume of their activities. Approximately one third of the volume of business in the United States is conducted by governmental units and charitable organizations. As such organizations play an increasingly significant role, accounting for these organizations is receiving more and more attention. For example, a Governmental Accounting standards Board (GASB), similar to the Financial Accounting Standards

Board (FASB), has been proposed. This body would be responsible for establishing accounting standards for state and local governmental units. Accounting for other nonprofit organizations, such as churches and hospitals, is also receiving attention by the American Institute of Certified Public Accountants and other professional accounting groups.

The accounting systems for all nonprofit organizations must provide financial data to internal management for use in planning and controlling operations, and to external parties, such as taxpayers and donors, for use in determining the effectiveness of operations. Thus, the focus of this course is both management control and financial accounting for nonprofit organizations (3 credits).

MBA 694 THE LAW AND GOVERNANCE OF NONPROFIT ORGANIZATIONS

This course is designed to provide an overview of governance issues as well as basic contract, labor, and tax law issues within the area of nonprofit corporation law. Ethics in nonprofits is included with specific emphasis directed towards self-dealing, fiduciary responsibility, and human resource management. Legal issues covered include a variety of legal problems that nonprofit executive directors or their staff are likely to face, including board organization and management problems (3 credits).

MBA 695 MARKETING FOR NONPROFIT ORGANIZATIONS

Nonprofit marketing has become a major, legitimate field of study. Today, nonprofit organizations actively employ marketing techniques, including advertising, personal selling, public relations, and product design to reach their goals.

This course is designed to study the marketing strategies used by organizations in education, the arts, social services, libraries, and public services. Through case studies and practical examples the student will be introduced to the special needs of the nonprofit sector and the process for solving marketing problems, as well as the tools and techniques to make effective marketing decisions in specific areas (3 credits).

MBA 697 SOCIAL ENTREPRENEURSHIP AND SUSTAINABILITY

This course explores social entrepreneurship by investigating such questions as: Who are social entrepreneurs? How does social entrepreneurship differ from traditional business entrepreneurship? Can the impact of social entrepreneurship be assessed? In exploring these issues, two foundational elements emerge as critical components in a working understanding of the nature of social entrepreneurship in today's society: who are social entrepreneurs, and what does it take to be successful? (3 credits)



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M.S. in Nursing

The M.S. in Nursing program prepares in-service nurses to advance their careers. The curriculum combines theory, experience, and research. Students can pursue a specialization as a Family Nurse Practitioner to prepare for new roles in the profession. The program's emphasis on critical thinking and scholarly inquiry also provides an appropriate foundation for a doctoral study in nursing.

The program prepares students to incorporate the latest knowledge into their nursing practice and to demonstrate a high degree of competence. Ultimately, students become contributors to the improvement of health care, health policy, and the advancement of the nursing profession.

Contact

(718) 405-3322

gradstudies@mountsaintvincent.edu

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M.S. in Nursing Application Application Checklist and Timeline

Deadline

Fall: July 1

Spring: December 15

Admission Requirements

Complete an Application

[Submit your application](#)

Transcripts

Please send us your official transcripts in sealed envelopes, from each college or university you have attended. All credentials from foreign institutions require a [World Education Services \(WES\)](#) evaluation.

Resume

Please submit a copy of your resume.

New York State R.N. License

Please submit a copy of your R.N. license.

Two Letters of Recommendation

Two (2) letters of recommendation—one professional and one academic preferred.

References and transcripts can be sent separately or as part of the complete application. Both references and transcripts should be sent in envelopes sealed by the individual issuing the reference or the college issuing the official transcript. Copies and open envelopes are unofficial documents and will not be accepted.

Personal Statement

All applicants are required to submit a writing sample on a current nursing issue and discuss its impact on the growing number of advanced practice nurses.

Interview

Applicants may be asked to complete an admission interview with the program coordinator.

Transfer Credit

See our policy on Transfer Credit for general information regarding transfer credit. NURS 599 and NURS 699 will be assigned to transfer elective credits.

Please note: all required information must be on file before an admission decision will be made by the Admission Committee. Generally, 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. Registered nurses with a B.S. in Nursing can enroll in the program on a part-time basis.

Admission Prerequisites

Have successfully completed undergraduate courses in **nursing research** and **elementary statistics with a B or better**.

Additionally applicants must:

- **Hold a bachelor's degree from a National League for Nursing (NLN) or Collegiate Commission on Nursing Education (CCNE) accredited college or institution** (graduates of Foreign Nursing Schools are required to have their transcripts evaluated by the Commission on Graduates of Foreign Nursing Schools).
- Have earned an undergraduate cumulative grade point average of at **least 3.0**.
- Applicants who do not possess a baccalaureate degree in Nursing must make an appointment with the Director of the Nursing Program prior to submission of an application. R.N.s with a baccalaureate in another discipline are expected to demonstrate the competencies of nurses with a baccalaureate in Nursing.

Please note: To be admitted to the College of Mount Saint Vincent's M.S in Nursing programs, international applicants must meet CMSV's language criteria for acceptance with a TOEFL score of 80 or better or an IELTS score of 6.5 or better, and a GMAT score of 530 or better.

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M.S. Family Nurse Practitioner Program

The Family Nurse Practitioner concentration prepares registered nurses for certification as a Family Nurse Practitioner in New York State. After completing 750 clinical hours, students qualify for certification by the American Nurses Credentialing Center and /or the American Academy of Nurse Practitioners.

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

II. Nursing Support Courses

9 credits

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

III. Family Nurse Practitioner Courses

18 credits

NURS 650	Advanced Practice Theory I
NURS 651	Advanced Practice Seminar/Practicum I
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 Project

3 credits

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

Sample Program

Full-time M.S. degree in Family Nurse Practitioner (42 credits)

The M.S. Family Nurse Practitioner Program can be completed in five terms of full-time study (Fall, Spring, Summer, Fall, Spring). Students may choose to complete the degree through either full-time or part-time study.

First Term

NURS 501 Advanced Nursing Theory	3 credits
NURS 504 Dynamics of Nursing Leadership	3 credits
NURS 505 Ethics and Health Care Policy	3 credits
TOTAL	9 credits

Second Term

NURS 530 Advanced Pathophysiology	3 credits
NURS 531 Advanced Health Assessment	3 credits
NURS 532 Advanced Pharmacophysiology	3 credits
TOTAL	9 credits

Third Term

NURS 502 Advanced Nursing Research	3 credits
NURS 650 Advanced Practice Theory I	3 credits
NURS 651 Advanced Practice Seminar/Practicum I	3 credits
NURS 700 Master's Project Advisement	1 credit
TOTAL	10 credits

Fourth Term

NURS 652 Advanced Nursing Theory II	3 credits
NURS 653 Advanced Practice Seminar/Practicum II	3 credits
NURS 700 Master's Project Advisement	1 credit
TOTAL	7 credits

Fifth Term

NURS 656 Family Nurse Practitioner Theory III	3 credits
NURS 657 Family Nurse Practitioner Seminar/Practicum III	3 credits
NURS 700 Master's Project Advisement	1 credit
TOTAL	7 credits

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Advanced Certificate Program – Family Nurse Practitioner

The advanced certificate program provides the nurse, holding a Master's 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.

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

I. Nursing Support Courses

9 credits

NURS 530	Advanced Pathophysiology
NURS 531	Advanced Health Assessment
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

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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

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 credits)

3-hour lecture

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

NURS 502 ADVANCED NURSING RESEARCH

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

3-hour lecture

Prerequisite: NURS 501

NURS 504 DYNAMICS OF NURSING LEADERSHIP

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 credits)

3-hour lecture

Pre- or Co-requisite: NURS 501

NURS 505 ETHICAL AND POLICY ISSUES IN HEALTH CARE

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 credits)

3-hour lecture

Pre- or Co-requisite: NURS 501

Support Courses

NURS 530 ADVANCED PATHOPHYSIOLOGY

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 (3 credits).

NURS 531 ADVANCED HEALTH ASSESSMENT/PRACTICUM

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. Preceptor experiences assist the student in synthesizing the components of the health history and physical assessment. (3 credits)

2-hour lecture followed by 2-hour lab per week plus 75 practicum hours

Prerequisites: Undergraduate health assessment course, successful completion of the Health Assessment Placement Examination

NURS 532 ADVANCED PHARMACOPHYSIOLOGY

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 credits)

3-hour lecture

Prerequisites: Completion of Nursing Core Courses

Family Nurse Practitioner Courses

NURS 600 CONTINUOUS CLINICAL PRACTICUM

Nurse Practitioners must register for the course in order to fulfill 600 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. (0 credits)

A clinical fee will be charged upon registration

NURS 650 ADVANCED PRACTICE THEORY I

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 credits)

3-hour lecture

Prerequisites: Core nursing courses, NURS 530, 531, 532

Co-requisite: NURS 651

NURS 651 ADVANCED PRACTICUM/SEMINAR I

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. (3 credits)

1-hour seminar per week plus 150 practicum hours

Prerequisites: Core Nursing courses, NURS 530, 531, 532

Co-requisite: NURS 650

NURS 652 ADVANCED PRACTICE THEORY II

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, genitourinary, endocrine, neurological, and musculoskeletal systems. Teaching strategies essential in coordinating care for adult individuals within the context of the family will be addressed (3 credits).

3-hour lecture

Prerequisites: NURS 650, 651

Co-requisite: NURS 653

NURS 653 ADVANCED PRACTICUM/SEMINAR II

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. (3 credits)

1-hour seminar per week plus 150 practicum hours

Prerequisites: NURS 650, 651

Co-requisite: NURS 652

NURS 656 FAMILY NURSE PRACTITIONER THEORY III

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 credits)

3-hour lecture

Prerequisites: NURS 652, 653

Co-requisite: NURS 657

NURS 657 FAMILY NURSE PRACTITIONER PRACTICUM/SEMINAR III

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. (3 credits)

1-hour seminar per week plus 60 practicum hours in pediatrics and 60 practicum hours in women's health

Prerequisites: NURS 652, 653

Co-requisite: NURS 656

Nursing Administration Courses

NURS 609 NURSING ADMINISTRATION THEORY I

This course focuses on the advanced study of business and nursing theories and research, which direct, organize, and facilitate the delivery of nursing care, within the role of the nursing administrator. The Nurse Administrator at all levels of the organizations acts as educator, nurse advocate, client of others and collaborator within health care organizations. Students evaluate current models of the nursing care delivery. (3 credits)

Prerequisites: Core nursing courses (12 credits) and Core business courses (9 credits)

Co-requisites: NURS 610

NURS 610 NURSING ADMINISTRATION: ADVANCED PRACTICUM/SEMINAR

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.

Students are required to complete 150 hours in a clinical placement with a Master's or above prepared nurse. The goal of this placement is for the student to observe and engage in administrative/management activities. The student will also plan and complete a project that assists the facility in resolving an issue. (3 credits)

1-hour seminar per week plus 150 practicum hours

Co-requisites: NURS 609

NURS 611 NURSING ADMINISTRATION THEORY II

This is the second cognate course required for the nurse administrator role. This course is designed on the ANA Nursing Administration Scope and Standards for Nurse Executives. The content continues describing the basic principles and methodologies of business, nursing and research which currently impact the delivery of nursing care. Students learn to optimize the effectiveness of organizations in achieving optimal patient outcomes. Students implement the role of the nurse administrator as consultant and change agent within health care organizations.

(3 credits)

Prerequisites: NURS 609, 610

Co-requisite: NURS 612

NURS 612 ADVANCED PRACTICUM/SEMINAR II

This seminar and practicum focuses on advanced study of business and nursing theories and research which evaluate the delivery of nursing care. Students explore concepts involved in organizing work and optimizing the effectiveness of organizations. Emphasis is placed on the role of the nurse administrator as a consultant and change agent within health care organizations. The role of regulatory agencies in the delivery of nursing care is explored. (3 credits).

The student must complete 150 clinical hours

Prerequisites: NURS 609, 610

Co-requisite: NURS 611

Support Administration Courses

NURS 550/MBA 651 FOUNDATIONS OF HEALTH CARE ADMINISTRATION

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. (3 credits)

NURS 551/MBA 652 FINANCIAL MANAGEMENT AND BUDGETARY CONTROL

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. (3 credits)

Prerequisite: Basic course in accounting/finance recommended.

NURS 552/MBA 653 LAW FOR HEALTH CARE PROFESSIONALS

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. (3 credits)

Nurse Educator Courses

NURS 661 THEORIES OF LEARNING

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 credits)

2-hour lecture

NURS 662 THE TEACHING LEARNING PROCESS

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 credits)

3-hour lecture

Pre- or Co-requisites: NURS 662

NURS 664 CURRICULUM AND COURSE DEVELOPMENT

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 credits)

2-hour lecture

Prerequisites: NURS 661, 662, 663

Co-requisite: NURS 665

NURS 665 THE USE OF TECHNOLOGY TO TEACH

This course focuses on the use of selected computer technology to enhance learning and critical thinking. (2 credits)

1-hour lecture

Prerequisites: NURS 661, 662

NURS 721 TEACHING PRACTICUM FOR THE NURSE EDUCATOR

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. (3 credits)

1-hour seminar per week plus 120 practicum hours

Prerequisites: NURS 661, 661, 664, 665

Master's Project Component

NURS 700 MASTER'S PROJECT ADVISEMENT

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. (1-3 credits)

Students must complete 3 credits of Master's Project Advise ment

NURS 701 CONTINUOUS MASTER'S PROJECT ADVISEMENT

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 (0 credits).

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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, if unresolved, to the Dean of the College.

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 College. Requests for grievance hearings must be made within 10 days of the alleged grievable offense.

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:

- The Administrative Vice President of Student Government
- The Vice President of the complainant's class
- Two members of the faculty, one chosen by the student/complainant and one chosen by the Dean of 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 such that questions could be raised regarding his/her impartiality, an appropriate substitution may be made.

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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 and is 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 may be 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.

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Academic Standing

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.

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 12 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.

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 admission criteria and degree requirements in effect at the time of reinstatement.

Termination of Matriculation/Registration

The Office of Professional and Graduate Studies 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.

Grades and Transcripts

Grades and Index

The grading scale is as follows:

A	93-100	4.0	D+	67-69	1.33
A-	90-92	3.67	D	60-66	1.0
B+	87-89	3.33	F	0-59	0.0
B	83-86	3.00	P	Passing	0.0
B-	80-82	2.67	NC	No Credit	0.0
C+	77-79	2.33	IP	In-Progress	0.0
C	73-76	2.0	I	Incomplete	0.0
C-	70-72	1.67	W	Withdrew/Permission	0.0

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 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 Graduate Program.

Please note: Students enrolled in graduate and professional degree programs 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. For more detailed information, please see [Academic Standing](#).

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 ID number. However, grades can be viewed online only by those students whose financial accounts have been settled. Students can print 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. Visit the [Transcripts](#) for transcript requests.

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International Students

International students seeking admission to a graduate program at the College of Mount Saint Vincent must submit all documents to the Office of Admission. 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; ELS, IELTS, or other validated assessments are accepted.
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.

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Master's Degree Requirements

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 Director of the Graduate Program. Candidates are responsible for planning their programs to assure the completion of all requirements within the stipulated period.

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.

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Registration

Students are required to register for courses during the registration period specified for each term. Continuing students in good standing may register online. The dates and places of registration for each session are indicated on the [Course Schedule](#) posted by the College. Students are considered registered when they have received both an approved schedule from the Office of the Registrar and a receipt from the Office of Student Accounts. 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 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.

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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. 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.

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Course Changes and Withdrawal Procedures

Academic Advising

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 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. 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 catalog. 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).

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Gainful Employment Information

Graduate Certificate in Family Practice Nurse/Nursing

Program length: 3 years

Students Graduating on Time

N/A* of Title IV students complete the program within 3 years.

*Fewer than 10 students enrolled in this program. This number has been withheld to preserve the confidentiality of the students.

Program Costs*

- \$22,950 for tuition and fees
 - \$1,700 for books and supplies
 - Other costs – visit the [website](#) for more program cost information
- *The amounts shown above include costs for the entire program, assuming normal time to completion. Note that this information is subject to change.

Students Borrowing Money

- The typical student leaves with N/A* in debt.
*Fewer than 10 students completed this program within normal time. This number has been withheld to preserve the confidentiality of the students.
- The typical monthly loan payment is N/A* per month in student loans with an interest rate of N/A*.
*Fewer than 10 students completed this program within normal time. This number has been withheld to preserve the confidentiality of the students.

Graduates Who Got Jobs

- N/A* of program graduates got jobs.
*We are not currently required to calculate a job placement rate for program completers.
- Program graduates are employed in the field of Nurse Practitioner.

Licensure Requirements

The program meets licensure requirements in New York.

Please note: The information was created on September 14, 2018. These disclosures are required by the U.S. Department of Education.



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Graduate | Adult Tuition and Fees

Tuition and Fees Academic Year 2018-2019

Graduate Programs

Master's Degree Programs

Part-Time Master's Degree Programs (M.B.A., M.S. in Nursing, and M.S. in Urban and Multicultural Education) (per credit hour)	\$ 850
Nursing 600 (per credit hour)	\$ 850
Clinical Fee (per clinical Nursing course)	\$ 200
Master's in Education (Adolescent Education and Special Education – Dual Certification) (per term, Program is four terms)	\$ 9,562.50
Master's in Education (Childhood Education and Special Education – Dual Certification) (per term, Program is four terms)	\$ 9,562.50
Master's in Education (TESOL and ABA – College of Mount Saint Vincent campus rate) (per 3-credit course)	\$ 1,764

Graduate UFT Courses \$ 750
(TESOL and ABA off site)
(per 3-credit course)

Graduate Rockland Courses \$ 750
(TESOL and ABA off site)
(per 3-credit course)

Student Health Insurance**

(full-time students)

*Please note: **Student Health Insurance is required, unless the student can prove they have health insurance.* \$ 2,762

Special Sessions – Undergraduate Programs

Summer Session (effective Summer Session I of 2017) \$ 550
(per credit hour)

Winter Intersession \$ 550
(per credit hour)

Non-Credit Courses \$ 550
(per course)

Chemistry Lab Fee \$ 50
(per course)

Biology Lab Fee \$ 50
(per course)

UFT Undergraduate Courses \$ 750
(per course)

Room Charge for Summer/Winter Intersession \$ 275
(per week)

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Scholarships for Graduate Students

Graduate students may be eligible for a scholarship under several award programs listed below. Please note that students may receive assistance from only one program. Additionally, if all of your charges are covered by an external source, you are not entitled to receive Mount Saint Vincent funds toward the covered expenses. To maintain scholarship eligibility, students must be enrolled in a minimum of two classes per semester. In order to qualify for a Serviam or Greater New York Educators' scholarship, all admission requirements must be completed, and applicants must provide proof of affiliation from their declared organization.

Yellow Ribbon Scholarship

Mount Saint Vincent is a participant in the [U.S. Department of Veterans Affairs G.I. Education Enhancement Program](#).

- \$1,500 per semester scholarship match

Serviam Scholarship

Current and former participants in AmeriCorps*, Peace Corps*, Jesuit, Lasallian, and Vincentian Volunteer Services, and civil servants (police/fire/EMT/corrections) in good standing are eligible for this scholarship**.

- \$1,500 per semester

**Matching grants may be available.*

***Not available for Teacher Education programs.*

CMSV Alumnae/i Scholarship

Awarded to students who completed an undergraduate degree at the College of Mount Saint Vincent and are matriculated in a graduate program at CMSV.

- \$1,500 per semester

**Not available for Teacher Education programs.*

Graduate UFT Courses—CMSV Professional Grant-in-Aid

Certified teachers currently enrolled in a graduate UFT course will be eligible for a \$500 CMSV Professional Grant-in-Aid for each additional course taken towards completing the certification.

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Payment Plans and Tuition Management

Payment Plans

We offer a 4 or 5 month payment plan per semester to make budgeting for college manageable. Access the College of Mount Saint Vincent's customized link at mountsaintvincent.afford.com

Undergraduate College

1. Payment Due Dates

The payment for the Fall semester is due in the first week of August; payment for the Spring semester is due in the first week of January.

2. Payment Plans

Payment Plans are available through Tuition Management Systems which offers various plans. For more information, call (800) 722-4867.

Full tuition covers a total of 30 credits for the Fall and Spring semesters. This tuition does not cover intercession or summer sessions. Credits in excess of 30 per year incur additional charges at the annual per credit rate.

Students will not receive transcripts or diplomas until all bills and fines are paid. Unpaid bills may be sent to a collection agency for resolution. Students may be subject to additional fees and charges if a balance must be handled by a collection agency.

Office of Professional and Graduate Studies

1. Payment Due Dates

The payment for the Fall semester is due on or about August 8; payment for the Spring semester is due on or about January 11.

2. Payment Plans

Payment Plans are available through Tuition Management Systems. They offer various plans. For more information, call (800) 722-4867.



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Loans for Graduate Students

The Mount offers advanced degrees that provide an exceptional education and a bright future. Graduate education is an important step in your career, and those who have completed our highly sought-after programs find the experience was essential to furthering their careers and supporting their dreams.

An important component of graduate education is managing and financing the cost. The College is committed to guiding you through the process with access to our knowledgeable and dedicated staff.

What types of Federal Student Loans are available?

Federal Loans

Students considering federal loans must be enrolled in a minimum of six credits per semester to be eligible. The Office of Financial Aid determines your loan eligibility upon reviewing FAFSA data and your anticipated enrollment. Your loan eligibility will be included in your financial aid package. An overview of loans for which you may be eligible is below, and more detailed information is available by contacting the Office of Financial Aid.

Direct Unsubsidized Loans

The Federal Direct Unsubsidized Stafford Loan allows eligible students to borrow up to \$20,500 minus any subsidized Stafford Loan received. The interest rate is 6.8 percent. The loans may be offered in full to a student who does not demonstrate financial need or as a supplement to any subsidized Stafford amount up to the maximum amount of \$20,500. The federal government does not pay the loan interest while you are in school. Instead, interest is accrued and added to the principal of the loan. Loan repayment begins six months after you graduate or drop below half-time enrollment (six credits in a given semester). Borrowers have the option of paying the interest while in school. [Learn more about Direct Unsubsidized Loans.](#)

Direct Graduate PLUS Loans

The Federal Direct PLUS Loan allows eligible students to borrow up to the total cost of attendance minus any other financial aid received. The interest rate is 7.9 percent. Interest accrues and is added to the principal of the loan. Borrowers have the option of paying the interest while in school. [Learn more about PLUS Loans.](#)

Private Loans

Private loans may be borrowed for up to the total cost of attendance minus any other financial aid received. Students should apply for all eligible federal assistance available by submitting

the FAFSA before considering a private, alternative loan. Most private loans are more expensive than federal loans to repay and terms, conditions, and eligibility requirements vary. For more information about federal and private loans, contact the Office of Financial Aid.

For information on the most popular lenders at the Mount please visit www.elmselect.com.

If you are a domestic or international student interested in receiving a private loan, please submit an application directly to the lender of your choice. You may apply for a semester-only loan or a fall/spring loan combined.

How much money are Graduates Students allowed to borrow?

Up to \$8,000 each year in Perkins Loans depending on your financial need, the amount of other aid you receive, and the availability of funds at your college or career school.

Up to \$20,500 each year in Direct Unsubsidized Loans.

The remainder of your college costs not covered by other financial aid in Direct PLUS Loans.

Please note: A credit check is required for a PLUS loan.

Savings and Loan Calculators

Below are links to financial calculators that will help you to estimate how much school will cost, how much you will need to save, and how much aid you will need to complete your study.

- [Citibank](#)
- [College Board](#)
- [FinAid](#)
- [Sallie Mae College Answer](#)

Please note: the information presented by such services is not verified or endorsed by the College of Mount Saint Vincent.

What are the interest rates on federal student loans?

Please visit <https://studentaid.ed.gov/sa/types/loans/interest-rates> for the most current interest rate information.

How is interest calculated?

The amount of interest that accrues (accumulates) on your loan from month to month is determined by a simple daily interest formula. This formula consists of multiplying your loan balance by the number of days since the last payment times the interest rate factor.

Simple daily interest formula:

Outstanding principal balance
x number of days since last payment
x interest rate factor
= interest amount

What are origination fees for Federal Student Loans?

Origination fees means that the money you will receive is less than the amount that you borrow because a fee is deducted from the loan.

Please visit <https://studentaid.ed.gov/sa/types/loans/interest-rates> for the most current Origination Fee information.

1. Complete the most recent [FAFSA](#) online as soon as you file your tax return. This application is used to determine federal student loan eligibility for the summer, fall, and spring semesters. It is done once per academic year and is available only to U.S. citizens and permanent residents.
2. Receive a financial aid award notice prior to the start of the semester.
 - **All** students are automatically packaged for the Federal Direct Unsubsidized Loan (\$10,250/semester) so long as they take at least 6 credits per semester. If you will be taking an increased credit load and/or you need additional aid for living expenses, you may submit a Graduate PLUS Loan Request Form at any time.
3. Accept your Fall/Spring federal student loans for which you have applied and been approved.
4. Sign in at studentloans.gov to secure your loans. You must complete the:
 - Entrance Counseling Session: This is done once and does not need to be repeated in future semesters.
 - Master Promissory Note(s): The MPN is valid for ten years. Thus, if you have already completed the MPN in a previous semester, there is no need to repeat this step.
6. The lender sends the loan disbursement to the Bursar 10 days prior to the start of the semester. As long as your loans are approved before that date, the Bursar will credit the amount to your account.
7. If you have loans in excess of your tuition and fees, you will be cut a refund check for the excess amount. To request a refund please contact the Office of Financial Aid.

Please note: the estimated time for processing is approximately five weeks. It is important that you respond in a timely manner to all requests for information and complete all necessary documents.

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OFFICE OF PROFESSIONAL AND GRADUATE STUDIES REFUND POLICY

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

A. Fall and Spring Semester – <i>on campus</i>	REFUND
Drop from a course before the first scheduled class of a course	100%
Drop from a course before the second scheduled class of a course	80%
Drop from a course before the third scheduled class of a course	60%
Drop from a course before the fourth scheduled class of a course	40%
Withdrawal from a course after the fourth scheduled class of a course	0%
 B. Offsite Courses – <i>offered through the Graduate Program in Urban and Multicultural Education at offsite locations</i>	
Prior to the first meeting of scheduled class	100%
After the first meeting of scheduled class	0%
 C. Summer Sessions	
Prior to the first meeting of scheduled class	100%
After the first meeting of scheduled class	None

CAMPUS MINISTRY

Campus Ministry serves the entire College as a center for spiritual enrichment and community development, fostering a spirit of service and sense of responsibility for our world.

Programs include Eucharistic celebrations, prayer services, social gatherings, retreat opportunities, discussion groups, RCIA classes, a wide variety of volunteer opportunities and extended learning trips as well as activities that promote peace and justice. Students are encouraged to pursue leadership roles such as the Seton Service and Leadership Program where in the spirit of Vincent de Paul and Elizabeth Seton, students respond to people who are marginalized in our society while achieving academic excellence. All programs are designed to celebrate the integration of life and learning within and beyond our college community.

The Campus Ministry office provides an open and relaxed atmosphere where people can meet, relate, share and grow. Members of the staff are available to plan and conduct liturgical services, assist with sacramental preparations and offer pastoral support that honors the richness of our many faiths and cultures.

COUNSELING CENTER

The Counseling Center services students experiencing a wide variety of difficulties ranging from anxiety and depression to eating disorders, adjustment to college, stress, relationships, substance abuse, etc. The center offers short-term individual counseling and assists in referrals to appropriate outside mental health clinics and/or therapists. In addition, they assist with educational workshops, crisis intervention, and group counseling. All Counseling Center services are free, confidential and available to all registered students.

HEALTH CENTER

The Health Center offers health services to students at no initial charge. Services include dispensing of non-prescription medications, first aid, treatment of minor illnesses and medical referral for situations requiring more extensive medical care than the Center provides. A Registered Nurse serves as the Director of the Health Center.

HOUSING AND RESIDENCE LIFE

The Office of Housing and Residence Life provides a healthy and inclusive living-learning community conducive to students' personal and academic success. It is responsible for all matters pertaining to resident students and housing operations. The office oversees the functioning of the residence halls and coordinates the activities of the Residence Life staff. Responsibilities also include: developing and implementing residence life policies and regulations, adjudicating disciplinary matters, programming, room assignments and billing functions.

SECURITY AND SAFETY

The Office of Safety and Security is responsible for 24-hour patrol of the campus buildings and grounds, and is staffed by full-time security officers under the supervision of the Director of Safety and Security. The department provides a wide range of services that include parking enforcement, escort service, coverage of special events, emergency assistance and investigation of criminal activity.

STUDENT ACTIVITIES, LEADERSHIP AND COMMUTER LIFE

The Office of Student Activities, Leadership and Commuter Life offers programs designed to promote student learning, campus engagement, encourage a sense of community and provide opportunities for personal development and enjoyment. The office provides support and guidance for more than 35 student clubs and organizations. These organizations cover a wide array of interests including academic, cultural, religious and social clubs. The office also offers programs and services to meet the specific needs and schedules of commuter students such as lockers, the Commuter Breakfast and Lunch Series and the Commuter Assistant (CA) program.

ACADEMIC STATUS

The following categories define the status of all students admitted to the College:

MATRICULATED

Any student who has been officially admitted to the College and who is enrolled in one of its degree programs.

MAINTENANCE OF MATRICULATION

Matriculated students must maintain continuous enrollment at the College by registering for and completing at least one course each fall and spring semester or, if enrolled in an approved program through another institution, through payment of the Maintenance of Matriculation fee.

NON-MATRICULATED

Any student who pursues a course or courses without admission to any of the College's degree programs. Non-matriculated students must be officially admitted to the College or indicate that they will not pursue a degree after completing twelve credits.

FULL-TIME STUDENT

Any matriculated graduate student who carries 9 or more credit hours per semester.

PART-TIME STUDENT

Any student who carries fewer than 9 credit hours per semester.

GRADUATE STUDENT

Any student who has earned a baccalaureate degree and who is enrolled in graduate level courses.

ELIGIBILITY FOR GRADUATE STUDY

Students who plan to do graduate work should maintain a 3.0 index in at least two-thirds of the work done in their major. Please consult the Graduate Catalog for the requirements for a Master's degree.

LEAVE OF ABSENCE AND WITHDRAWAL

LEAVES OF ABSENCE

Under certain circumstances, the Dean of the College College or the Dean of Students may grant a Leave of Absence from the College. Credits earned at another college while a student is on a Leave of Absence from Mount Saint Vincent will be accepted for transfer credit only if approved in advance by the Dean of the College College. When the student on a Leave of Absence wishes to reenroll in the College, s/he must meet with the Dean of the College College and complete the Returning Student Checklist.

WITHDRAWAL FROM THE COLLEGE

A student may apply for withdrawal from the College before the last day of classes for the semester. The student must complete the Exit Interview Process in the Center for Academic Advisement on or before the effective date of withdrawal. For the refund policies in case of withdrawals, please see "Tuition and Fees."

UNOFFICIAL WITHDRAWAL

Matriculated students who drop out for a semester or longer will be placed in Unofficial Withdrawal status and will not be permitted to register for classes until they meet with the Dean of the College College and complete the Returning Student Checklist.

WITHDRAWAL FROM A COURSE

Students who wish to withdraw from a course must meet with their academic advisor and complete a withdrawal form no later than the date specified in the College Calendar. Students must inform the instructor and return class materials. Students who do not follow this procedure maintain course registration and are assigned a grade of "F" for the course. Nursing majors should refer to the section on the Nursing program in this catalog for additional limitations regarding withdrawals in the Nursing program. Students who have excess credits will still be charged for courses from which they withdraw.

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.

TRANSCRIPTS

At the written request of the student, official transcripts are sent directly to other institutions or to the student in a sealed envelope. The fee for an official or student copy of a transcript is \$5. Transcripts will not be issued during the first week of the academic year, during Commencement week, during registration weeks, or for students whose financial accounts, including those at the library, are not settled. Please allow ten (10) business days for the issuance of the transcript. Same Day transcript requests are \$40.

STUDENTS WITH DISABILITIES

Students seeking support services on the basis of a diagnosed, specific learning or physical disability are required to submit documentation to verify eligibility under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Coordinated through the Academic Resource Center, assistance includes schedule planning, liaison with instructors for availability of course materials, reading, recording and testing arrangements, residence hall room assignments and progress reports to and consultation with appropriate agencies. A description of the College's policy, the documentation required, assessment steps and process for delivery of services are described in the Policy on Students with Learning Disabilities available through the Academic Resource Center, the Admissions Office and the Office of the Dean of the Undergraduate College. Students seeking information should contact one of these offices for copies of the policy and related procedures.

FACILITIES

SERVICE OFFICE LOCATIONS

Bookstore Founders Hall, Room 113

Bursar Founders Hall, Room 233

Career Services and Internships Founders Hall, Room 408B

Center for Academic Excellence Library 2nd Floor

College Health Center Alumnae Hall, Room 109

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.

ORGANIZATION AND ADMINISTRATION

Office of the President

Charles L. Flynn, Jr., Ph.D., President

Mary Bauer, Assistant to the President

Division of Mission and Ministry

Rev. Ronald Pecci, OFM, Chaplain

Rev. Christopher Keenan, O.F.M., Auxillary Chaplain

Matthew J. Shields, M.A., Director of Campus Ministry

Office of the Provost and Dean of Faculty

Sarah Stevenson, Ph.D., Provost and Dean of Faculty

Keli Bodrato, Dean of Students

Sr. Carol Finegan, S.C., M.A., M.S., Director of Institutional Research

Jeanette Pichardo, M.B.A., Director of Student Services/Registrar

Undergraduate College

Lynne Bongiovanni Ph.D., Dean of the College

Lorenley Baez, M.P.A., M.S.O.D., Associate Dean, Center for Academic Advising

Jesilyn Perez, M.Ed., Director of the Academic Resource Center

Fausto Jiminez, Director of Student Support Services/TRIO

Marlene Diaz, M.S.W, Director of Higher Education Opportunity Program (HEOP)

Donna Jacklosky, M.A., Director of International Student Services/ Assistant Director for Grants Management & Assessment

Office of Admission and Financial Aid

Madeleine Melkonian, B.S., Senior Vice President for Admission and External Relations

Curt Dircks Director of Admission

Lorena Matos, Senior Associate of Financial Aid Finance/Business Office

Office of Finance and Business

Abed A. Elkeshk BAC, Executive Vice President and Treasurer/CFO

Kevin D. DeGroat, Vice President for Operations

Shin Moon CPA, M.P.A., Controller

Melissa Samuels, Director of Human Resources

Arlene Tavarez , Student Accounts Manager

Maribel Giraldo,B.A., Director of Purchasing

Jean Walker, B.A., No-Bookstore Manager

James K. Wong, B.B.A., Director of Finance

Ryan C. Anderson, B.S., Director of Facilities

Felix Perez, Operations Manager

Boris Ayala, Director of Campus Dining

Office of Institutional Advancement and College Relations

Madeleine Melkonian, B.S., Senior Vice President for Admission and External Relations

Colette F. Atkins, M.B.A., Vice President for Institutional Advancement

Ana Barbu, M.A., Director of Website Development

Dawn Velez, Director of Campus Events

Leah Munch, Director of Public Relations

Madeline McGuinness, B.A., Director of Development Systems

Daniel T. Regan, M.S., Director of Corporate, Foundation and Government Relations

Kristin Yanniello, M.A., Associate Director for Alumnae/i Relations and Giving

Office of Information Technology

W. Adam Wichern III, M.S., Vice President of Information Technology/Chief Information Officer

Alberto Solis, M.S., Senior Administrative Systems Manager

Andrea Joba, C.N.A., M.B.A, Associate Director for Training /Systems Administrative Manager

Thomas Walker, B.S. Associate Systems Manager

Manuel Diaz, M.B.A., Help Desk Manager

Chabely DeLosSantos, Network Manager

Joseph Levis, M.L.I.S, Director of the Library

Osandy Lopez, Help Desk Technician

Maria Mora, Network Technician

Michael Velez, Lab Manager

Ellen Drake, Executive Assistant

Division of Student Affairs

Kelli Bodrato, Dean of Students

Gabrielle Occhiogrosso Assistant Dean of Students

Rebecca Halperin, LCSW, Director of Counseling Center

Eileen McCabe, R.N., F.N.P, M.S., Director of Health Services

Barima Yeboah Director of Athletics

James Mooney, Associate Director of Athletics/head Men's Basketball Coach

David Wright, Assistant Director of Athletics/ Head Athletic Trainer

John Muller, Assistant Director of Athletics/Head Baseball Coach

FACULTY

COLLEGE OF MOUNT SAINT VINCENT FULL-TIME FACULTY

Date in parenthesis indicates year of initial appointment.

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B.S. Long Island University; M.A., Ph.D., Rutgers University (2013)

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B.S. St. John' University; Ph.D., Stony Brook University (2011)

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B.A. Baruch College; M.S., Fordham University; M.Phil., Ph.D., Teachers College, Columbia University (2013)

Richard Barnet, Associate Professor of Fine Arts

B.A. Antioch College; M.A. New York University; M.F.A. Lehman College (1971)

Stephanie A. Berger, Professor of Psychology

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Jon K. Burmeister, Assistant Professor of Philosophy, B.A. Asbury University; M.A. Boston College; Ph.D. Boston College (2018)

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B.A. Chungnam National University; M.Ed. Korean National University of Education; Ph.D. University of Tennessee (2010)

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Faculty Emeritae/i

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