



COLLEGE OF
MOUNT SAINT VINCENT

Graduate Academic Catalog 2017-2018

[Home](#) / [Graduate](#) | [Adult](#) / [Graduate Programs](#)

Graduate Programs

The Office of Professional and Graduate Studies at the College of Mount Saint Vincent offers true excellence: world class recognized graduate programs, superb academic quality, and the flexibility to work at the student's own pace. Each graduate program serves a diverse range of students, from recent graduates to working adults. Students can finish their education, move up in their career, or establish their professional life with a Mount graduate degree.

Our graduate programs are nationally accredited to ensure the highest level of quality. They are built upon the College of Mount Saint Vincent's combination of liberal arts focus and real-world learning through internships, research, and service. At the same time, programs are designed for convenience, affordability, and close mentoring. Students find guidance on applying, registering, transferring credits—all the information and resources they need to succeed.

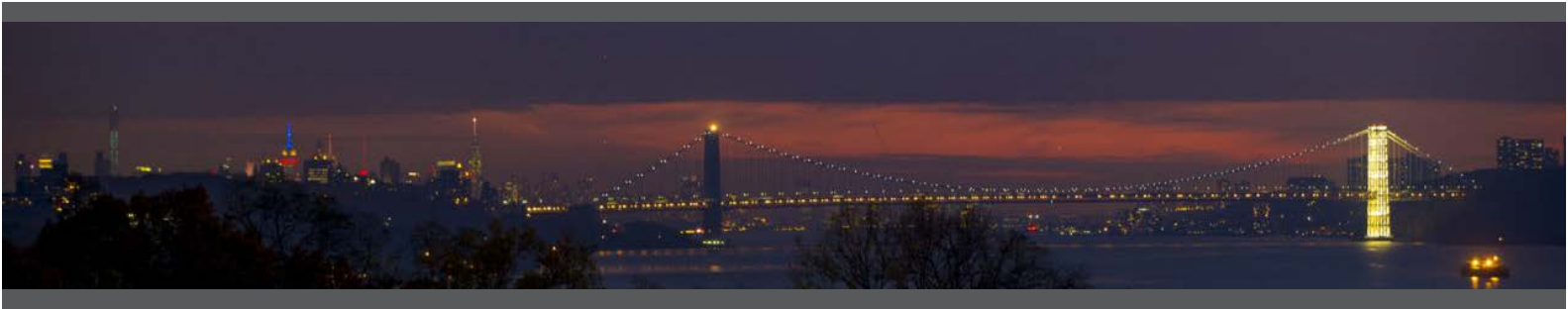
Contact

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gradstudies@mountsaintvincent.edu



COLLEGE OF
MOUNT SAINT VINCENT



[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).

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

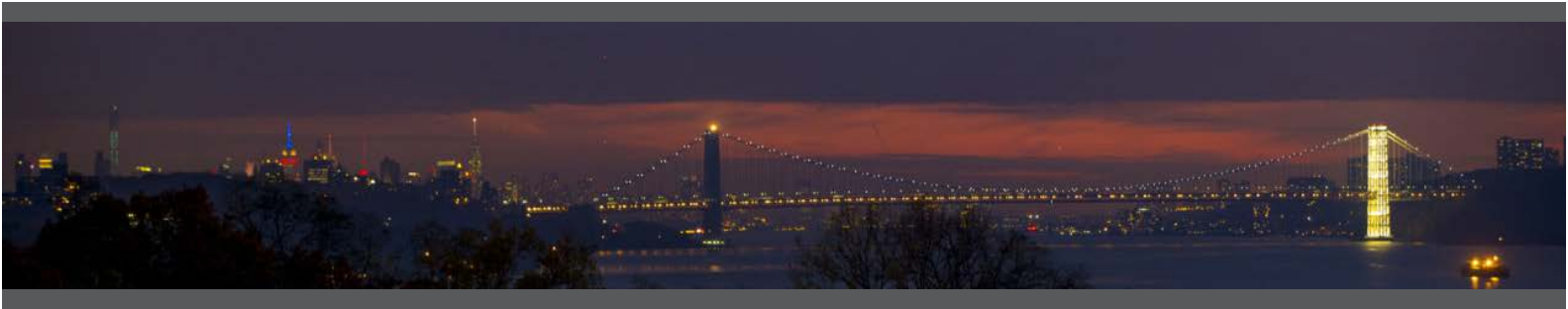
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COLLEGE OF
MOUNT SAINT VINCENT



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

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 influences, pressures, practices, and systems are increasingly becoming part of the fabric and structure of America's health care community, and therefore, future leaders in this sector must bring to their careers sharpened skills in the

traditional areas of business practice.

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

18 credits

II. Health Care Administration

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. Capstone Courses

12 credits

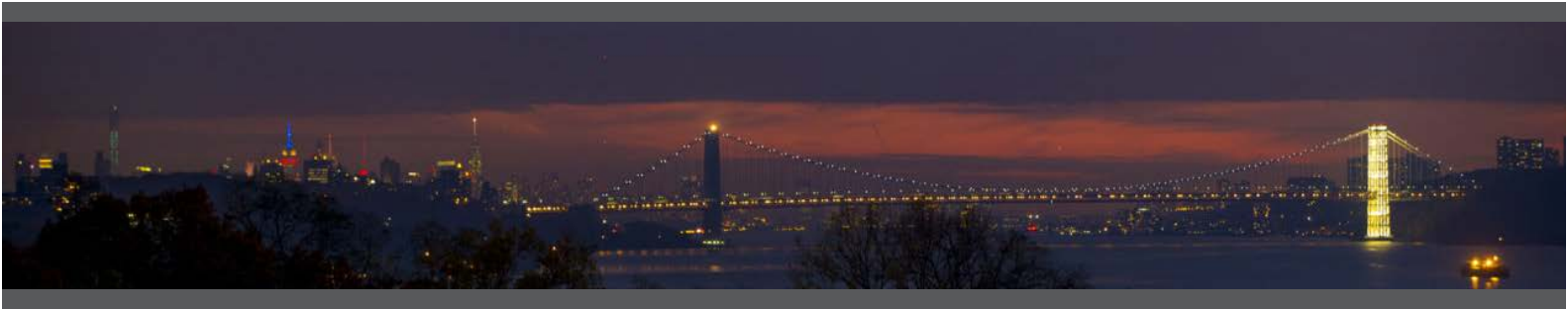
MBA 701	Organizational Leadership, Ethics, and Social Responsibility
MBA 702	Strategic Management
MBA 703	Competing in a Global Business Environment
MBA 704	MBA Decision Laboratory

Course Waivers for Prior Study

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



COLLEGE OF
MOUNT SAINT VINCENT



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

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, and want to become more involved in the organization's foreign activities. The program would also be appropriate for foreign students who desire an American M.B.A. degree, but intend to use the knowledge gained through study in this country to advance their careers back home.

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. Capstone Courses

12 credits

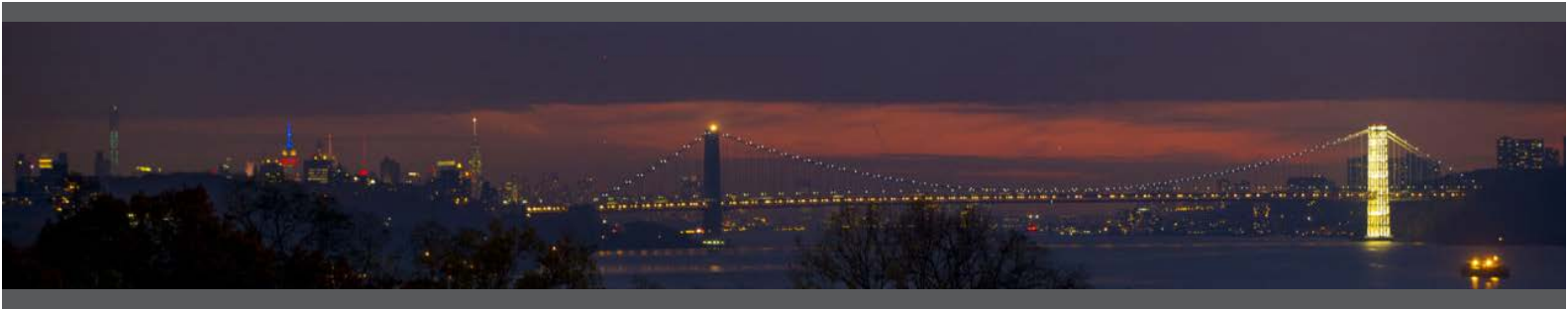
MBA 701	Organizational Leadership, Ethics, and Social Responsibility
MBA 702	Strategic Management
MBA 703	Competing in a Global Business Environment
MBA 704	MBA Decision Laboratory

Course Waivers for Prior Study

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



COLLEGE OF
MOUNT SAINT VINCENT



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

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 students 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

18 credits

**II. Management of Nonprofit
Organizations**

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. Capstone Courses

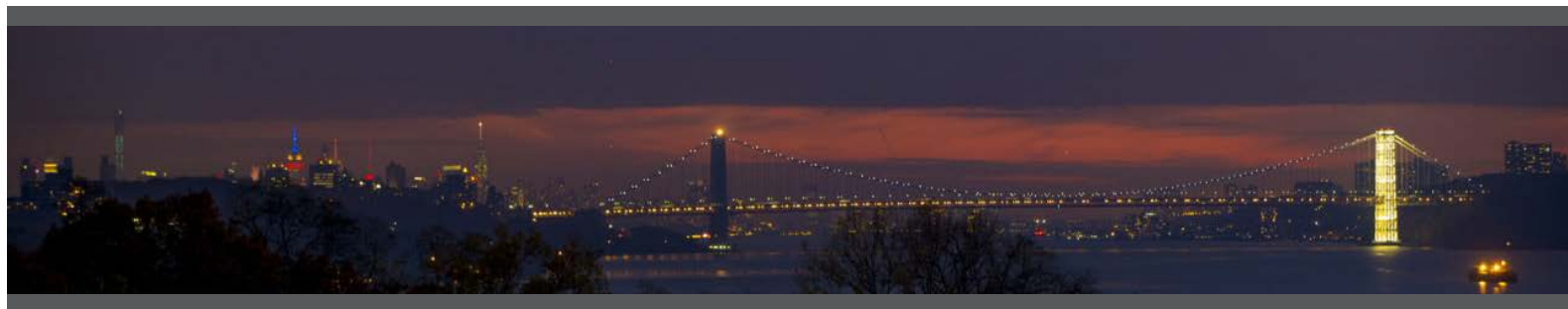
12 credits

Organizational Leadership, Ethics, and Social

MBA 701	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.



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

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 MBA program on the 600-level. The program of study is approved by the Program Director. Through this option, students are able to tailor their advanced coursework in the MBA program to match career goals, professional interests, and the challenges of their current positions. Graduate students planning careers in such areas as not-for-profit 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
in one of the following areas**

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

III. Capstone Courses

12 credits

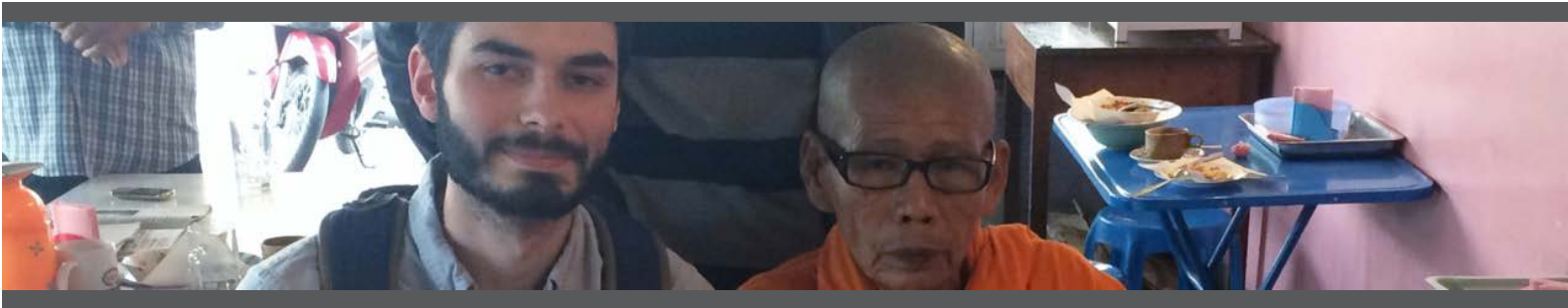
MBA 701	Organizational Leadership, Ethics, and Social Responsibility
MBA 702	Strategic Management
MBA 703	Competing in a Global Business Environment
MBA 704	MBA Decision Laboratory

Course Waivers for Prior Study

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



COLLEGE OF
MOUNT SAINT VINCENT



[Home](#) / [Graduate](#) | [Adult](#) / [Graduate Programs](#) / [Concurrent Degree in M.S. in International Development and Service and M.B.A.](#)

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

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

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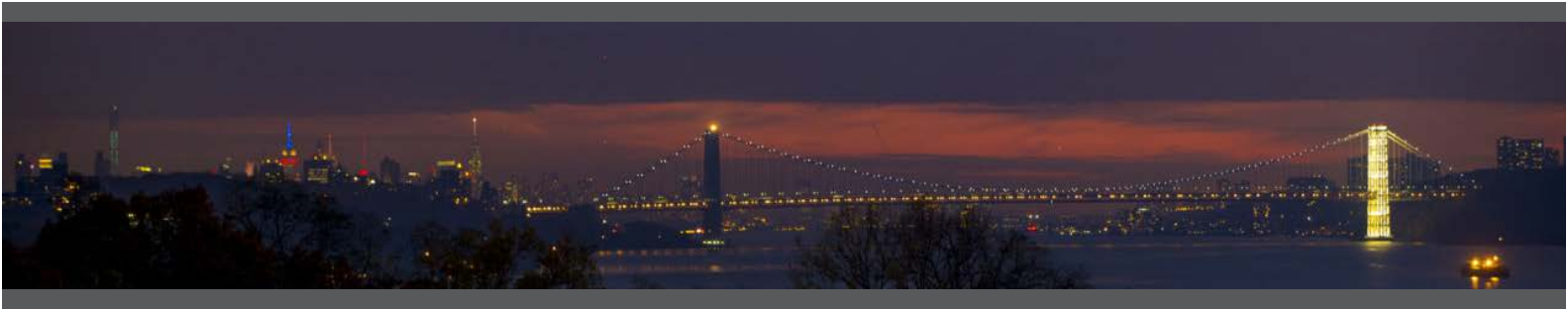
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COLLEGE OF
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[Home](#) / [Graduate](#) | [Adult / Graduate Programs](#) / [Master of Business Administration \(M.B.A.\)](#) / [Curriculum](#)

Curriculum

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. 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.”

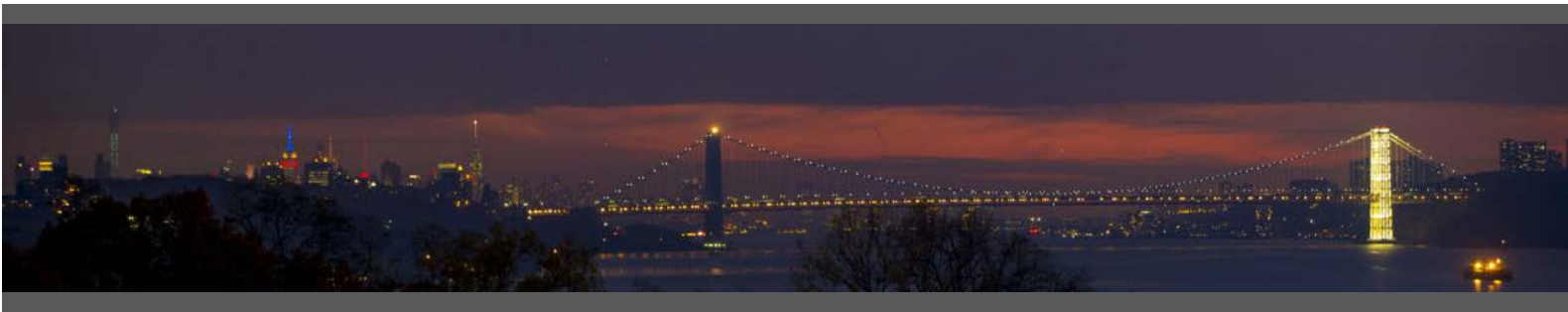
Since M.B.A. programs are traditionally designed to permit an individual with **any** undergraduate major to enter and complete the program, it must contain courses covering the basic areas of business competency, such as marketing and accounting.

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, the undergraduate studies in business must have been completed with a grade of B or better.

Undergraduate business majors at the College of Mount Saint Vincent may pursue a 4 plus 1 B.S./M.B.A. program through careful planning with academic advisors from both programs.



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

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 as 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)

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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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.

Our M.S. degree programs—Childhood Education and Special Education (Dual Certification Grades 1-6), Adolescent Education and Special Education (Dual Certification, Grades 7-12), and Teaching English to Speakers of Other Languages (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.

Contact

(718) 405-3209

graduateeducation@mountsaintvincent.edu

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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 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.

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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[Home](#) / [Graduate](#) | [Adult / Graduate Programs](#) / [M.S. in Education](#) / [M.S. in Adolescent Education and Special Education \(Dual Certification Grades 7-12\)](#) / [Degree Requirements](#)

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 757	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 the Classroom Teacher	(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. 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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[Home](#) / [Graduate](#) | [Adult / Graduate Programs](#) / [M.S. in Education](#) / [M.S. in Adolescent Education and Special Education \(Dual Certification Grades 7-12\)](#) / [Course Descriptions](#)

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. The Liberal Arts and Sciences mentor also conducts at least one formal observation of the 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 CLASSROOM MANAGEMENT AND SOCIAL SKILLS INSTRUCTION

An examination of theories and methodology of classroom management and the psycho-social development of children and adolescents, especially those at high risk. Emphasis is on the elements of effective planning that prevent management problems, encourage intrinsic motivation to learn, and foster social competence of all children in the inclusive classroom. Techniques of informal assessment will be presented, and a model for

instructional modification for students with behavior disorders or social skills deficits will be applied (3 credits).

EDUC 602 RESEARCH FOR CLASSROOM TEACHERS

This course examines variations in the structure of educational research as a function of questions under investigation, statistical formulae, and data analysis (including computer applications) as applied to classroom settings. Students will learn to read and interpret research reports and they will develop their own model for a classroom research project. Various technologies are required to effectively fulfill course requirements (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 teachers instruct students with learning and behavior problems in the least restrictive environment. Areas considered are cooperative planning, differentiated instruction, communication, use of special resources (e.g., assistive technology) motivation and behavior management. Participants collaborate in teams to improve their decision-making and problem-solving skills (3 credits).

EDUC 714 PRACTICUM IN ASSESSMENT AND INSTRUCTION OF SPECIAL LEARNERS

This course is designed to provide participants with information on standardized and informal assessment procedures and materials and on research-based effective strategies for teaching students with mild to moderate learning and behavior problems. Emphasis is on assessment in literacy and mathematics and appropriate use of technologies including assistive technologies. Focus will also be on those strategies of differentiated instruction that can be effectively implemented or modified within the general education program (3 credits).

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

This course prepares teacher candidates to critically analyze how

research-based (i.e. results-oriented) techniques can help maximize human development from birth to adulthood. Emphasis will be placed on how adolescents develop and learn by examining the process of cognitive, social/emotional, personality and language development among teenagers who vary by gender, race and ethnicity, English proficiency, and diverse levels of ability. Issues covered include the educator's role on how to facilitate the student's movement from school to post-school activities; including postsecondary education, vocational education, integrated employment (including supported employment), independent living, and/or community participation (as specified by the US Department of Education, March 2011 guidelines described in "Transition of Students with Disabilities to Postsecondary Education: A Guide for High School Educators.") (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 757 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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[Home](#) / [Graduate](#) | [Adult / Graduate Programs](#) / [M.S. in Education](#) / [M.S. in Adolescent Education and Special Education \(Dual Certification Grades 7-12\)](#) / [New York State Certification](#)

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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[Home](#) / [Graduate](#) | [Adult / Graduate Programs](#) / [M.S. in Education](#) / [M.S. in Childhood Education and Special Education \(Dual Certification Grades 1-6\)](#)

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.

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.

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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[Home](#) / [Graduate](#) | [Adult](#) / [Graduate Programs](#) / [M.S. in Education](#) / [M.S. in Childhood Education and Special Education \(Dual Certification Grades 1-6\)](#) / [Degree Requirements](#)

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 526 Teaching Literacy in the Inclusive Elementary Classroom
- EDUC 527 Classroom Management and Social Skills

Development

EDUC 531	Student Teaching Childhood Education
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 750	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 526 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 531 Student Teaching in Childhood Education	(3 credits)
EDUC 75? 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 the Classroom Teacher	(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.



COLLEGE OF
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[Home](#) / [Graduate](#) | [Adult](#) / [Graduate Programs](#) / [M.S. in Education](#) / [M.S. in Childhood Education and Special Education \(Dual Certification Grades 1-6\)](#) / [Course Descriptions](#)

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. Three lecture hours (3 credits)

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. Three lecture hours (3 credits)

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. Students will complete a field experience consisting of 100 hours. (3 credits)

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 526 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 527 CLASSROOM MANAGEMENT AND SOCIAL SKILLS DEVELOPMENT

An examination of theories and methodology of classroom management and the psycho-social development of children and adolescents, especially those at high risk. Emphasis is on the elements of effective planning that prevent management problems, encourage intrinsic motivation to learn, and foster social competence of all children in the inclusive classroom. Techniques of informal assessment will be presented, and a model for

instructional modification for students with behavior disorders or social skills deficits will be applied. (3 credits)

EDUC 531 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. Field experience—four mornings, one full day/week. (3 credits)

EDUC 602 RESEARCH FOR CLASSROOM TEACHERS

This course examines variations in the structure of educational research as a function of questions under investigation, statistical formulae, and data analysis (including computer applications) as applied to classroom settings. Students will learn to read and interpret research reports and they will develop their own model for a classroom research project. Various technologies are required to effectively fulfill course requirements. (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. The course consists of three lecture hours and related field experience—16 hours/semester. (3 credits)

EDUC 712 STRATEGIES FOR INCLUSION

This course is designed to help teachers instruct students with learning and behavior problems in the least restrictive environment. Areas considered are cooperative planning, differentiated instruction, communication, use of special resources (e.g., assistive technology) motivation and behavior management.

Participants collaborate in teams to improve their decision-making and problem-solving skills.” (3 credits)

EDUC 714 PRACTICUM IN ASSESSMENT AND INSTRUCTION OF SPECIAL LEARNERS

This course is designed to provide participants with information on standardized and informal assessment procedures and materials and on research-based effective strategies for teaching students with mild to moderate learning and behavior problems. Emphasis is on assessment in literacy and mathematics and appropriate use of technologies including assistive technologies. Focus will also be on those strategies of differentiated instruction that can be effectively implemented or modified within the general education program. Students will complete a fifty hour field experience. (3 credits)

EDUC 716 LIFE SPAN EDUCATION: TRANSITION FROM BIRTH TO ADULTHOOD

This course prepares teacher candidates to critically analyze how research-based techniques can help maximize human development from birth to adulthood. Emphasis will be placed on how adolescents develop and learn by examining the process of cognitive, social/emotional, personality and language development among teenagers who vary by gender, race and ethnicity, English proficiency and diverse levels of ability. Issues covered include the educator’s roles on how to facilitate their students’ movement from school to post-school activities; including post-secondary education, vocational education, integrated employment (including supported employment), independent living, and/or community. (3 credits)

EDUC 750 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. Prospective student teachers plan for field placements during the registration period prior to student teaching. (3 credits)



[Home](#) / [Graduate](#) | [Adult](#) / [Graduate Programs](#) / [M.S. in Education](#) / [M.S. in Childhood Education and Special Education \(Dual Certification Grades 1-6\)](#) / [New York State Certification](#)

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



COLLEGE OF
MOUNT SAINT VINCENT



[Home](#) / [Graduate](#) | [Adult / Graduate Programs](#) / [M.S. in Education](#) / [M.S. in TESOL](#)

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 five courses at Mount Saint Vincent Riverdale or Manhattan campuses, and the remaining five 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

(718) 405-3742

tesol@mountsaintvincent.edu

[8/24/2018]



COLLEGE OF
MOUNT SAINT VINCENT



[Home](#) / [Graduate](#) | [Adult / Graduate Programs](#) / [M.S. in Education](#) / [M.S. in TESOL](#) / [Degree Requirements](#)

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.



COLLEGE OF
MOUNT SAINT VINCENT



[Home](#) / [Graduate](#) | [Adult](#) / [Graduate Programs](#) / [M.S. in Education](#) / [M.S. in TESOL](#) / [Course Descriptions](#)

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 (*10 required field hours*).

An introduction to general linguistic notions will be presented in this course. Foci include: syntax, phonology, morphology, language variation, pragmatics and semantics. The relationship of brain, language, and cognition will also be highlighted (3 credits).

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 psycholinguistic and socio-linguistic research (*10 required field hours*). 3 credits

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 (*15 required field hours*). 3 credits

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 (*15 required field hours*). 3 credits

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).



COLLEGE OF
MOUNT SAINT VINCENT



[Home](#) / [Graduate](#) | [Adult](#) / [Graduate Programs](#) / [M.S. in Education](#) / [M.S. in TESOL](#) / [New York State Certification](#)

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.



COLLEGE OF
MOUNT SAINT VINCENT



[Home](#) / [Graduate](#) | [Adult / Graduate Programs](#) / [M.S. in Education](#) / [New York State Teacher Certification](#)

New York State Teacher Certification

Current Certifications available through the Department of Teacher Education programs:

- 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)



COLLEGE OF
MOUNT SAINT VINCENT



[Home](#) / [Graduate](#) | [Adult / Graduate Programs](#) / [M.S. in International Development and Service](#)

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.

Contact

(718) 405-3322
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Founders Hall 103



COLLEGE OF
MOUNT SAINT VINCENT



[Home](#) / [Graduate](#) | [Adult](#) / [Graduate Programs](#) / [M.S. in International Development and Service](#) / [Degree Requirements](#)

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)
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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



COLLEGE OF
MOUNT SAINT VINCENT



[Home](#) / [Graduate](#) | [Adult / Graduate Programs](#) / [M.S. in International Development and Service](#) / [Course Descriptions](#)

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.

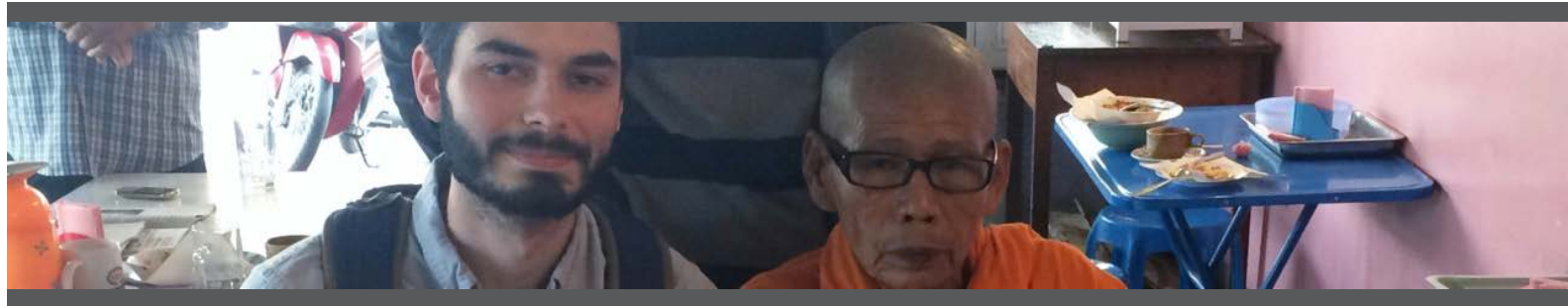
This course is designed to study the marketing strategies used by organizations in education, the arts, social services, libraries, and public services. Through case studies and practical examples the student will be introduced to the special needs of the nonprofit sector and the process for solving 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)



COLLEGE OF
MOUNT SAINT VINCENT



[Home](#) / [Graduate](#) | [Adult / Graduate Programs](#) / [Concurrent Degree in M.S. in International Development and Service and M.B.A.](#)

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

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) 405-3429

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Founders Hall 118



COLLEGE OF
MOUNT SAINT VINCENT



[Home](#) / [Graduate](#) | [Adult](#) / [Graduate Programs](#) / [M.S. in Nursing](#)

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) 405-3351

graduatenuing@mountsaintvincent.edu

Founders Hall 452

[8/24/2018]



COLLEGE OF
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[Home](#) / [Graduate](#) | [Adult / Graduate Programs](#) / [M.S. in Nursing](#) / [M.S. Family Nurse Practitioner Program](#)

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. This clinically-rich concentration gives students the knowledge and skills to advance their career and ultimately the profession itself.

The M.S. degree in Family Nurse Practitioner requires the

completion of 42 credits:

I. Nursing Core Courses 12 credits

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

**II. Nursing Support
Courses 9 credits**

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

**III. Family Nurse
Practitioner Courses 18 credits**

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



COLLEGE OF
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[Home](#) / [Graduate](#) | [Adult](#) / [Graduate Programs](#) / [M.S. in Nursing](#) / [Course Descriptions](#)

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-hour lecture) (3 credits).

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-hour lecture) (3 credits)

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-hour lecture) (3 credits).

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-hour lecture) (3 credits).

Pre- or Co-requisite: NURS 501

Nursing Administration Courses

NURS 609 NURSING ADMINISTRATION THEORY I

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

Prerequisites: Completion of Nursing and Business Core Courses

Co-requisites: NURS 610, 700

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 (1-hour seminar per week plus 150 practicum hours) (3 credits).

Co-requisites: NURS 609, 700

NURS 611 NURSING ADMINISTRATION THEORY II

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

Prerequisites: NURS 609, 610

Co-requisite: NURS 612

NURS 612 NURSING ADMINISTRATION: 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 in a managed care environment. Students explore concepts involved in organizing work and optimizing the effectiveness of organizations. Emphasis is placed on the role of the nurse administrator as consultant and change agent within health care organizations. The role of regulatory agencies in the delivery of nursing care is explored (1-hour seminar per week plus 150 practicum hours) (3 credits).

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).

Support Courses

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

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. Preceptored experiences assist the student in synthesizing the components of the health history and physical assessment. (2-hour lecture followed by 2-hour lab per week plus 75 practicum hours) (3 credits).

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-hour lecture) (3 credits).

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. A clinical fee will be charged upon registration (0 credits).

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-hour lecture) (3 credits).

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. (1-hour seminar per week plus 150 practicum hours) (3 credits).

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-hour lecture) (3 credits).

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 (1-hour seminar per week plus 150 practicum hours) (3 credits).

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-hour lecture) (3 credits).

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 caregivers. The seminar will focus on issues pertaining to the client population. This course is for FNP students only (1-hour seminar per week plus 60 practicum hours in pediatrics and 60 practicum hours in women's health) (3 credits).

Prerequisites: NURS 652, 653

Co-requisite: NURS 656

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.
Students must complete 3 credits of Master's Project Advisement (1-3 credits).

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).

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-hour lecture) (2 credits).

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-hour lecture) (3 credits).

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-hour lecture) (2 credits).

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 (1-hour lecture) (2 credits).

Prerequisites: NURS 661, 662

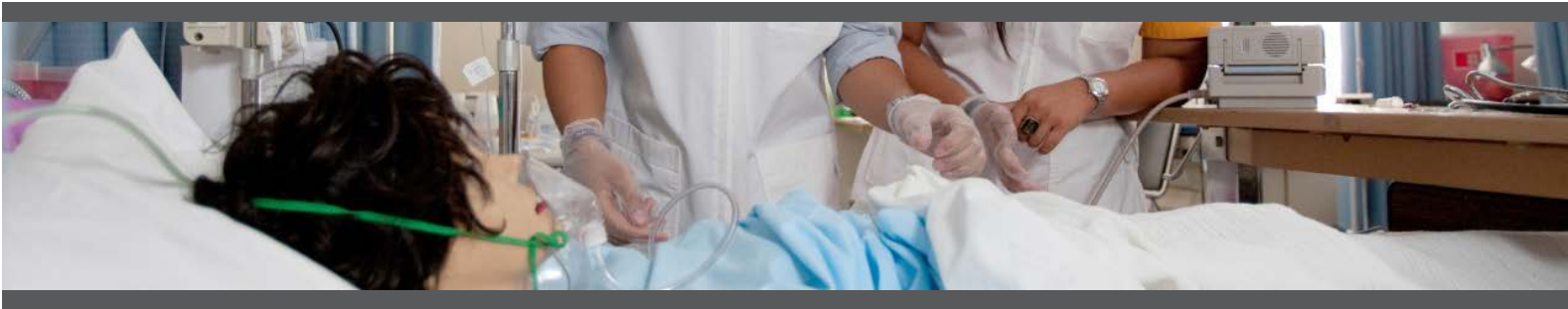
NURS 721 TEACHING PRACTICUM FOR THE NURSE EDUCATOR

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. (1-hour seminar per week plus 120 practicum hours) (3 credits).

Prerequisites: NURS 661, 661, 664, 665



COLLEGE OF
MOUNT SAINT VINCENT



[Home](#) / [Graduate](#) | [Adult](#) / [Undergraduate Programs](#) / [Accelerated Nursing](#)

Accelerated Nursing

Accelerated Nursing provides an exceptional opportunity for individuals looking to begin a new career in nursing. Individuals with bachelor's degrees from accredited colleges or universities in fields other than nursing can earn a nursing degree in a year and a half. Students can pursue Accelerated Nursing at the Riverdale campus or at the College's midtown Manhattan location.

Key benefits of the program include:

- Start the program in the fall and complete it in a year and a half
- Study five days per week with as many as 36 hours of weekly

class *and* clinical hours

- Gain the same rigorous nursing education enjoyed by students in our regular undergraduate program
- Study a curriculum that covers the full range of the profession, from health assessment and pathophysiology to maternity and leadership
- Study with highly qualified faculty who bring extensive professional nursing experience into the classroom
- Gain practical, real-world experience in clinicals—training at the patient’s bedside

Contact

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nursing@mountsaintvincent.edu

Founders Hall 452



COLLEGE OF
MOUNT SAINT VINCENT

[Home](#) / [Graduate](#) | [Adult](#) / [Undergraduate Programs](#) / [Accelerated Nursing](#) / [Degree Requirements](#) / [Degree Requirements \(Prior to Fall 2018\)](#)

Degree Requirements (Prior to Fall 2018)

Degree Requirements for Students Entering Prior to Fall 2018

The program requires completion of 65 credits:

Semester 1

NURS 109A	Professional Role	3 credits
NURS 119A	Health Promotion	3 credits
NURS 219A	Health Assessment	3 credits
NURS 229A	Concepts of Nursing	4 credits
BIOL 333A	Pathophysiology	3 credits
PSYC 3XXA	Lifespan	3 credits
	Total	19 credits

Semester 2

NURS 319A	Adult and Aging I	8 credits
NURS 329A	Adult and Aging II	8 credits
NURS 334A	Pharmacophysiology	3 credits
Total		19 credits

Semester 3

NURS 431A	Nursing Family I – Maternity	4 credits
NURS 433A	Nursing Family II – Pediatrics	4 credits
NURS 209A	Theory and Research	3 credits
BIOL XXXA	Bio-Genetics	3 credits
Total		14 credits

Semester 4

NURS 434A	Nursing Community I – Psych	3 credits
NURS 436A	Nursing Community II – Aggregate	3 credits
NURS 440A	Preceptorship	3 credits
NURS 409A	Leadership	3 credits
NURS 449A	Nursing Seminar	1 credit
Total		13 credits

In addition to ALL prerequisite and required science courses completed in the last 5 years of admission with grades of B or better from an outside institution the following criteria also applies:

- All College of Mount Saint Vincent science courses (prerequisite and required) should be within 5 years of admission and a grade of B or better for acceptance or waived eligibility.
- The ONLY nursing courses that can be waived are NURS 119A, NURS 109A, and NURS 209A with a grade of B or better and completed at the College of Mount Saint Vincent within 5 years of admission to the accelerated version of the Nursing program.



COLLEGE OF
MOUNT SAINT VINCENT



[Home](#) / [Graduate](#) | [Adult / Graduate](#) | [Adult Admission](#) / [Apply – Summer/Winter Special Sessions](#)

Apply – Summer/Winter Special Sessions

The College of Mount Saint Vincent welcomes undergraduate and graduate-level students who are interested in furthering their education by completing courses without pursuing a degree or being matriculated at the College.

Courses are offered during the [Summer Sessions](#) and the Winter Session through the Office for Professional and Graduate Studies. Traditional undergraduate students may enroll in these courses to make up credits, improve their overall GPA, or req

course when an F or a low grade was earned. Students may enroll in up to two courses during each of these special sessions. Enrollment in additional courses requires the written permission of the Dean of the College.

Who should apply for a Special Session?

- College graduates looking for prerequisite courses necessary for admission into post baccalaureate programs such as Accelerating Nursing, Medicine, Physical Therapy or Public Health.
- Undergraduate students who missed prerequisite courses and are looking to get back on track.
- Undergraduate students looking to advance with additional course work.
- Career changers who need refresher courses.
- Individuals interested in professional development or enrichment opportunities.
- High School students looking to gain college experience and credit.

What are the benefits of taking a Special Session?

- Summer courses are offered May through August and winter courses are offered in January.
- Tuition in the summer is lower than during the Fall and Spring semester.
- There are more opportunities for undergraduate students to live on campus during the summer session.
- In many cases, faculty are the same teachers who instruct during the traditional Fall and Spring semesters.

Contact

(718) 405-3322

gradstudies@mountsaintvincent.edu



COLLEGE OF
MOUNT SAINT VINCENT



[Home](#) / [Graduate](#) | [Adult](#) / [Professional Programs](#) / [Center for International Teacher Training](#)

Center for International Teacher Training

The School of Professional and Graduate Studies at the College of Mount Saint Vincent, through its Center for International Teacher Training, offers an intensive program for educators from abroad that provides the following:

- A blend of professional development experiences
- Graduate level coursework in urban and multicultural education
- Directed school visits linked to schools throughout the New

York metropolitan area

- A variety of cultural field trips

Program participants study on a full-time basis, work alongside experienced faculty members from the College, and engage in a wide variety of school learning walks at area public schools. These unique learning walks are arranged in cooperation with the schools themselves, the New York City Department of Education, the United Federation of Teachers, and the Council of School Supervisors and Administrators.

The College of Mount Saint Vincent has long been a provider of professional training and educational credentials for its graduates entering the teaching profession in schools throughout the New York metropolitan area. The College's relationships with area schools, school districts, professional teacher associations, and the City's educational agencies are rich and longstanding. Through these alliances, the School of Professional and Graduate Studies is proud to offer, through its Center for International Teacher Training, an opportunity for teachers from other countries to study the concepts, practices, institutions, policies, and learning strategies embedded within the educational systems of the United States, particularly of New York City.

In recent years, more than 500 teachers from Shenzhen City, China have participated in this Teacher Training Program. Sponsored by the Educational Bureau of Shenzhen and with the support of the government of the Peoples Republic of China, these teachers, headmasters, and educational researchers have attended classes, and visited schools throughout the five boroughs.

A Humanistic Learning Experience

The Mount has prepared for the Ministry of Public Health office in Thailand a short course on humanistic nursing inquiry and human-centered caring models. This three-week program emphasizes the process of reflection, self-discovery, and self-actualization within the context of ethically-grounded professional practice. Approximately 150 nurse educators and health care professionals have traveled from Thailand to Mount Saint Vincent's Riverdale campus to participate in the program in recent years.

Contact

(718) 405-3322

gradstudies@mountsaintvincent.edu



Graduate Academic Policies

[Home](#) / [Academics](#) / [Resources](#) / [Registrar](#) / [Graduate Academic Policies](#) / [Academic Grievance Procedure](#)

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 Undergraduate College if the student is an undergraduate and to the Dean of the Office of Professional and Graduate Studies if the student is a graduate studies student.

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 Undergraduate College if the student is an undergraduate or to the Dean of the Office of Professional and Graduate Studies if the student is a graduate studies student. When jurisdiction is in doubt, a student may notify and/or consult with either the Provost/Dean of the Faculty or the Vice-President for Student Affairs. Requests for grievance hearings 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 Undergraduate College or the Dean of the Office of Professional and Graduate Studies
- 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.



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.



[Home](#) / [Academics](#) / [Resources](#) / [Registrar](#) / [Graduate Academic Policies](#) / [Transfer Credit](#)

Transfer Credit

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

1. For credits previously earned either at the College of Mount Saint Vincent or at another institution: A course in a College of Mount Saint Vincent's Master's degree program may be waived if a course(s) previously taken is sufficiently similar to a course in the College of Mount Saint Vincent's graduate program.
2. Usually, a maximum of twelve graduate credits previously earned in a graduate program may be transferred into a College of Mount Saint Vincent graduate degree program, provided the course(s) are approved for transfer credit by the

Director of the graduate program as part of the admission process. For the Master's degree program in Urban and Multicultural Education, however, the maximum number of transferable graduate credits is six. For the Master's degree program in International Development and Service, the maximum number of transferable graduate credits is nine. No more than three of these credits can be applied during a single semester.

3. A specified number of graduate credits earned at the College of Mount Saint Vincent while a student is completing the requirements for a Bachelor's degree may also be applied toward a graduate degree, provided the specific courses are accepted by the Director of the graduate program upon admission.
4. Decisions on the transfer of credits into a graduate program under these rules require, in every case, the approval of the Director of the program on a course-by-course basis. The Director's review and determination will take into account such factors as course content, the time elapsed since the course was completed, the unique characteristics of the College of Mount Saint Vincent program, and the total number of credits to be completed at the College of Mount Saint Vincent.



Registration

Students are required to register for courses during the registration period specified for each term. Continuing students in good standing may register 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 in Urban and Multicultural Education do not follow the College's usual registration procedures. Instead, offsite students register for their classes by completing registration forms and making or arranging for payment of tuition and fees through the course instructor during the first class session of the semester.



[Home](#) / [Academics](#) / [Resources](#) / [Registrar](#) / [Graduate Academic Policies](#) / [Course Changes and Withdrawal Procedures](#)

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/Chairperson of the Graduate Program. Courses cannot be added after the second scheduled class session. Students who drop a course without adding a course are subject to the refund policy. There is a fee charged to students who drop a course after classes begin.

Withdrawal from a Course

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



Grades and Transcripts

Grades

The College's grade scale:

A	Excellent	4.0		D+	Unacceptable	1.33
A-		3.67		D	Unacceptable	1.0
B+	Very Good	3.33		D-	Unacceptable	0.6
B	Minimum Grade Expected of a Graduate Student	3.00		P	Passing	0
B-	Passing, but below level expected of a Graduate Student	2.67		NC	No Credit	0

C+		2.33		IP	In-Progress	0
C		2.0		I	Incomplete	0
C-	Unacceptable	1.67		W	Withdrew/Permission	0

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

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

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 are viewable online only by those students whose financial accounts have been settled. Students can print out copies of the grade reports.

Transcripts

Official and unofficial transcripts should be requested from the [Office of the Registrar](#), either in person or by mail. The Office of the Registrar cannot comply with telephone requests. All obligations to the College must be fulfilled before transcripts will be issued. Visit the [Transcripts](#) for transcript requests.



[Home](#) / [Academics](#) / [Resources](#) / [Registrar](#) / [Graduate Academic Policies](#) / [Master's Degree Requirements](#)

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 Chair/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.



COLLEGE OF
MOUNT SAINT VINCENT

[Home](#) / [Academics](#) / [Resources](#) / [Registrar](#) / [Graduate Academic Policies](#) / [Academic Standing](#)

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.



COLLEGE OF
MOUNT SAINT VINCENT

[Home](#) / [Academics](#) / [Resources](#) / [Registrar](#) / [Graduate Academic Policies](#) / [Academic Honesty](#)

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.



COLLEGE OF
MOUNT SAINT VINCENT

[Home](#) / [Academics](#) / [Resources](#) / [Registrar](#) / [Graduate Academic Policies](#) / [Gainful Employment Information](#)

Gainful Employment Information

Introduction to Gainful Employment

In 2010, the U.S. Department of Education (“Department” or “DOE”) proposed a host of new regulations for higher education program integrity and student aid (“Program Integrity Rules”) intended to curb perceived abuses of taxpayer money and protect unwary students.

The publication of these rules followed a contentious round of negotiated rule-making—during which the Federal Government consulted with constituents to draft or revise new rules—held by the Department from late 2009 to early 2010. Since their publication, the Program Integrity Rules have generated unprecedented public comment and have elicited a lawsuit from the Association of Private Sector Colleges and Universities seeking to block portions of the regulations. Despite the

controversy, however, all but one of the Program Integrity Rules were finalized in the fall of 2010, and colleges and universities must comply with the new requirements beginning July 1, 2011.

There are fourteen areas of program integrity addressed by the Department's new regulations. Outlined below are the five rules with greatest significance for NACUA's public and nonprofit institutional members: (1) credit hours; (2) gainful employment; (3) incentive compensation; (4) misrepresentation; and (5) state authorization. Additional resources on the Program Integrity Rules are available on NACUA's website, www.nacua.org.

Gainful Employment Requirements

Background and Purpose

In order to be eligible for funding under Title IV of the HEA, an educational program must lead to a degree (associate, bachelor's, graduate, or professional) or prepare students for "gainful employment in a recognized occupation." In addition, virtually all programs—degree and non-degree—offered by proprietary institutions must prepare students for "gainful employment in a recognized occupation." Collectively, these programs are referred to as "GE Programs." More than 5,000 out of approximately 6,000 institutions participating in Title IV programs have GE Programs.

Concerned about schools that provide no value for the money, the Department of Education in the summer of 2010 proposed new regulations which would define "gainful employment" for the first time and require schools to publicize information about programs required to lead to gainful employment. These gainful employment regulations have been the subject of a long discussion and enormous amount of public comment that has caused significant delays in the rules' release.

The first set of final gainful employment regulations was published on October 29, 2011 and establishes reporting and disclosure requirements for current programs, as well as the need for prior Department approval of new programs (see First Set of Gainful Employment Regulations below—Reporting, Disclosures, and New Program Approvals below).

Eligibility and Impact

For both domestic and foreign public and nonprofit institutions, Gainful Employment Programs include the following:

1. Non-degree programs, including all certificate programs that last one or more academic years. These include undergraduate, post-baccalaureate, graduate, and postgraduate certificate programs, but do not include certificates received as part of a degree program.
2. Teacher certification programs that result in a certificate awarded by the institution.
3. Approved "Comprehensive Transition Programs" for students with intellectual disabilities.

For both domestic and foreign public and nonprofit institutions, the following are not considered GE Programs:

1. Programs that lead to a degree, including associate's, bachelor's, graduate, and professional degrees.
2. Programs that are at least two years in length that are fully transferable to a bachelor's degree program.
3. Teacher certificate programs where the institution provides a collection of coursework necessary for the student to receive a state professional teaching credential or certification.
4. Preparatory courses of study that provide coursework necessary for enrollment in an eligible program.

Disclosure Requirements for Current Gainful Employment Programs

Institutions must also disclose certain information about each of their GE programs to prospective students, including promotional materials available to prospective students and on institutional websites. These disclosures must begin no later than July 1, 2011.

1. The name and U.S. Department of Labor's Standard Occupational Classification (SOC) code of the occupations that the program prepares students to enter, along with links to occupational profiles on the U.S. Department of Labor's O*NET Website or its successor site (note that if the number of

occupations exceeds ten, the institution may provide web links to a representative sample);

2. The on-time graduation rate for students completing the program;
3. The tuition and fees the institution charges a student for completing the program in normal time;
4. The typical costs for books and supplies (unless included as part of tuition and fees) and the cost of room and board, if applicable;
5. The job placement rate for students completing the program;
6. The median loan debt incurred by students who completed the program (separately by Title IV loans and by other educational debt to include both private educational loans and institutional financing), as provided by the Department.

Post-Masters Certificate in Nursing – Nurse Educator

College OEPID: 002703

CIP Code: 51.3817

Program Cost

Tuition and Fees (estimated for the entire program)	\$6,750
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Books and Supplies (estimated for the entire program)	\$750
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On Campus Room and Board	On Campus Housing is not available for students in this program.
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General Tuition and Fees	Visit the Graduate Tuition and Fees page
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Program Length and Completion Rate

Normal Time of Completion	3 Semesters
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Number of Graduates	3
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Number of Graduates with Normal Time	N/A
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Completion Rate	100%
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Occupations Related to this Program and Placement Rate	25-1171.00 – Nurse Practitioners
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Placement Rate	100%
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Median Debt at Program Completion

Graduates with Student Loan Debt	*N/A
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Median Cumulative Student Loan Debt at Program Completion	*N/A
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Median Federal Student Loan Debt	*N/A
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Median Private Loan Debt	*N/A
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Median Institutional Financing Plan Debt	*N/A
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**Since the number of students who completed the Gainful Employment Program during the award year is less than ten (10), for privacy reasons, the College may not disclose information regarding the median debt at Program Completion to the public.*

Post-Masters Certificate in Nursing – Family Nurse Practitioner

College OEPID: 002703

CIP Code: 51.3805

Program Cost

Tuition and Fees (estimated for the entire program)	\$18,225
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Books and Supplies (estimated for the entire program)	\$1,250
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On Campus Room and Board	On Campus Housing is not available for students in this program
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General Tuition and Fees	Visit the Graduate Tuition and Fees page
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Program Length and Completion Rate

Normal Time of Completion	5 Semesters
Number of Graduates	1
Number of Graduates with Normal Time	N/A
Completion Rate	100%
Occupations Related to this Program and Placement Rate	25-1171.00 – Nurse Practitioners
Placement Rate	100%
Median Debt at Program Completion	
Graduates with Student Loan Debt	*N/A
Median Cumulative Student Loan Debt at Program Completion	*N/A
Median Federal Student Loan Debt	*N/A
Median Private Loan Debt	*N/A
Median Institutional Financing Plan Debt	*N/A

**Since the number of students who completed the Gainful Employment Program during the award year is less than ten (10), for privacy reasons, the College may not disclose information regarding the median debt at Program Completion to the public.*

Post-Masters Certificate in Nursing – Adult Nurse Practitioner

College OEPID: 002703

CIP Code: 51.3803

Program Cost

Tuition and Fees (estimated for the entire program)	\$16,200
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Books and Supplies (estimated for the entire program)	\$1,250
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On Campus Housing is not

On Campus Room and Board	available for students in this program
General Tuition and Fees	Visit the Graduate Tuition and Fees page

Program Length and Completion Rate

Normal Time of Completion	5 Semesters
Number of Graduates	0
Number of Graduates with Normal Time	N/A
Completion Rate	N/A

Occupations Related to this Program and Placement Rate

	25-1171.00 – Nurse Practitioners
Placement Rate	100%

Median Debt at Program Completion

Graduates with Student Loan Debt	*N/A
Median Cumulative Student Loan Debt at Program Completion	*N/A
Median Federal Student Loan Debt	*N/A
Median Private Loan Debt	*N/A
Median Institutional Financing Plan Debt	*N/A