

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

(718) 405-3322

gradstudies@mountsaintvincent.edu

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The DePaul MBA @ College of Mount Saint Vincent

A reimagined education. A sharp focus on you and your success.

The DePaul MBA @ College of Mount Saint Vincent program with a concentration in management will prepare students for positions in a variety of roles in the business world. The DePaul MBA is a nationally known business graduate program dedicated to developing the real-world business sense you need to take your leadership capabilities to the next level.

The program will provide you with a transformational learning experience that develops the leadership skills you need to face the business challenges of tomorrow. Through hands-on learning, we'll challenge your business perspectives. You'll see that we don't just talk about networking—we help build your network. And we don't just expose you to the theories of business thought leaders, we connect you with them. Here, it's our business to build your future. In the program, you'll focus on self-awareness, leadership development, teamwork, project management and managing others. Apply today and learn new ways to analyze the use of data to inform managerial decision-making and how to inspire others and drive results in the real world.

Program Benefits

- Learn in small classes—participate in vibrant discussions and build relationships with your classmates and professors
- Expand your network—join a strong network of more than 65,000 DePaul business alumni and interact with peers in Chicago, home to 400

major corporate headquarters, including 30+ of the Fortune 500.

- Even better, the Mount's location in New York City ensures you'll have ready access to internship opportunities and the most coveted companies in the world. That means you'll have endless opportunities to explore your interests and transfer theory into practice. You'll gain invaluable professional experience, build your resume, and connect with the people who will become mentors, job references, and future employers.

[Take the next step and learn more about The DePaul MBA @ College of Mount Saint Vincent.](#)

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The DePaul MBA at College of Mount Saint Vincent Faculty

The DePaul MBA at College of Mount Saint Vincent is taught by DePaul University faculty who are thought-leaders, experienced practitioners, and consultants.

Dr. [Rajkumar Kempaiah](#), Associate Professor of Business and Economics at Mount Saint Vincent serves in the program as the director of Mount Saint Vincent's graduate business education program.

[Faculty](#)

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The DePaul MBA at College of Mount Saint Vincent Format

The DePaul MBA at College of Mount Saint Vincent program consists of sixteen (16) courses to be completed over approximately two years.

- The Program is offered in a cohort model, with students beginning and completing their course of study with their fellow cohort members
- The Program is delivered online
- Students will engage in intensive, non-credit bearing, and co-curricular face-to-face meetings, one day per quarter at Mount Saint Vincent's Queens location in Long Island City (37-02 Queens Blvd., Long Island City, N.Y. 11101)

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The DePaul MBA at College of Mount Saint Vincent Residencies

Throughout the program, you will attend a quarterly residency. These three-hour sessions are designed to enhance your learning and development as a professional. You and your colleagues will take a deep dive into an immersive and practical experience focused building professional skills in areas such as professional networking, career readiness and management, personal branding, starting your own business, personal finance management, job negotiations and leadership.

Residencies will take place on the following dates from 9:00 a.m. to 12:00 p.m. at Mount Saint Vincent's Queens location at 37-02 Queens Blvd., Long Island City, N.Y. 11101.

- Winter 2021 – January 9
- Spring 2021 – April 3
- Summer 2021 – June 19
- Fall 2021 – September 18
- Winter 2022 – January 8
- Spring 2022 – April 2
- Summer 2022 – June 18
- Fall 2022 – September 10

The DePaul MBA at College of Mount Saint Vincent Course Descriptions

ACC 502 FINANCIAL ACCOUNTING FOR MANAGERIAL DECISION MAKING

This course introduces accounting fundamentals, with an emphasis on the interpretation and use of financial statements. Specifically, the class focuses on how financial statements reflect a firm's major economic events, and many class examples are based on real-world financial statements. By the end of the course, students will be able to understand and use basic internal and external financial information.

ECON 502 ANALYSIS OF BUSINESS CONDITIONS

This survey course in macroeconomics will cover the nature of macroeconomic activity including the component parts of aggregate expenditures and the nature of key indicators of the economy's performance. The roles of fiscal and monetary policy makers will be examined as well as the structure of the central bank.

ECON 555 MANAGERIAL ECONOMICS

This course focuses on the application of microeconomic principles to managerial decision making. These principles include the theories of consumer choice, production and cost as they relate to decisions made by firms and households under various industry configurations. Specific topics are consumer and market demand; elasticities; production theory; cost structure; profit maximization; market impacts of government interventions; externalities; and the effect of market structure on firm decisions on pricing, output and profit.

FIN 555 FINANCIAL MANAGEMENT

This course provides an introduction to concepts and techniques required to analyze and implement optimal financial decisions by firms and serves as the core course in the graduate finance curriculum. The course focuses on the effect of time and uncertainty on investment and financing decisions. It develops a framework for corporate financial decision-making. Topics covered include basic discounting techniques, stock and bond valuation, capital budgeting, portfolio theory, asset pricing, and capital structure. The course uses several case studies to illustrate the application of finance theory to practical problems.

GSB 519 BUSINESS ANALYTICS TOOLS

This course provides foundational quantitative analytical skills required to understand and solve organizational problems. The course emphasizes a problem-oriented approach utilizing software applications primarily in Excel for

data analyses. The topics covered in the course include relevant mathematical concepts such as algebra and probability theory/application as well as a strong focus on fundamental statistical tools such as hypothesis testing, regression analysis and forecasting.

GSB 525 BUSINESS INNOVATION AND DESIGN

This course explores the role of innovation in organizations with an overarching structure of two key components of innovation in organizations: people and process. A Design Thinking process centers the course and includes theory and process related to problem identification, ideation, and development of innovative solutions. The course format is largely experiential, with a focus on group and individual projects, exercises and techniques through which students will experience the innovation process. The course also explores the realities of innovation in order to provide a useful and pragmatic view.

GSB 599 STRATEGIC MANAGEMENT CAPSTONE

This capstone course challenges students to apply their general knowledge of business toward creating global competitive business strategies. The course content emphasizes identifying strategic alternatives, developing corporate and business strategies, and understanding the role of functional activities and organizational processes from a strategic viewpoint. Experiential learning is the primary mode of learning as students acquire the skills to make strategic decisions as part of a management team.

MGT 500 LEADING EFFECTIVE AND ETHICAL ORGANIZATIONS

This course examines how leaders engage individuals, teams and organizations in ways that are both ethical and effective. Students utilize feedback from a developmental, behaviorally-based simulation that assess their managerial and interpersonal skills. Individual development plans are created and relevant skills developed throughout the course. Skill development domains include perception, attribution, motivation, learning leadership, communication, team development, organizational culture, decision-making, power and politics all through the lens of business ethics.

MGT 504 FUNDAMENTALS OF OPERATIONS MANAGEMENT

Fundamental Operations Management provides an introduction to the basic and pragmatic issues faced by operations managers. Major practices in operations management, such as operations strategy selection, process improvement, inventory management, project management, and quality issues are covered to help students understand the role of operations management in an organization and between organizations (supply chain). More specifically, the course educates students in strategic thinking (operations strategy selection, supply chain management), doing (inventory management, project management, quality management), and feeling (ethical issues in cross-border supply chains, lean production, continuous improvement).

MGT 555 HUMAN CAPITAL STRATEGY AND SCIENCE

Taught from the perspective of the managerial role, this course emphasizes the links between business strategy rigorous high performance work practices, and competitive advantage. Analytics of human capital effectiveness are explored throughout all core topics including talent acquisition, talent management, talent development, total rewards, employee and career development.

MKT 555 MARKETING MANAGEMENT

Students are provided with an overview of the marketing process for consumer-oriented firms. Focus is placed on decision-making that aligns a firm's market offerings with the wants and needs of targeted segments of customers within a continuously changing environment. Written cases/projects are part of the course assignment.

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The DePaul MBA at College of Mount Saint Vincent Curriculum

Requirements

The DePaul MBA at College of Mount Saint Vincent program requires completing sixteen courses. In addition to the eleven core course requirements below, students must select five courses/electives to specialize in a business area of their choice.

ACCT 502	Financial Accounting for Managerial Decision Making
ECON 502	Analysis of Business Conditions
ECON 555	Managerial Economics
FIN 555	Financial Management
GSB 519	Business Analytics Tools
GSB 525	Business Innovation and Design
GSB 599	Strategic Management Capstone
MGT 500	Leading Effective and Ethical Organizations
MGT 504	Fundamentals of Operations Management
MGT 555	Human Capital Strategy and Science
MKT 555	Marketing Management



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M.S. in Education

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



Advance Your Teaching Career at the Mount

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02:10



Our M.S. degree programs—Adolescent Education and Special Education (Dual Certification Grades 7-12), Childhood Education and Special Education (Dual Certification Grades 1-6), Childhood Education and TESOL (Dual Certification), and TESOL—offer values-centered curricula and real-world experience. Students learn how to create a productive learning environment

for a diverse range of educational settings and students, and develop the specialized knowledge to effectively teach different student populations while having a significant impact on students' lives.

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

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

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

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

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

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

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

instructional responsibilities as assigned.

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

Sample Program

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

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

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

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

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Degree Requirements

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

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

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

Additionally, students will select courses from the following:

- EDUC 502 Foundations in Urban and Multicultural Education
- EDUC 506 Language, Cognitive Development, and Cultural Diversity
- EDUC 515 Practicum in Adolescent Education
- EDUC 526 Student Teaching in Adolescent Education
- EDUC 527 Classroom Management and Social Skills Instruction

EDUC 602	Research for Classroom Teachers
EDUC 620	Teaching Literacy in Inclusive Middle and High School Classrooms
EDUC 702	Education and Development of the Middle School Learner
EDUC 712	Strategies for Inclusion
EDUC 714	Practicum in Assessment and Instruction of Special Learners
EDUC 716	Life Span Special Education
EDUC 728	Teaching Across the Content Areas: Pedagogy in English Language Arts and Social Studies
EDUC 729	Teaching Across the Content Areas: Pedagogy in Mathematics and Science
EDUC 751	Student Teaching in Special Education

Sample Program

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

First Term – Summer 1

EDUC Care Summer Institute Term: June-July

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

Second Term – Fall 1

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

EDUC 510 Teaching English in Middle and Secondary School	(3 credits)
EDUC 511 Teaching Social Studies in Middle and Secondary School	(3 credits)
EDUC 512 Teaching Mathematics in Middle and Secondary School	(3 credits)
EDUC 514 Teaching Science in Middle and Secondary School	(3 credits)
EDUC 515 Practicum in Adolescent Education	(3 credits)

EDUC 620 Teaching Literacy in Inclusive Middle and High School Classrooms	(3 credits)
EDUC 714 Practicum in Assessment and Instruction of Special Learners	(3 credits)
Violence Prevention and Intervention Workshop	(0 credits)
EAS Certification Exam to be completed by December 1	
TOTAL	(12 credits)

Third Term – Spring 1

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

Fourth Term – Summer 2

EDUC Care Summer Institute Term: June-July

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

Total Credits for Graduation – 45

Grades

All courses in the education program are evaluated with letter grades. Graduate students must maintain a cumulative GPA of 3.0 and obtain a B or higher in each course. The pass/fail distinction is used only with the final comprehensive exam.

Exit Requirements

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

Exit Criteria and Certification

A student who successfully completes all academic and professional requirements will be recommended by the Teacher Education Department for initial/professional New York State certification in appropriate content area grades 7-12 and special education grades 7-12. Academic requirements include completion of all courses with the prescribed grades and grade point average. Professional requirements include demonstration of affective behaviors appropriate to the profession.

Workshop Requirements

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

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

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

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New York State Certification

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

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

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

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



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Course Descriptions

(Schedule of course offerings subject to change)

EDUC 502 FOUNDATIONS IN URBAN AND MULTICULTURAL EDUCATION

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

EDUC 506 LANGUAGE, COGNITIVE DEVELOPMENT, AND CULTURAL DIVERSITY

This course examines cognitive development and language acquisition across cultures. Through the supplemental use of various technologies the course focuses on issues of bilingualism and dialectal difference and their relationship to language development. The course explores language diversity as it relates to classroom instruction (3 credits).

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

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

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

EDUC 515 PRACTICUM IN ADOLESCENT EDUCATION

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

EDUC 526 STUDENT TEACHING IN ADOLESCENT EDUCATION

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

EDUC 527 BEHAVIOR MANAGEMENT AND SOCIAL SKILLS INSTRUCTION

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

EDUC 602 RESEARCH FOR CLASSROOM TEACHERS

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

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

EDUC 620 TEACHING LITERACY IN INCLUSIVE MIDDLE AND HIGH SCHOOL CLASSROOMS

Teaching Literacy in the Inclusive Secondary Classroom examines literacy as part of the total communication process within the secondary classroom. This course is designed to assist students in understanding the language and literacy process as it applies to teaching in the middle and high schools. Particular attention is paid to reading and writing in the content areas and

instructional strategies to support students' literacy development. The course will focus on ways in which reading, writing, speaking, and listening are developed and used within the learning of discipline specific curriculum including adaptations for culturally diverse and exceptional learners. The course develops connections between knowledge of the literacy process, using language to support learning, and effective instruction incorporating reading and writing.

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

EDUC 702 EDUCATION AND DEVELOPMENT OF THE MIDDLE SCHOOL LEARNER

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

EDUC 712 STRATEGIES FOR INCLUSION OF SPECIAL LEARNERS

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

fundamental elements of behavior change and specific behavior change procedures in order to facilitate students' access to the general education curriculum. (3 credits)

EDUC 714 PRACTICUM IN ASSESSMENT AND INSTRUCTION OF SPECIAL LEARNERS

This course is designed to provide candidates with information on standardized and informal assessment procedures and materials and on research-based effective strategies for teaching students with mild to moderate learning and behavior problems. Emphasis is on assessment in literacy and mathematics and appropriate use of instructional technologies including assistive technology. Focus will also be on those strategies of differentiated instruction that can be effectively implemented or modified within the general education program. Candidates will learn a variety of methods for the identification and assessment of academic and social-behavioral problems; behavioral assessment; analysis of the outcomes of instruction/interventions; descriptive, preference and skill assessments; including the use of practical behaviorally-based assessment tools such as checklists, rating scales, structured observation tools, and curricular behavioral assessments (e.g., criterion-referenced assessment). (3 credits)
Students will complete a fifty hour field experience.

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

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

Office of Special Education and Rehabilitative Services May 2017 document entitled “A Transition Guide To Postsecondary Education and Employment for Students and Youth with Disabilities).” (3 credits)

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

This course introduces teacher education candidates to the strategies and techniques of how to effectively teach subject content in ELA and social studies to diverse student populations. The goal of the course is to equip teacher education candidates with the skills and knowledge to help adolescents with disabilities achieve their intellectual and vocational “potential” (3 credits).

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

This course introduces teacher education candidates to the strategies and techniques of how to effectively teach subject content in math and science to diverse student populations. The goal of the course is to equip teacher education candidates with the skills and knowledge to help adolescents with disabilities achieve their intellectual and vocational “potential” (3 credits).

EDUC 751 STUDENT TEACHING IN SPECIAL EDUCATION

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

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

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

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

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

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

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

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

Sample Program

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

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

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

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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Degree Requirements

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

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

Sample Program

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

First Term – Summer 1

EDUC Care Summer Institute Term: June-July

EDUC 502 Foundation of Urban and Multicultural Education (3 credits)

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

Second Term – Fall 1

EDUC 523 Practicum in Childhood	(3 credits)
EDUC 524 Teaching Social Studies and Science in Inclusive Settings	(3 credits)
EDUC 536 Teaching Literacy in Inclusive Elementary Classroom	(3 credits)
EDUC 714 Practicum in Assessment and Instruction of Special Learners	(3 credits)
Violence Prevention and Intervention Workshop	(0 credits)
EAS Certification Exam to be completed by December 1	
TOTAL	(12 credits)

Third Term – Spring 1

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

Fourth Term – Summer 2

EDUC Care Summer Institute Term: June-July

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

Total Credits for Graduation – 45

Grades

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

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

Exit Requirements

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

Exit Criteria and Certification

A student who successfully completes all academic and professional requirements will be recommended by the Teacher Education Department for initial/professional New York State certification in childhood education grades 1-6 and special education grades 1-6. Academic requirements include completion of all courses with the prescribed grades and grade point average. Professional requirements include demonstration of effective behaviors appropriate to the profession.

Workshop Requirements

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

- Child Abuse Identification
- Violence Prevention
- DASA

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

New York State Certification

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

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

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

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Course Descriptions

EDUC 502 FOUNDATIONS IN URBAN AND MULTICULTURAL EDUCATION

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

EDUC 506 LANGUAGE, COGNITIVE DEVELOPMENT, AND CULTURAL DIVERSITY

This course examines cognitive development and language acquisition across cultures. Through the supplemental use of various technologies the course focuses on issues of bilingualism and dialectal difference and their relationship to language development. The course explores language diversity as it relates to classroom instruction (3 credits).

EDUC 513 PSYCHOLOGY OF TEACHING AND LEARNING

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

Three lecture hours

EDUC 522 TEACHING MATHEMATICS IN INCLUSIVE SETTINGS

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

Three lecture hours

EDUC 523 PRACTICUM IN CHILDHOOD EDUCATION

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

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

Students will complete a field experience consisting of 100 hours.

EDUC 524 TEACHING SOCIAL STUDIES AND SCIENCE IN INCLUSIVE SETTINGS

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

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

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

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

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

EDUC 527 BEHAVIOR MANAGEMENT AND SOCIAL SKILLS INSTRUCTION

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

EDUC 530 STUDENT TEACHING CHILDHOOD EDUCATION

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

Field experience—four mornings, one full day/week

EDUC 536 TEACHING LITERACY IN THE INCLUSIVE ELEMENTARY

CLASSROOM

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

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

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

EDUC 602 RESEARCH FOR CLASSROOM TEACHERS

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

This course has two basic goals: To expose students to the principles of basic behavior analytic research methodology and to have students plan and design a research proposal. Emphasis is placed on the role of research for the teacher of students with developmental disabilities. It is expected that candidates striving to be professionals in the special education field will

acquire the knowledge and skills necessary to distinguish between legitimate claims of intervention efficacy and to draw conclusions of research findings in accordance with the Professional and Ethical Compliance Code for Behavior Analysts. (3 credits)

EDUC 628 ASSESSMENT AND REMEDIATION OF LITERACY DISABILITIES

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

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

EDUC 712 STRATEGIES FOR INCLUSION OF SPECIAL LEARNERS

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

EDUC 714 PRACTICUM IN ASSESSMENT AND INSTRUCTION OF SPECIAL LEARNERS

This course is designed to provide candidates with information on standardized and informal assessment procedures and materials and on research-based effective strategies for teaching students with mild to moderate learning and behavior problems. Emphasis is on assessment in literacy and mathematics and appropriate use of instructional technologies including assistive technology. Focus will also be on those strategies of differentiated instruction that can be effectively implemented or modified within the general education program. Candidates will learn a variety of methods for the identification and assessment of academic and social-behavioral problems; behavioral assessment; analysis of the outcomes of instruction/interventions; descriptive, preference and skill assessments; including the use of practical behaviorally-based assessment tools such as

checklists, rating scales, structured observation tools, and curricular behavioral assessments (e.g., criterion-referenced assessment). (3 credits)
Students will complete a fifty hour field experience.

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

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

EDUC 760 STUDENT TEACHING SPECIAL EDUCATION

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

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



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

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

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

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

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

Sample Program

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

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

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

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Degree Requirements

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

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

Sample Program

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

First Term – Summer 1

June-August

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

Second Term – Fall 1

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

Third Term – Spring 1

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

Fourth Term – Summer 2

June-August

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

Total Credits for Graduation – 45

Grades

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

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

Exit Requirements

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

Exit Criteria and Certification

A student who successfully completes all academic and professional requirements will be recommended by the Teacher Education Department for initial/professional New York State certification in childhood education grades 1-6 and ESOL Pre-K-12. Academic requirements include completion of all courses with the prescribed grades and grade point average. Professional requirements include demonstration of effective behaviors appropriate to the profession.

Workshop Requirements

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

- Child Abuse Identification
- Violence Prevention
- DASA



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New York State Certification

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

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

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

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Course Descriptions

(Schedule of course offerings subject to change)

EDUC 502 FOUNDATIONS OF URBAN AND MULTICULTURAL EDUCATION

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

EDUC 506 LANGUAGE, COGNITIVE DEVELOPMENT, AND CULTURAL DIVERSITY

This course examines cognitive development and language acquisition across cultures. Through the supplemental use of various technologies the course focuses on issues of bilingualism and dialectical difference and their relationship to language development. Additionally, the course explores language diversity and multimodal literacies as it relates to classroom instruction. (3 credits)

EDUC 507 LINGUISTIC ANALYSIS

This course examines the components of language in order to define the nature of language and the human mind. Questions regarding the origin of language will be examined. The universal nature of language will also be explored. An introduction to general linguistic notions will be presented in this

course. Foci include phonology, morphology, syntax, semantics, pragmatics, and language variations across time and space. (3 credits)

10 required field hours

EDUC 508 STRUCTURE OF AMERICAN ENGLISH

In this course, we will examine English grammar from a theoretical point of view and discuss how the different constructions that we study can be taught formally and informally in the ESL classroom. Although English-language learners have not acquired English as a first language, they have access to Universal Grammar which programs human beings to understand what is possible with all languages. Hence, the knowledge that we all possess subconsciously facilitates the learning of a second language when brought to conscious awareness. Prescriptive language versus descriptive language will be examined throughout the course in light of structures to be studied, especially with respect to how they manifest themselves in everyday usage. (3 credits)

EDUC 513 PSYCHOLOGY OF TEACHING AND LEARNING

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

EDUC 523 PRACTICUM IN CHILDHOOD EDUCATION

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

100 required field hours

EDUC 526 TEACHING LITERACY IN INCLUSIVE SETTINGS

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

EDUC 530 STUDENT TEACHING IN CHILDHOOD EDUCATION

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

260 required field hours

EDUC 600 METHODS IN TEACHING MATHEMATICS AND SCIENCE IN INCLUSIVE SETTINGS

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

EDUC 712 STRATEGIES FOR INCLUSION OF SPECIAL LEARNERS

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

fundamental elements of behavior change and specific behavior change procedures in order to facilitate students' access to the general education curriculum. (3 credits)

EDUC 722 TEACHING ENGLISH AS A SECOND LANGUAGE I

This course will present an overview of the nature of the second language acquisition process with emphasis on teaching and learning. Areas that will be addressed include: second language acquisition, socio-linguistic and psycho-linguistic factors in learning a second language, second language proficiency, characteristics of L2 learners, ESL programs, instructional approaches and strategies, and instructional resources for ESL teachers. (3 credits)

10 required field hours

EDUC 725 TEACHING ACROSS CONTENT AREAS: METHODS OF TESOL

This course develops the skills and knowledge necessary to teach science, mathematics and social studies to English Language Learners. Students will link the teaching of language, content and development of strategic competence. Activities will require students to connect content area instruction to the New York State Learning Standards. (3 credits)

15 required field hours

EDUC 726 ASSESSMENT IN LITERACY AND ESL

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

Required field hours for dual certificate-seeking students

Field Experience

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

Each practicum requires the completion of the equivalent of 10 school days in a supervised school setting together with seminar meetings. The seminar meetings for each practicum will consist of bi-monthly meetings totaling fourteen hours. During the seminar, students will have multiple opportunities to connect theory and practice. Drawing on their teaching experiences, they will discuss the learning processes of English Language Learners as well as their own development as teachers of English Language Learners. (3 credits)

EDUC 751 SUPERVISED PRACTICUM IN TESOL: 7-12

Each practicum requires the completion of the equivalent of 10 school days in a supervised school setting together with seminar meetings. The seminar meetings for each practicum will consist of bi-monthly meetings totaling fourteen hours. During the seminar, students will have multiple opportunities to connect theory and practice. Drawing on their teaching experiences, they will discuss the learning processes of English Language Learners as well as their own development as teachers of English Language Learners. (3 credits)

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M.S. in TESOL

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

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

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

Contact

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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

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

Grades

All courses in the education program are evaluated with letter grades. The pass/fail distinction is use only with the final comprehensive exam. It is expected that students achieve a minimum grade of B in each practicum experience.

Exit Requirements

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

New Workshop Requirement

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

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New York State Certification

NYS Certification for M.S. in TESOL

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

Students who successfully complete this graduate program in TESOL will:

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

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



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Course Descriptions

Required Courses

(Schedule of course offerings subject to change)

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

UFT Cohort

A. Required Courses Offered Only On Campus

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

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

B. Required Courses Off Site

The following courses must be taken off site:

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

- EDUC 508 Structure of American English
- EDUC 722 Teaching English as a Second Language I
- EDUC 726 Assessment in English as a Second Language

Rockland Cohort

A. Required Courses Offered Only On Campus

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

- EDUC 504 Cross-Cultural Communication
- EDUC 506 Language, Cognitive Development and Cultural Diversity
- EDUC 726 Assessment in English as a Second Language
- EDUC 750 Supervised Practicum in TESOL: Pre-K-6
- EDUC 751 Supervised Practicum in TESOL: 7-12

B. Required Courses Off Site

The following courses must be taken off site:

- EDUC 507 Linguistic Analysis
- EDUC 508 Structure of American English
- EDUC 605 Curriculum & Materials in TESOL
- EDUC 722 Teaching English as a Second Language I
- EDUC 725 Teaching Across Content Areas: Methods of TESOL Grades Pre-K-12

Pedagogical Core Courses

EDUC 504 CROSS-CULTURAL COMMUNICATION

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

EDUC 506 LANGUAGE, COGNITIVE DEVELOPMENT, AND CULTURAL DIVERSITY

This course examines cognitive development and language acquisition across cultures. Through the supplemental use of various technologies, the course focuses on issues of bilingualism and dialectal difference and their relationship to language development. This course explores language diversity as it relates to classroom instruction (3 credits).

EDUC 507 LINGUISTIC ANALYSIS

This course examines the components of language in order to define the nature of language and the human mind. Questions regarding the origin of language will be examined. The universal nature of language will also be explored.

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

10 required field hours

EDUC 508 STRUCTURE OF AMERICAN ENGLISH

This course will examine English grammar from a theoretical point of view and discuss how the different constructions that we study can be taught formally and informally in the ESL classroom. Although English-language learners have not *acquired* English as a first language, they have access to Universal Grammar which programs human beings to understand what is possible with *all languages*. Hence, the knowledge that we all possess subconsciously facilitates the learning of a second language when brought to conscious awareness. Prescriptive versus descriptive language will be examined throughout the course in light of structures to be studied and how they manifest themselves in everyday usage (3 credits).

EDUC 722 TEACHING ENGLISH AS A SECOND LANGUAGE I

This course provides an introduction to the theoretical foundations of second language acquisition that includes an examination of theories and research findings and their applicability to classroom practice. Course work also involves a review of relevant psycho-linguistic and socio-linguistic research. (3 credits)

10 required field hours

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

This course develops the skills and knowledge necessary to teach science, mathematics and social studies to English Language Learners. Students will link the teaching of language, content and development of strategic competence. Activities will require students to connect content area instruction to the New York State Learning Standards. (3 credits)

15 required field hours

Pedagogical Knowledge Courses

EDUC 605 CURRICULUM AND MATERIALS IN TESOL

Curriculum and Materials in TESOL is designed to provide a general introduction to the design and role of curriculum and materials in standards-based ESL/EFL and content instruction. In its focus on curriculum, the course begins with the assessment of learners' needs and the development of appropriate curriculum based on those needs.

In the design of that curriculum, sub-topics including the setting of goals and objectives, choice of syllabus type, integrating standards and content, teaching methodology and assessment will be covered. The focus on materials includes a survey of options and criteria for their evaluation. This course will feature hands-on activities, authentic materials, curricula and assessment tools. (3 credits)

15 required field hours

EDUC 726 ASSESSMENT IN ENGLISH AS A SECOND LANGUAGE

This course includes an examination of procedures and instruments, standardized and informal, used in second language instruction programs. Instruction in design and use of instruments will be addressed. The role of assessment as an integral part of instruction will also be explored (3 credits).

Field Experience

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

EDUC 751 SUPERVISED PRACTICUM IN TESOL: 7-12

Each practicum requires the completion of the equivalent of 10 school days in a supervised school setting together with seminar meetings. The seminar meetings for each practicum will consist of bi-monthly meetings totaling fourteen hours. During the seminar, students will have multiple opportunities to connect theory and practice. Drawing on their teaching experiences, they will discuss the learning processes of English Language Learners as well as their own development as teachers of English Language Learners (3 credits).



New York State Teacher Certification

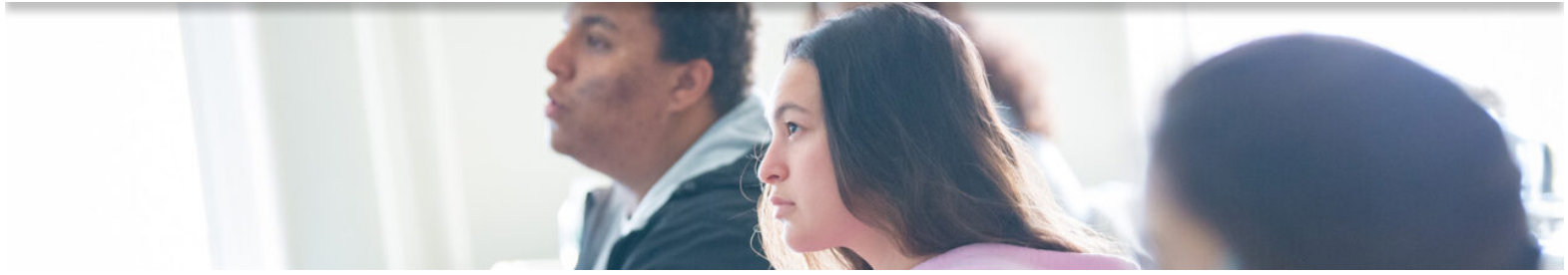
Current Certifications available through the Department of Teacher Education programs:

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

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

- Undergraduate studies leading to initial certification in one of the following areas:
 - Early Childhood
 - Childhood Education (1-6)
 - Dual Childhood Education (Childhood and Special Education)
 - Adolescent Education (7-12) in one of the following content areas:
 - Biology
 - Chemistry
 - English
 - French

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



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Faculty

[Stephanie Squires, Ph.D.](#)

Director

[John Bahadourian, Ph.D.](#)

Assistant Professor of Teacher Education

[Seonhee Cho, Ph.D.](#)

Associate Professor of Teacher Education

[Erika Schaffluetzel Gilette, Ed.D. Candidate](#)

Instructor of Teacher Education

[Ron Scapp, Ph.D.](#)

Professor of Teacher Education

[Mary Ellen Sullivan, Ph.D.](#)

Associate Professor of Teacher Education

Sr. Margaret Egan, Ed.D.

Professor Emerita of Teacher Education



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M.S. in Nursing

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

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

Contact

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M.S. Family Nurse Practitioner Program

The Family Nurse Practitioner concentration prepares registered nurses for certification as a Family Nurse Practitioner in New York State. After completing 600 clinical hours, students qualify for certification by the American Nurses Credentialing Center and /or the American Academy of Nurse Practitioners.

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

I. Nursing Core Courses

12 credits

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

II. Nursing Support Courses

9 credits

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

III. Family Nurse Practitioner Courses

18 credits

NURS 650	Advanced Practice Theory I
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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 <i>(1 credit each semester for 3 semesters)</i>

Sample Program

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

The M.S. Family Nurse Practitioner Program can be completed in 2.5 years of part-time study.

Year 1

Fall	Spring	Summer
Core Courses	Core Courses	Support Courses
NURS 501 Advanced Nursing Theory (3 credits)	NURS 502 Advanced Nursing Research (3 credits)	NURS 530 Advanced Pathophysiology (3 credits)
NURS 504 Dynamics of Nursing Leadership (3 credits)	NURS 505 Ethics and Health Care Policy (3 credits)	or NURS 532 Advanced Pharmacophysiology (3 credits)

Year 2

Fall	Spring	Summer
Support Courses	Support Courses	FNP Courses
NURS 532 Advanced Pharmacophysiology (3 credits)	NURS 531 Advanced Health Assessment (3 credits)	NURS 650 Advanced Practice Theory I (3 credits)
or NURS 530 Advanced Pathophysiology (3 credits)		NURS 651 Advanced Practice Seminar/Practicum I (3 credits)

Year 3

Fall

FNP Courses

NURS 652 Advanced
Nursing Theory II (3
credits)

NURS 653 Advanced
Practice
Seminar/Practicum II (3
credits)

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

Spring

FNP Courses

NURS 656 Family
Nurse Practitioner
Theory III (3 credits)

NURS 657 Family
Nurse Practitioner
Seminar/Practicum III
(3 credits)

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Course Descriptions

Core Nursing Courses

Twelve credits provide core knowledge essential to advanced nursing practice.

NURS 501 ADVANCED NURSING THEORY

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

3-hour lecture

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

NURS 502 ADVANCED NURSING RESEARCH

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

3-hour lecture

Prerequisite: NURS 501 Advanced Nursing Theory

NURS 504 DYNAMICS OF NURSING LEADERSHIP

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

philosophy of leadership. (3 credits)

3-hour lecture

Pre- or Co-requisite: NURS 501 Advanced Nursing Theory

NURS 505 ETHICAL AND POLICY ISSUES IN HEALTH CARE

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

3-hour lecture

Pre- or Co-requisite: NURS 501 Advanced Nursing Theory

Support Courses

NURS 530 ADVANCED PATHOPHYSIOLOGY

This is the second of two courses designed to investigate concepts and processes related to the health care of children, adults and the elderly. Common path physiologic processes are discussed in conjunction with recent research. Pathophysiology is examined for its use in implementing a nursing plan of care at the advanced practice level. This course focuses on disease processes encountered in the primary care setting (3 credits).

Prerequisites: Completion of NURS 501 Advanced Nursing Theory, NURS 502 Advanced Nursing

Research, NURS 504 Dynamics of Nursing Leadership, NURS 505 Ethical and Policy Issues in Health

Care

Cannot take Pathophysiology, Pharmacophysiology, or Health Assessment at the same time.

NURS 531 ADVANCED HEALTH ASSESSMENT/PRACTICUM

Emphasis is on theory and practice in biobehavioral and psychobehavioral assessment strategies essential for case management of the adult seeking primary, secondary, and tertiary care. Skill development includes obtaining and recording a comprehensive database and demonstrates advanced clinical judgment in the assessment of individuals. Preceptor experiences assist the student in synthesizing the components of the health history and physical assessment. (3 credits)

2-hour lecture followed by 2-hour lab per week plus 60 practicum hours

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

Assessment Placement Examination

Cannot take Pathophysiology, Pharmacophysiology, or Health Assessment at the same time.

NURS 532 ADVANCED PHARMACOPHYSIOLOGY

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

3-hour lecture

Prerequisites: Completion of NURS 501 Advanced Nursing Theory, NURS 502 Advanced Nursing Research, NURS 504 Dynamics of Nursing Leadership, NURS 505 Ethical and Policy Issues in Health Care

Cannot take Pathophysiology, Pharmacophysiology, or Health Assessment at the same time.

Family Nurse Practitioner Courses

NURS 600 CONTINUOUS CLINICAL PRACTICUM

Nurse Practitioners must register for the course in order to fulfill 600 clinical hours required for graduation. The students will continue to refine their skills in comprehensive assessment, diagnosis, and nursing management of health care. Clinical sites may include an ambulatory facility, community health center, acute care and/or a long term facility that provides care in the specialty care of interest. (0 credits)

A clinical fee will be charged upon registration

NURS 650 ADVANCED PRACTICE THEORY I

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

3-hour lecture

Prerequisites: Core nursing courses, NURS 530 Advanced Pathophysiology, NURS 531 Advanced Health Assessment/Practicum, NURS 532 Advanced Pharmacophysiology

Co-requisite: NURS 651 Advanced Practicum/Seminar I

NURS 651 ADVANCED PRACTICUM/SEMINAR I

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

patients. (3 credits)

1-hour seminar per week plus 180 practicum hours

Prerequisites: Core Nursing courses, NURS 530 Advanced Pathophysiology, NURS 531 Advanced

Health Assessment/Practicum, NURS 532 Advanced Pharmacophysiology

Co-requisite: NURS 650 Advanced Practice Theory I

NURS 652 ADVANCED PRACTICE THEORY II

This course will explore the management of chronicity in the adult population.

Exacerbations of chronic conditions with multisystem alterations will be discussed. Emphasis will be given to the chronic illnesses that affect the gastrointestinal, genitourinary, endocrine, neurological, and musculoskeletal systems. Teaching strategies essential in coordinating care for adult individuals within the context of the family will be addressed (3 credits).

3-hour lecture

Prerequisites: NURS 650 Advanced Practice Theory I, NURS 651 Advanced Practicum/Seminar I

Co-requisite: NURS 653 Advanced Practicum/Seminar II

NURS 653 ADVANCED PRACTICUM/SEMINAR II

This course will implement theory-based management strategies to treat chronic health problems. In a variety of clinical settings or in specialty clinics, the student will implement strategies which support clients and their caregivers. The seminar will focus on the relevance and competence of the nurse practitioner in providing primary care. (3 credits)

1-hour seminar per week plus 180 practicum hours

Prerequisites: NURS 650 Advanced Practice Theory I, NURS 651 Advanced Practicum/Seminar I

Co-requisite: NURS 652 Advanced Practice Theory II

NURS 656 FAMILY NURSE PRACTITIONER THEORY III

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

3-hour lecture

Prerequisites: NURS 652 Advanced Practice Theory II, NURS 653 Advanced Practicum/Seminar II

Co-requisite: NURS 657 Family Nurse Practitioner Practicum/Seminar III

NURS 657 FAMILY NURSE PRACTITIONER PRACTICUM/SEMINAR III

This course will emphasize implementation of theory-based managed strategies for women and children with episodic, developmental, and chronic health problems. In a variety of clinical settings, the student will implement management, preventive, and health-promoting strategies, which support

clients, families, the community, and their care-givers. The seminar will focus on issues pertaining to the client population. This course is for FNP students only. (3 credits)

1-hour seminar per week plus 90 practicum hours in pediatrics and 90 practicum hours in women's health

Prerequisites: NURS 652 Advanced Practice Theory II , NURS 653 Advanced Practicum/Seminar II

Co-requisite: NURS 656 Family Nurse Practitioner Theory III

Master's Project Component

NURS 700 MASTER'S PROJECT ADVISEMENT

This synthesis course is designed to refine and implement a Master's Degree project. The project is based on a specific area of interest that has been identified in previous graduate courses. Students may complete research (qualitative or quantitative), teaching or other projects that are consistent with the terminal objectives of the program. Students' support and guidance for the duration of their project. (1-3 credits)

Students must complete 3 credits of Master's Project AdviseMENT

NURS 701 CONTINUOUS MASTER'S PROJECT ADVISEMENT

This course is designed to provide students with continuous advisement in the event that the student has not completed the Master's Project within three semesters (or three credit hours). This course does not carry credit, however, will be billed to the student in the amount equivalent to one credit (0 credits).

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Graduate Faculty

[Alanna Kavanaugh, M.S., F.N.P., C.C.R.N.](#)

Director for the Graduate Nursing Program

[Janet Czermak Russell, R.N., D.N.P., A.P.N.-B.C.](#)

Professor of Graduate Nursing

[Erin Leonard, D.N.P., A.P.N., P.N.P.-B.C., C.N.S., M.S.N., R.N.](#)

Professor of Graduate Nursing

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M.S. in Art Therapy/Counseling

The emphasis of the M.S. in Art Therapy/Counseling is on the integration of depth psychology theory and the aesthetic experience. The goal of the program is to stimulate the development of the student as both artist and therapist, and to train the student in using the art therapy process in clinical practice.

This graduate program has been designed to include specific courses that connect the studio art experience and depth-oriented psychological theories (psychoanalysis, ego psychology, and object relations). The program provides a psychoanalytic framework that focuses on ego psychology and object relations theory. Required courses are taken sequentially, while the artistic process, creative experience, and art therapy theory are studied simultaneously. Additionally, students elect additional courses that explore theoretical and methodological aspects of art therapy for use with diverse populations.

Art therapy students are expected to be artists actively involved in their creative development. A vital component of the program, is an emphasis on studio art and the integration of theoretical material covered in the other components of their training with the studio art experience. Optional specializations in studio art/art therapy are available to students: photography/phototherapy, sculpture/art therapy, and painting/art therapy. Optional specializations with specific populations also are offered: art therapy with children, art therapy with adolescents, and art therapy and thanatology.

The M.S. in Art Therapy/Counseling is a licensure-qualifying program approved by the New York State Department of Education and is approved by the American Art Therapy Association. The program is designed for qualified students seeking the professional training necessary to pursue careers as art therapists and to apply for licensing as Creative Arts Therapists (LCAT) in New York State.

Once they graduate, students are qualified to work in a wide variety of professional environments, including psychiatric hospitals, residential schools and clinical treatment centers, schools with diagnosed students, rehabilitation centers, outpatient services, nursing homes, pediatric oncology, surgery, and those with neurological disorders, among others.

Contact

arttherapy@mountsaintvincent.edu

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M.S. in Art Therapy/Counseling Program

The 60-credit Master of Science degree in Art Therapy/Counseling is designed to address licensing requirements in states that require the word “counseling” in the art therapy degree title as well as additional course work.

The additional course work is designed to meet many of the academic requirements specified for licensure by some states. However, because each state sets its own licensure requirements, students who apply for licensing outside of New York State are responsible for becoming familiar with the licensing requirements of that state and for enrolling in the academic courses and internships required by that state.

Required Courses – Sample Program

First Fall

ATH 501	Introduction to Art Therapy, Ethics, and Fieldwork
ART 554	Psychology of Art Materials
ATH 529	Human Development

First Spring

ATH 610	Art Therapy Assessments
ATH 612	Psychopathology
ATH 615	Practicum

First Summer

ATH 614 Art Therapy with Groups
ATH 586 Counseling the Culturally Diverse
PSY 581 Psychological Interviewing & Counseling
Studio Art Elective 1

Second Fall

ATH 650 Research Methodology
ATH 700 Internship I
Studio Art Elective 1

Intersession

Studio Art Elective 2

Second Spring

ATH 701 Internship II
ATH 715 Thesis
ART 507 Workshop in Imagery Transformation

**Second
Summer**

CLD 540 Theories of Career Counseling
Art Therapy Elective 2
Art Therapy Elective 3

Please note: Part-time schedules are also available.

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Course Descriptions

Required Core Courses

ATH 501 INTRODUCTION TO ART THERAPY, ETHICS, AND FIELDWORK

An overview of the history and growth of art therapy as a therapeutic discipline. Theoretical approaches from fields of psychology and counseling form the basis for art therapy practice. Discussion of ethical standards from AATA, ATCB, APA, and ACA within the context of field work and readings. An 8-hour per week, minimum (80 hours total) in the fieldwork component introduces students to the field. Readings, discussion, written papers, oral presentations, and art experientials. Students are required to pass both the academic and fieldwork components. Fieldwork evaluation is by written midterm and final evaluations by the on-site art therapy supervisor and course instructor. A minimum grade of B (3.0) is required to pass this required course. Offered during the fall semester. (3 credits)

ATH 529 HUMAN DEVELOPMENT

Readings, discussion, videotapes, observations, oral reports, written papers, and experiential exercises that provide an understanding of the nature and needs of individuals at all developmental levels: infancy, childhood/latency, adolescence, adulthood, and older ages. Attention is given to the relationship of human development to art therapy. A minimum grade of B (3.0) is required to pass this required course. Offered during the fall semester. (3 credits)

ATH 586 COUNSELING THE CULTURALLY DIVERSE

An application of counseling and art therapy methods to diverse cultural groups in clinical and other settings. Students assess the fit between the culture of counseling/art therapy with diverse cultural groups, developing culturally sensitive interventions for a range of counseling/art therapy issues and settings. A minimum grade of B (3.0) is required to pass this required course. Offered during the summer. (3 credits)

ATH 610 ART THERAPY ASSESSMENTS

Selection, administration, rating, scoring, and interpretation of assessment tools, primarily, but not limited to those developed by art therapists, such as the UPAP, Kramer Assessment, Silver Assessments, Diagnostic Drawing Series, PPAT Formal Elements Art Therapy Scale, Bird's Nest Drawing, Lowenfeld-Based Developmental Assessment, and others. Discussion of structured, semi-structured, and non-structured procedures and their usage, observation techniques, use of pre- and post-testing, validity, and reliability. Students master one assessment tool and learn about others. Active participation learning assessments, written papers, and oral presentations. Students must be working with a client population. A minimum grade of B (3.0) is required to pass this course. Required for all art therapy students. Offered during the spring semester. (3 credits)

ATH 612 PSYCHOPATHOLOGY FOR ART THERAPISTS

Using the Diagnostic and Statistical Manual (DSM V), this course consists of the study of the various major clinical syndromes. Emphasis is on the use of art therapy techniques in working with clients who manifest these behaviors. This is a course designed to equip the student with practical tools and knowledge to begin work with clients in a mental health facility. Applications to mental health treatment and art therapy today will be addressed. Emphasis will be placed on working within an inpatient psychiatric unit. We will also incorporate art therapy interventions while exploring transference and counter-transference reactions through personal art-making. A minimum grade of B (3.0) is required to pass this required course. Offered during the spring semester. (3 credits)

ATH 614 ART THERAPY WITH GROUPS

The role of the art therapist in the therapeutic process with groups. Required course for art therapy students. A minimum grade of B (3.0) is required to pass this required course. Offered during the summer semester. (3 credits)

ATH 615 PRACTICUM

Practicum is a field-based course that includes hours in a clinical site plus course content in weekly classes on campus. Emphasis on various clinical populations and the development of advanced-beginning level clinical art therapy skills via a 9-hour-per-week practicum component for a total of 126 clock hours per 14-week semester. At least half the on-site hours (63) must be in direct client contact doing art therapy.

On-site supervision by an licensed, credentialed art therapist (ATR-BC, LCAT) for ½ hours weekly and on-campus supervision by course instructor. Differentiation between counseling and art therapy theory and practice. Extensive course content on Ethics. Placement in a mental health facility, school, inpatient, or outpatient setting prepares students for Internship I. Before acceptance into Practicum, students must be in good standing and meet with the Practicum/Internship Coordinator. Students must pass course work, the practicum component, midterm and final evaluations, with a minimum grade of B (3.0) to pass this required course. Offered during the spring semester. (3 credits)

Prerequisite: ATH 501

ATH 650 RESEARCH METHODOLOGY

Research methodology as it applies to art therapy with emphasis on quantitative research methods such as descriptive, correlation, causal-comparative, experimental designs, including single-subject experimental designs, as well as qualitative and mixed-methods designs. Discussion and application of basic tools, materials, designs and statistical techniques used in research and program/treatment evaluation. Critical analysis of published research in art therapy and other fields. Identification of a research question and, if applicable, hypothesis. Development of an art therapy research proposal, literature review, and initial preparation for the College of Mount Saint Vincent Institutional Review Board documents. A minimum grade of B (3.0) is required to pass this required course. Offered during the fall semester. (3 credits)

ATH 700 INTERNSHIP I

Intermediate and advanced development of art therapy skills. Internship I and II are completed sequentially at the same site. On-site hours are completed at one placement. Students are required to perform 21.5 clock hours weekly for a total of 301 hours of Internship I in a clinical art therapy setting, while also participating in a clinical seminar on campus. Ongoing supervision is provided by both the art therapy faculty (2 hours and 45 minutes weekly) and the licensed, credentialed art therapist for one hour weekly.

Before selecting an internship placement, students must be approved for acceptance into Internship I, attend an Internship Orientation meeting, and meet individually with the Practicum/Internship Coordinator. Readings and discussion about a wide variety of populations, clinical treatment using art therapy, writing treatment goals based on assessment, written papers, and oral presentations. Attendance at one Grand Rounds, one Case Conference, and two Team Meetings (or alternative). Midterm and Final Written Evaluations

of on-site work. Required of all art therapy students. A minimum grade of B (3.0) is required to pass this required course. Offered during the fall semester. (3 credits)

Prerequisites: Completion of a minimum of 24 credits in the program including ATH 501, ATH 612, and ATH 625, and acceptance into Internship I.

ATH 701 INTERNSHIP II

Advanced level art therapy practice at the same site as Internship I. Under the supervision of a licensed, registered, board certified art therapist (ATR-BC, LCAT), the student conducts an in-service workshop at the clinical setting, works independently, individually, and in groups with clients, recommends treatment goals, writes field notes, charts, and takes on other clinical responsibilities.

The student attends one grand rounds, one case conference, and two team meetings (or alternative). Required attendance at weekly seminar on campus for supervision with the art therapy college supervisor (2.75 hours/week in class and online) and individual supervision with on-site supervisor (1 hour/week). Students must complete a minimum of 301 clock hours in Internship II; at least 150.5 of those hours must be in direct client contact doing art therapy. Written Midterm and Final Evaluations of on-site work, made by on-site supervisor. This course is required of all art therapy students. A minimum grade of B (3.0) is required to pass this required course. Offered only during the spring semester. (3 credits)

Prerequisite: ATH 700.

ATH 715 THESIS

Review of Research Methodology (ATH 650) with emphasis on Descriptive and Inferential Statistics, Data Analysis, and Evaluation of Research Report. Students revise Chapter 1 of the thesis (Introduction, Literature Review, etc.) and Chapter 2 (Method). They submit required documents to the Mount Saint Vincent Institutional Review Board. After obtaining approval, they conduct their research study, calculate and interpret results, and make recommendations for further studies.

The entire thesis consists of introduction, literature review and supporting sections, methodology, results, analysis and discussion of results, summary, conclusions, and recommendations, references, and all other sections stipulated in the syllabus. To create and present a professional portfolio in preparation for entering the job market. Licensing and art therapy credentials board requirements and practice sessions are also included in the course.

Oral presentation of the thesis at the last class session. This required course is graded Pass/Fail. A minimum composite grade of B (3.0) on assignments is required to earn a Pass. Offered during the spring semester. (3 credits)

ART 507 WORKSHOP IN IMAGERY TRANSFORMATION

Auditory and visual stimuli will be used to promote design ideas and forms that will be explored through a stone-carving process. Students will work first with drawing materials and then transform their images into clay and ultimately, stone. Students will keep an online journal on the Canvas software system, where they will record weekly responses to class experiences both with text and photographic images of their sculpture as it evolves. Punctuality, attendance, and active participation are required. The training experiences provided in this course will conform to the guidelines and standards of the CAAHEP ACATE. This is a required course for art therapy/counseling students. To pass this required course, students must earn a minimum grade of B (3.0). Offered during the spring semester. (3 credits)

ART 554 PSYCHOLOGY OF ART MATERIALS

Exploration of art materials and techniques with an emphasis on developing an awareness of various materials' therapeutic usage with a variety of client populations. A grade of no lower than B (3.0) is required to pass this required course. Offered only during the fall semester. (3 credits)

CLD 540 THEORIES OF CAREER COUNSELING

In this course, students explore current theories of career development and how they may be applied in working with clients. Students develop a holistic understanding of career development and career counseling by examining the economic, sociological, and psychological factors influencing vocational development. Students examine current research in the field and identify areas for further research. A minimum grade of B (3.0) is required to pass this required course. Offered various semesters. (3 credits)

PSY 581 PSYCHOLOGICAL INTERVIEWING AND COUNSELING

This course provides experiential learning of interviewing and counseling skills; active listening, attending, reflecting, questioning, summarizing, confronting, etc., and the problem management model used in counseling. The majority of learning of these techniques will be accomplished through lecture, discussion, readings, role plays, and videotaping in the classroom. This is a required course. A minimum grade of B (3.0) is required to pass this course. Offered various semesters. (3 credits)

Prerequisites: ATH 501 and ATH 612.

Art Therapy Elective Courses (select three)

ATH 513 WORKSHOP IN EXPRESSIVE THERAPIES: ART, DRAMA, DANCE, MUSIC

An introductory workshop providing an overview of the creative arts, visual art, music, dance/movement, drama and psychodrama are presented within a theoretical and experiential framework. Emphasis on practical application in a variety of educational and clinical settings. Guest lecturers present their specialty. This is an art therapy elective. Offered during the summer. (3 credits)

ATH 515 THERAPEUTIC ART IN SPECIAL EDUCATION

Interface between art therapy and therapeutic art for special populations in public and private schools. Methods of addressing special problems, diagnostic criteria, assessment procedures, and designing individual and group programs to address specific therapeutic goals. Readings, experientials, guest lecturers, and site visits. This is an art therapy elective. Offered during the summer. (3 credits)

ATH 517 ART THERAPY AND THE AGING PROCESS

In-depth consideration of the practice of art therapy with the elderly. Comparison of the characteristics of the normal aging adult with those having conditions which include psychiatric or physical disabilities. Techniques and procedures applicable to institutional work will be covered, as well as issues surrounding the role of creativity in later life. This is an art therapy elective that is open to students in other fields. Offered during the summer. (3 credits)

ATH 520 ART THERAPY WITH FAMILIES

Family systems and structural family theories and art therapy techniques used in clinical treatment of families. Application of art therapy techniques to engage the whole family to identify, address, and reach therapeutic goals. Exploration of some art therapy assessments designed for families. Discussion of attachment, normal and atypical, with emphasis on the mother-child relationship and treatment of attachment issues. Readings, discussion, written papers, and oral presentations. This is an art therapy elective that is open to students in other fields. Offered various semesters. (3 credits)

ATH 524 ART THERAPY WITH ADOLESCENTS

Creative techniques in art therapy utilizing workshop activities with adolescents. Individual case studies assist in the development of basic skills in the practical application and use of art therapy with this population. Readings, discussion, written papers, and oral presentations. This is an art therapy elective. Offered various semesters. (3 credits)

ATH 525 PHOTOTHERAPY

Introduction to the use of phototherapy techniques and processes. The uses of phototherapy in mental health and the basic processes of digital technology are explored. Critiques of projects and discussions of the implementation with various populations will be conducted. Students are required to have a digital camera, home computer and home editing software, a zip or flash drive for external storage, and digital photographic papers. Part of this course will be conducted on-line using Canvas. This is an art therapy elective. Offered during the spring semester. (3 credits)

ATH 527 ART THERAPY WITH CHILDREN

Study and demonstration of approaches of working with child populations within a theoretical and experiential framework. Discussion of work with a variety of populations in a range of settings such as inpatient, outpatient, individual, group, medical, school, long- and short-term treatment. Assessment of the child and the setting of treatment goals are studied for use within various treatment settings. Individual case studies with this population. Readings, discussion, experientials, oral presentations, and written papers. This is an art therapy elective. Offered various semesters. (3 credits)

ATH 528 ART THERAPY WITH ADULTS

Study and demonstration of approaches to working with adult populations within theoretical and experiential framework. Discussion of work with a variety of populations such as acute, chronic, inpatient, outpatient, through individual, group, and long- and short-term treatment. Assessment of the client and the setting of treatment goals will be studied for sue within various treatment settings. This is an art therapy elective. Offered various semesters. (3 credits)

ATH 619 DREAM SEMINAR

Exploration of ways dreams may be utilized in clinical art therapy treatment. Theoretical readings will be integrated with clinical material presented by participants. This is an art therapy elective. Offered during the fall semester. (3 credits)

ATH 625 PHOTOTHERAPY WORKSHOP

Further development of skills in digital photographic media in phototherapy with various populations. Critiques of projects and discussions of implementation for use with various client populations will be conducted. Students are required to have the use of a digital camera, home computer and home editing software, a zip or flash drive for external storage, and a supply of digital photographic paper. Part of this course will be conducted on-line

using the College's Canvas system. This is a graduate- or undergraduate-level photography course or permission of instructor. Students are required to supply their own camera, film, and paper. This is an art therapy elective.

Offered during the spring semester. (3 credits).

Prerequisite: ATH 525 Phototherapy.

ATH 800 INDEPENDENT STUDY IN ART THERAPY

Under a qualified, master's level (minimum) mentor, the student identifies an art therapy project that is at least 120-hours for an in-depth study, design a plan to pursue the project, and complete it within one semester. The student meets with the mentor at least four times during the semester for critique and evaluation of progress. Independent Study (IS) projects are based on prior learning and mastery of the content area. Independent Study presupposes skills and learning from prior course work and requires an advanced level of proficiency. Before registering for an IS, the student discusses his/her plan with his/her faculty advisor. If the plan is acceptable, the student completes the IS Agreement and, prior to registration submits it for approval by the Mentor and Division Chair. No more than 6 credits of IS are allowed. This is an art therapy elective. Offered each semester. (3 credits)

ATH 900 SPECIAL TOPICS IN ART THERAPY

Addresses current needs of professionals in the field. Guest lecturers, various topics, such as child abuse, eating disorders, substance abuse disorders, professional ethics, emergency-response, etc. Special topics are focused and in-depth in content. This is an art therapy elective. Offered various semesters. (3 credits)

ATH 900 SPECIAL TOPICS IN ART THERAPY: MEDICAL ART THERAPY

Students explore the specialized use of art therapy in the medical setting for the treatment of individuals within three realms: chronic illnesses, aging/end-of-life issues, and developmental disorders. A series of oral presentations, art projects, and experientials address the physical, psychological, and spiritual issues specific to these medical populations and explore theoretical and practical approaches, goals, tools, and materials used in treatment. This is an art therapy elective. Offered various semesters. (3 credits)

ATH 900 SPECIAL TOPICS IN ART THERAPY: ART THERAPY FOR PEOPLE WITH AUSTIM SPECTRUM DISORDERS

There is a natural affinity between art therapists and people with Autism Spectrum Disorders (ASDs), for, as Temple Grandin said in her keynote address at the 2015 AATA conference, "People with autism are visual thinkers." This course surveys the needs of people of all ages on the autism

spectrum with and without frequently co-occurring mental health diagnoses and problems of mobility, attention, sensory impairment, and other needs. Uses of art therapy with current ASD treatment methodologies are included along with current assessments and evolving issues for people with ASDs information and art therapy resources for art therapists working with ASDs will be shared. Uses of art therapy with family members of people on the spectrum are explored.

Approaches such as Developmental Art Therapy and those based on neuroscience, such as CREATE, will be discussed as well as blending AT with behavioral and educational programs for this population. Focus is on clinical uses of art therapy to reduce anxiety and symptoms of autism, to promote flexibility, socialization, communication, and emotional awareness. We also explore how art and the art therapist's interactions increase imaginative thought and positive identity within various treatment venues pertaining to people with ASDs. Experiential exercises are included to experience the range of presentations of ASD and the use of art therapy to expand expressiveness, a sense of self, and to redirect tensions into creative expression. Time is given to advantages of art therapy for family members of those on the spectrum.

Students employ art to increase personal awareness of their own transference and counter-transference responses. These are monitored throughout classes with discussion and response art. This is an art therapy elective. Offered various semesters. (3 credits)

ATH 900 SPECIAL TOPICS IN ART THERAPY: ART THERAPY AND SUBSTANCE ABUSE DISORDERS AND CO-OCCURRING DISORDERS

This didactic and experiential course combines information on theories of substance abuse disorder treatment and treating the trauma and co-morbid emotional and brain disorders that accompany substance abuse disorders using art therapy. Neuroscience of addiction and art therapy are covered. Uses of art therapy with diverse populations in conjunction with various approaches in art therapy are described both for people with substance abuse disorders and their families. Transference and counter-transference responses to various disorders and how they disrupt treatment will be monitored with response art. This is an art therapy elective. Offered various semesters. (3 credits)

Studio Art Elective Courses (select two)

Please note: Dozens of studio art courses are on the master list. Of those, the courses most frequently selected by art therapy students are listed and described here.

ART 528 WATERCOLOR

Techniques of watercolor painting, work from still life, figure painting, and the landscape. Use of transparent wash and mixed media. Study of historical and contemporary watercolor artists. This is a studio art elective. Offered various semesters. (3 credits)

ART 530 MIXED MEDIA DRAWING

The purpose of this course is to educate students in an advanced level of drawing that incorporates many materials. The purpose of the materials will not be to simply enhance the aesthetic. The student will be required to use materials in such ways that emphasize the drawings' content. The course will involve art history discussions and individual and group critiques. Students will be required to complete a body of work comprised of five mixed media drawings that focus on one overall theme. Approval from the instructor is required prior to construction of the project. Students' work-in-progress will be critiqued weekly during class instruction. Study of historical and contemporary mixed media drawing artists. This is a studio art elective. Offered various semesters. (3 credits)

ART 533 LANDSCAPE PAINTING

This course provides the foundation for landscape painting in a variety of materials and from a variety of sources. Emphasis is on using the landscape as a stimulus for interpretive and expressive work. Study of historical and contemporary landscape painters. This is a studio art elective. Offered various semesters. (3 credits)

ART 534 CERAMIC SCULPTURE

Students become technically proficient with clay as an artistic expression. They learn to manipulate clay using a variety of manual techniques. Students study glaze chemistry and are introduced to the principles of clay formation and kiln firing. Student learn the history of ceramic art and contemporary issues are addressed in lectures and assignments. The idea of excitement of being an artist is used as the dynamic for this course. Students create a body of work that displays not only technical expertise and an understanding if historic context, but also a personal commitment which separates one's work from others. Study of historical and contemporary ceramic sculptors. This is a studio art elective. Offered various semesters. (3 credits)

ART 540 LANDSCAPE PAINTING II

Intermediate level problems of landscape painting in a variety of materials and sources. This is a studio art elective. Offered various semesters. (3 credits)

Prerequisite: ART 533 and the study of historical and contemporary landscape painters.

ART 555 SCULPTING THE ABSURD

Although the classical ideal is considered the precedent for fine art sculpture with beauty as the goal, sculpture of the absurd has existed throughout history. Using sculptural techniques, students explore satirical, grotesque, and ridiculous sculpture as a means of expression and communication. In the process, students find links to its place both in contemporary and historical art-making. We will work with paper and cloth mache, found materials, clay, cardboard, and mixed media. Study of historical and contemporary sculptors of the absurd. This is a studio art elective. Offered various semesters. (3 credits)

ART 574 WATERCOLOR II

This course reviews basic watercolor techniques and introduces intermediate techniques and new materials using a variety of creative approaches to watercolor painting. Individual and group critiques. Complicated still life. Figure study. Portraiture. Introduction to abstraction. Gallery study. Study of historical and contemporary watercolor painters. This is a studio art elective. Offered various semesters. (3 credits)

Prerequisite: ART 528 Watercolor I.

ART 604 ILLUSTRATION I

Students are exposed to numerous illustration techniques and then apply them toward developing a portfolio that can compete in the professional marketplace. Students are asked to select the techniques they feel most comfortable with in preparation for Illustration II where they will use these techniques to develop a professional portfolio to use to pursue professional freelance assignments or a job. Study of historical and contemporary illustrators. This is a studio art elective. Offered various semesters. (3 credits)

ART 607 COLOR THEORY AND COLOR TECHNIQUES

Students learn advanced principles and concepts of color theory in the visual arts. Lecture and studio work. Students complete a set of problems in two media and complete a multipart comprehensive project. Study of historical and contemporary artists whose work is based on a strong understanding and use of color theory and techniques. This is a studio art elective. Offered various semesters. (3 credits)

ART 618 PHOTOGRAPHY WORKSHOP

Using a variety of traditional and contemporary photographic techniques, students produce a body of work on one unifying theme or several related themes. Emphasis is on the expressive quality of the work, with technique as a means to reach this goal. Prior work in photography and dark room work is strongly recommended. Digital camera is required. Study of historical and contemporary fine arts photographic artists. This is a studio art elective. Offered various semesters. (3 credits)

ART 620 LIFE DRAWING

Students investigate various materials, skills, and expressive issues involved in drawing the human figure. Working from a live model, students explore shape, mass, line, volume, anatomy, foreshortening, and composition. Demonstration, critique, and individual instruction are integral to the class format. Study of historical and contemporary figure drawings by a variety of artists. This is a studio art elective. Offered various semesters. (3 credits)

ART 623 ILLUSTRATION III: ETCHING AND MONOPRINT AS ILLUSTRATION

Students are introduced to numerous basic etching and monoprint techniques, including hard ground, soft ground, aquatint, and color printing. Once familiar with the functioning of a print shop, students learn to use prints as a viable technique for fine illustration. Emphasis is on experimentation and personal expression. We will discuss the early relationship of printmaking to illustration and study and discuss specific illustrators who use printmaking as a final technique for addressing illustration problems. Study of historical and contemporary illustrators. This is a studio art elective. Offered various semesters. (3 credits)

ART 624 ADVANCED WATERCOLOR

Applications of watercolor techniques with emphasis on developing a cohesive body of work based on one unifying theme. Production of exhibit-quality work. Study of historical and contemporary artists who use watercolor. This is a studio art elective. Offered various semesters. (3 credits)
Prerequisites: ART 528 and ART 574.

ART 629 PAINTING: COMPOSITION AND CRITIQUE

Students choose various paint media with other media. Work prepared outside of class is critiqued with emphasis on structure and design in composing a subject. A body of work based on one unifying theme is required.

Study of historical and contemporary artists whose work is concerned with various forms of and solutions to composition. Advanced projects. This is a studio art elective. Offered various semesters. (3 credits)

ART 632 SCULPTURE IN WOOD

Processes and techniques for working in wood. Emphasis on process from beginning concept to finished piece. Study of historical and contemporary fine arts sculptors who primarily use wood. This is a studio art elective. Offered various semesters. (3 credits)

ART 636 CERAMIC SCULPTURE II

Students develop a deeper understanding of materials, terms, equipment, and techniques involved in creating ceramic sculpture. Intermediate design problems challenge the student's technical skill and creative and conceptual insights. Wheel throwing and various hand-building techniques and glaze mixing are explored. Historical and contemporary issues in ceramics are discussed. Safety issues of the ceramic studio are covered. Study of historical and contemporary ceramic sculptors. This is a studio art elective. Offered various semesters. (3 credits)

Prerequisite: ATH 534 Ceramic Sculpture I.

ART 639 EASTERN ART AND THE DRAWING PROCESS

A clear and focused state of mind is needed for ideas to flow freely. This course centers on developing this clarity through drawing as a meditative process, letting go of inhibitions and preconceptions in order for the drawing experience to emerge naturally. Ideas are introduced in eastern thought that helps to describe and understand the state of mind in the process of making art. Drawings of old masters, such as Rembrandt, Michelangelo, Raphael, Poussin, and eastern brush painters such as Sesshu are viewed and discussed. The drawings of Twombly, Pollock, Giacometti, and Picasso also are discussed. Projects revolve around these artists' ways of drawing. Critiques are used to review each other's work in progress. Exploration and experimentation are encouraged. This is a studio art elective. Offered various semesters. (3 credits)

ART 642 COLLAGE AND ASSEMBLAGE

Students explore methods, materials, and techniques of creating collages and assemblages. We deal with fundamentals of both two- and three-dimensional design and color. The historical implications and roots of this art will be explored as well as its contemporary use in fine arts and craft. Study of

historical and contemporary artists whose preferred medium and techniques are in collage and/or assemblage. This is a studio art elective. Offered various semesters. (3 credits)

ART 644 ILLUSTRATION II

Students focus on the art of communicating philosophical, intellectual, and political ideas with the use of visual imagery or visual symbols, independent of the use of language. Students work with their instructor individually and as a class in an Illustrator-to-Art-Director relationship to further explore the aesthetics and technical qualities of artists, both contemporary and historical to enhance and elevate their works to a professional level. Students are responsible for a more complete series of works, focusing on quality, learning to meet deadlines, and explore visual techniques. Students develop a portfolio presentation. Study of historical and contemporary illustrators. This is a studio art elective. Offered various semesters. (3 credits)

Prerequisites: ART 604.

ART 703 ADVANCED PAINTING AND SCULPTURE

Students complete a series of five cohesive works that are interrelated by content and materials. This body of work is used as/or in preparation for their final exhibit. Students are required to work independently under supervision. They document their progress in a journal and write an artist's statement. Study of historical and contemporary artists who use painting and/or sculpture as their preferred medium. This is a studio art elective. Offered various semesters. (3 credits)

ART 800 INDEPENDENT STUDY IN STUDIO ART

Under a qualified, master's level (minimum) mentor, the student identifies a studio art project in a specific area that is at least 120-hours for an in-depth study, design a plan to pursue the project, and complete it within one semester. The student meets with the mentor at least four times during the semester for critique and evaluation of progress. Independent Study (IS) projects are based on prior learning and mastery of the content area. Independent Study presupposes skills and learning from prior course work and requires an advanced level of proficiency.

Before registering for an IS, the student discusses his/her plan with his/her faculty advisor. If the plan is acceptable, the student completes the IS Agreement and, prior to registration submits it for approval by the Mentor and Division Chair. No more than 6 credits of IS are allowed. This is a studio art elective. Offered each semester. (3 credits)

ART 900 SPECIAL TOPICS: PSYCHOLOGICAL PORTRAITURE

Students deal with a systematized traditional and classical approach to portraiture and encompass the psychological and internal aspects that make each individual unique. Students learn a traditional system for how to draw a portrait from an academic point of view. Then, they are encouraged to develop a language of expression that will also communicate the emotional and internal world of the subject. By the end of the semester, students will have developed the ability not only to make strong likenesses of the subject, but their drawing will attempt to convey a feeling of the essence of the person's psychological inner world and experience.

Initially, through a series of traditional demonstrations and exercises, students are trained to have the ability to draw portraits with a solid structural foundation encompassing front view, profile, and three-quarter view. They then develop the ability to capture the physical likeness of the subject.

In the second half of the course students develop their own personal visual language that communicates a personal interpretation of the inner world of the subject. Study of historical and contemporary artists whose work is based on psychological and traditional portraiture. This is a studio art elective.

Offered various semesters. (3 credits)

ART 900 SPECIAL TOPICS: CONTEMPORARY FIBER ARTS

Students explore the use of fibers and textiles in contemporary fine arts. Focus is on traditional and non-traditional methods of dyeing fabric, sewing, quilting, patching, and felting. Students explore various methods of fabric manipulation using dye techniques and methods of deconstruction. Students work both two-dimensionally and three-dimensionally to create a body of work that explores the textures and various processes involving fibers and textiles. Study of historical and contemporary fiber artists. This is a studio art elective. Offered various semesters. (3 credits)

ART 900 SPECIAL TOPICS: THE EXPERIMENTAL AND PAINTERLY PRINT: MONOPRINT/MONOTYPE

Students develop high level skills in monotype and monoprinting techniques. These skills are applied to the creation of a body of work and a portfolio. The artwork contains and expresses their point of view. Various techniques and approaches are explored and mastered through demonstrations and lectures. Great artists, past and present, who work(ed) with monotype techniques are studied and discussed. Students are required to research and write a paper on a known artist of their own choosing, who worked using monotype techniques.

This workshop is ideal for artists who love to paint and draw. Monotype printing incorporates draftsmanship and direct painting with printmaking. This workshop approaches mono-printing in a unique way. Students draw and paint in color with rollers, brushes, and palette knives and explore how to use found materials creating textures that enhance the atmosphere and mood of a picture. Focus is on pulling light both out of a dark background as well as working dark on light. Students who love to draw will find freedom using these techniques. Their color sense will be expanded and their drawing abilities can then evolve to a higher level. This is a studio art elective. Offered various semesters. (3 credits)

ART 900 SPECIAL TOPICS: VARIOUS

This is a studio art elective. Offered various semesters. (3 credits)

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Faculty

[Patricia St. John Tager, Ed.D., A.T.R.-B.C., L.C.A.T.](#)

Chair of the Division of the Art Therapy/Counseling Program

Professor of Art Therapy

[Natalia Arbelaez, M.F.A.](#)

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[Susanne Bifano, M.P.S., M.S.Ed., A.T.R.-B.C., L.C.A.T.](#)

Adjunct Instructor of Art Therapy

[Deborah Brass, M.S., A.T.R.-B.C., L.C.A.T.](#)

Adjunct Instructor of Art Therapy

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[Ellen McLean, M.A., A.T.R.-B.C., L.C.A.T.](#)

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[Michele Neuhaus, M.P.S., A.T.R.-B.C., L.C.A.T.](#)

Adjunct Instructor of Art Therapy

[Keith Okrosy, M.P.A.](#)

Adjunct Instructor of Career and Life Development

Patricia Quinn, M.S., A.T.R.-B.C., L.C.A.T.

Adjunct Instructor of Art Therapy

Caren Sacks, M.A., A.T.R.-B.C., L.C.A.T., A.T.C.S.

Adjunct Instructor of Art Therapy

Carolyn Szala, M.S., M.A., A.T.R.-B.C., L.C.A.T.

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Bruce Waldman, M.F.A.

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M.S. in Art Therapy/Counseling FAQs

How long does it take to complete the Program?

Full-time students take two years—including one winter and two summers—to complete the 60-credit program. For example, if you begin the Program in the fall semester you would take courses during that first year in the following semesters: fall, intersession, spring, Summer D, and Summer E (each six weeks long). Your second year would follow the same plan, with graduation at the end of August of your second year. Part-time students who take six credits per semester will need about three years to complete the Program, including summers.

How soon can I start taking courses?

Most students start the Program in the fall semester, but because we have rolling admission and no cut-off date for applications, students may begin at any time during the year in the next semester following their acceptance.

How large are classes?

A typical required course usually has about 15 to 18 enrolled students. Elective courses usually have 8 to 10 enrolled students. The Practicum and Internship seminars enroll no more than eight students per section.

How many students are enrolled in the Program?

The typical enrollment is around 45 students, both full- and part- time.

What is unique about the Program, compared to other master's degree art therapy programs?

The emphasis of the Program is on bringing together the therapeutic process and the creative process, with emphasis on the art process. Special “bridge” courses, such as Psychology of Art Materials and Workshop in Imagery Transformation (stone carving) plus extensive use of hands-on experiential learning place the art/creative process at the forefront while integrating it with the therapeutic process. Two elective studio art courses keep students involved in their art-making process. All of our art therapy faculty members are active, exhibiting artists.

Do students have access to art studios outside of class time and what are the specialized studios?

Students have access to the art studios where they take classes when there is no other class scheduled in the room. There are specialized studios for sculpture, printmaking, drawing, painting, mixed media, ceramics, and a Mac lab. The Mac lab and mixed media studios are used for photography and other studio courses. The studios are large, well-lighted, and several have views of the Hudson River.

How soon can I start doing fieldwork with an art therapist?

Your first field-based experience is your first fall semester when you take ATH 501 Art Therapy, Ethics, and Fieldwork. You will be working with an art therapist for at least eight hours a week for 10 weeks of the 14-week semester, for a total of 80 hours in the field.

Can I start taking courses if I haven't finished all the prerequisites?

We advise students to finish most of their prerequisites because they will build on the academic knowledge and skills in the graduate level courses they will take. For example, ATH 612 Psychopathology builds on the academic foundation gained in Abnormal Psychology.

Can I take the whole Program on weekends or online?

Periodically, we offer some elective courses on weekends, but typically the classes meet in the late afternoon and evening Mondays through Thursdays. During the fall and spring semesters, each course meets once a week. During the January Winter Intersession, a course might meet on weekends plus an additional one or two might meet on weeknights. During the six-week summer sessions, classes meet twice weekly on either a Monday through Wednesday or Tuesday through Thursday schedule.

Courses are taken on campus, except when the campus is closed, as during the coronavirus pandemic. We offer some hybrid courses that consist of classes that meet on campus and require students to spend a certain amount of time online using Canvas, to fulfill course requirements.

May I observe some classes?

Yes. Our classes meet Mondays through Thursdays 4:00 to 6:45 p.m. and 7 to 9:45 p.m.. Please email arttherapy@mountsaintvincent.edu to set up an observation session.

May I talk with a graduate of the Program or a current student?

Yes. Please email arttherapy@mountsaintvincent.edu for names and contact information of the Program's graduates and/or current students.

When I finish the Program, can I get licensed as an art therapist?

As with all New York State graduate art therapy programs, when you graduate from the program and land your first job in New York State, you may apply for New York State licensing and for a Permit to Practice. NYS requires 1,500 supervised art therapy clinical hours and a passing score on the Art Therapy Credentials Board's Board Certification Exam (BCE). There are other requirements that you can find on their website. When you have fulfilled all post-graduate requirements, you will be eligible to apply for your license. In New York State, the license is titled Licensed Creative Arts Therapist (LCAT).

What if I want or need to be licensed in another state?

For a license to practice in another state, you will request information about their license and licensing requirements from their state licensing board. Often graduates of the program find there is equivalence between course content in this program and licensing requirements in other states. We have found, however, that sometimes states have other content areas not necessarily covered in the program. When this happens, graduates usually are required to take another course or two to fulfill the state's licensing requirements. We advise students who know they will be applying for a license to practice in another state to find out the state's licensing requirements so they can take any additional content within the program.

What is the current tuition?

[Please view tuition and fees.](#)

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CMSV | CITE Program

Mount Saint Vincent offers offsite and on campus graduate and certificate education programs to working professionals through our partnership with the Center for Integrated Teacher Education (CITE), based in Brooklyn NY. For over 25 years, CITE has provided more than 10,000 teachers, administrators, counselors, and individuals in the public and private sector coursework through partner institutions to advance their careers.

The M.S. in Childhood Education and Special Education (Dual Certification, Grades 1-6) program is a clinically-rich, accelerated program designed for working professionals, career changers, or recent college graduates looking to earn a New York State teaching license in only five semesters.

This program blends vital academic content with practical classroom teaching experience and will take you through everything you need to meet the requirements for NYS certification. Successful completion of this program and required certification exams lead to a master's degree plus two teaching licenses in both general and special education at the childhood level (grades 1 through 6).

The College also offers CITE students a four-course sequence in Teaching English to Speakers of Other Languages (TESOL). This sequence of courses is specifically designed for individuals who hold an initial or professional certification in a discipline other than TESOL.

[Apply for the CMSV | CITE Program](#)



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Mission Statement

The Office of Professional and Graduate Studies is the College's entrepreneurial arm. Its programs are consistent with the College's Mission, extensions of strengths in the Undergraduate College, and contribute positively to the College's net income. It offers academically excellent undergraduate, graduate, and not-for-credit programs to adult students seeking credentials for professional advancement.

Through the Office of Professional and Graduate Studies programs, the College calls professional and graduate students to extend education beyond knowledge, skills, and preparation for work. In the spirit of Vincent de Paul and Elizabeth Ann Seton, the College fosters an understanding of our common humanity, a commitment to human dignity, and a full appreciation of our obligations to each other.

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[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 Queens 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

Degree Requirements

The program requires completion of 64 credits:

Semester 1

NURS 110A	Introduction to Professional Nursing Concepts	1 credit
NURS 208A*	Introduction to Pathophysiology	2 credits
NURS 210A*	Introduction to Pharmacology	2 credits
NURS 220A	Health Assessment (first 7 weeks)	3 credits
NURS 220AC	Health Assessment Lab (first 7 weeks)	1 credit
NURS 230A	Fundamentals of Nursing Practice (second 7 weeks)	3 credits
NURS 230AC	Fundamentals of Nursing Practice Clinical (second 7 weeks)	2 credits
	Total	14 credits

Semester 2

NURS 318A	Adult Health Nursing I (all semester)	3 credits
NURS 318AC	Adult Health Nursing I Clinical (all semester)	3 credits
NURS 456A	Nursing Care of the Community I (7 weeks)	2 credits
NURS 456AC	Nursing Care of the Community I (7 weeks)	2 credits
NURS 323A	Nursing Research and Evidence-Based Practice	3 credits
NURS 334A	Behavioral Health in Nursing (7 weeks)	2 credits

NURS 334AC	Behavioral Health in Nursing Clinical (7 weeks)	2 credits
Total		17 credits
Semester 3		
NURS 326A	Lifespan	3 credits
NURS 328A	Adult Health Nursing II (all semester)	3 credits
NURS 328AC	Adult Health Nursing II (all semester)	3 credits
NURS 451A	Nursing Care of the Childbearing Family (7 weeks)	2 credits
NURS 451AC	Nursing Care of the Childrearing Family Clinical (7 weeks)	2 credits
NURS 453A	Nursing Care of the Childrearing Family (7 weeks)	2 credits
NURS 453AC	Nursing Care of the Childrearing Family Clinical (7 weeks)	2 credits
Total		17 credits
Semester 4		
NURS 400A	Adult Health Nursing III (first 7 weeks)	2 credits
NURS 400AC	Adult Health Nursing III Clinical (first 7 weeks)	2 credits
NURS 410A	Leadership and Management (first 7 weeks)	3 credits
NURS 455A*	Senior Seminar (last 7 weeks)	2 credits
NURS 455AC	Senior Seminar Practicum (last 7 weeks)	3 credits
NURS 330A	Nursing Elective (first 7 weeks)	3 credits
NURS 331A	Pathophysiology with Related Pharmacotherapies (last 7 weeks)	2 credits
Total		16 credits

Please note: *Courses are on the Riverdale Campus.

Prerequisites:

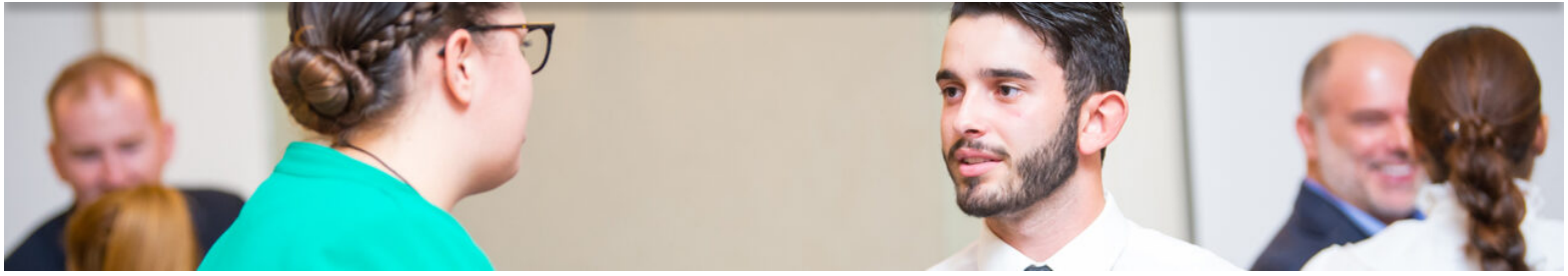
- Must pass all courses in each semester to progress to the next semester (with a grade of C+ or higher).

- *Must pass NURS 220 Health Assessment to progress into NURS 230 Fundamentals of Nursing Practice (with a grade of C+ or higher).*

All science courses (prerequisite and required) completed at the College of Mount Saint Vincent or an outside institution should be within 5 years of admission and have a grade of B or better for acceptance or waived eligibility.

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B.B.A. and B.P.S. Online

Bachelor of Business Administration and Bachelor of Professional Studies Online Courses

The College of Mount Saint Vincent welcomes undergraduate and graduate-level students who are interested in furthering their education by completing online-only courses offered through our Bachelor of Business Administration (B.B.A.) and Bachelor of Professional Studies (B.P.S.) programs.

Students may enroll in the B.B.A. and B.P.S. online courses on a part-time or full-time basis (up to 15 credit hours), at a per-credit hour tuition rate, as a matriculated student at the College, or as a non-matriculated student without pursuing a degree.

Current Mount Saint Vincent Students

Students who are currently matriculated at the College must [submit an application form](#) to enroll in online B.B.A. and B.P.S. courses, to be approved by the Oxley Program for Integrated Advising.

The B.B.A. and B.P.S. online programs are not available to residential students; the College is offering these online-only course options for students who are seeking a temporary, non-traditional option as they are unable to attend courses in-seat on campus due to health concerns or travel restrictions.

Please note: Currently matriculated students who opt to enroll in B.B.A. and B.P.S. online courses are not eligible for institutional merit or need-based awards, and will be billed at the College's Special Session per-credit tuition rate for the courses they take. Students will retain their eligibility for Federal and State aid (loans and grants) based on the number of credits taken during

the semester. When a matriculated student resumes their B.A. or B.S. program in a subsequent semester, current institutional merit and need-based awards will be restored to their financial aid award package.

Visiting Students

The College of Mount Saint Vincent welcomes undergraduate and graduate-level students who are interested in furthering their education by completing online courses without pursuing a degree or being matriculated at the College. [Registration, course schedule information, and payment are available online.](#)

Who Should Register for B.B.A./B.P.S. Online Courses

- Undergraduate students who are unable to attend in-seat, on campus classes at Mount Saint Vincent or at another college due to health concerns or travel restrictions.
- 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.

Questions?

- Current Mount Saint Vincent students who would like more information about the B.B.A./B.P.S. Online courses should contact the Oxley Program for Integrated Advising
(718) 405-3265
oxley@mountsaintvincent.edu
Founders Hall 408
- Visiting students may contact the Office of the Registrar
(718) 405-3484
registrar@mountsaintvincent.edu
Founders Hall 223



[Home](#) / [Graduate](#) | [Adult](#) / [Undergraduate Programs](#) / [CMSV | VIP](#)

CMSV | VIP

The Vocational Independence Program at the College of Mount Saint Vincent (CMSV | VIP) offers students with various learning abilities and styles a unique, immersive college experience, combining community and campus inclusion with rich engagement in academics, career preparation, and student life. At the College, VIP is expanded to encompass not only vocational preparation but also campus and community inclusion, and opportunities for participation in campus life for every student, among the traditional college population.

The VIP curriculum seeks to foster students' self-advocacy, career exploration, social skills, and academic engagement, through participation in traditional college-level courses, the VIP community classes, diverse internship experiences, experiential learning opportunities, and inclusive residential student life. VIP prepares students for successful post-graduate lives with a focused outcome on independent living and employment.

Mount Saint Vincent classes will increase independence, promote opportunities for community living and inclusion, are able to be accommodated without compromising the participants' health and safety, and are provided to benefit the participant and the larger community.

- CMSV | VIP community classes are open to the larger community and not specific for students with disabilities
- All CMSV | VIP participants are encouraged to participate in college-level courses
- CMSV | VIP community classes are not credit bearing

This highly competitive program welcomes applicants, ages 18-26, who may have previously received special education services in high school, who desire and have the ability to navigate and live on a college campus under college-level supervision, and who seek to expand their academic, career, and social enrichment as an engaged member of the Mount Saint Vincent community. Beginning in Spring 2021, all students will reside on campus in a fully inclusive, integrated residence hall with same-age peers.

Contact

(718) 405-3241

vip@mountsaintvincent.edu

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How to Join CMSV | VIP

Limited space remains for the fall 2021 cohort. Applicants are encouraged to submit their applications for the academic year 2021-2022 by December 1, 2020. Required submissions include:

- IEP, if applicable
- Vineland II Scores
- Two professional and/or educational references
- CMSV | VIP Prospective Student Background Form
- High School Transcript

After the initial application review, the candidates will be invited to participate in individual student and family interviews before an offer of admission can be made. Due to limited space in each cohort, students are asked to commit via a formal Enrollment Agreement and make their deposit by January 15, 2021 to guarantee a seat in the program. Please email your materials to vip@mountsaintvincent.edu.

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CMSV-VIP Curriculum Classes and Workshops

The CMSV Vocational Independence Program (CMSV-VIP) was launched in September 2020. The program, based at the College of Mount Saint Vincent, serves college-aged students with various learning styles and abilities. Full-time students in the program live on campus, take selected CMSV-VIP non-credit community classes, and have community-based work internships. Any Mount Saint Vincent undergraduate student may enroll in VIP community classes and workshops.

All VIP courses are non-credit.

Please note: The cost per-course is based on a fifteen-week academic semester, at the rate of \$2,194 per class. CMSV-VIP community courses do not count towards the 12 to 18 credits to be considered a full-time undergraduate student, and are thus charged in addition to any full-time charges.

Room and Board Fees for Spring 2021

- Room: \$5,290
- Board: \$1,900

College of Mount Saint Vincent community classes and workshops will increase independence, promoting opportunities for community living and inclusion. They accommodated without compromising the participants' health and safety and are provided to benefit the program participants, as well as the larger community.

- CMSV-VIP community classes are open to the larger community and not specific for students with disabilities
- All CMSV-VIP participants are encouraged to participate in college-level courses
- CMSV-VIP community classes are not credit bearing

Fall 2020

Freshman

BIOL 001 Nutrition	Tuesdays and Thursdays 10 to 10:45 a.m.
PSYC 001 Social Psychology and Safe Conversations	Mondays and Fridays 10 to 10:45 a.m.
FSEM 001 Freshman Seminar/Introduction to College Life	Mondays and Fridays 10 to 10:45 a.m.
BUSN 001 Introduction to Employment	Mondays and Wednesdays 2 to 2:45 p.m.
ART 001 Fitness I-Cardio and Strength Training	Tuesdays 1 to 1:45 p.m.
COMM 004 Student Forum and Public Speaking	Mondays and Fridays 3 to 3:45 p.m.
BUSN 006 Topics in Career Exploration I	Tuesdays 4 to 4:45 p.m.

Sophomore

COMM 001 Peer Mentoring Seminar I	Tuesdays and Thursdays 1 to 1:45 p.m.
ART 002 Fitness II – Cardio and Strength Training	Tuesdays 11 to 11:45 p.m.
ENGL 002 College-Level Research	Tuesdays and Thursdays 3 to 3:45 p.m.
PSYC 002 Human Behavior and Healthy Relationships	Mondays and Wednesdays 3 to 3:45 p.m.
ACCT 002 Credit 101	Wednesdays and Fridays 2 to 2:45 a.m.
BUSN 002 Executive Functioning II Part I	Mondays and Fridays 10 to 10:45 p.m.
BUSN 003 Employment Strategies I	Mondays and Wednesdays 11 to 11:45 p.m.
BUSN 007 Topics in Career Exploration II	Thursdays 4 to 4:45 p.m.
COMM 004 Student Forum	Fridays 3 to 3:45 p.m.

Junior

ACCT 003 Independent Finances Part I	Mondays and Fridays 2 to 2:45 p.m.
COMM 002 Advanced Communications Part I	Tuesdays and Thursdays 10 to 10:45 a.m.
COMM 003 Professional Communications Part I	Tuesdays and Thursdays 1 to 1:45 p.m.
COMM 004 Student Forum and Public Speaking	Fridays 3 to 3:45 p.m.
BUSN 005 Employment Readiness Part I	Mondays and Wednesdays 11 to 11:45 a.m.
BUSN 008 Capstone	Tuesdays and Thursdays 2 to 2:45 p.m.
BUSN 009 Topics in Career Exploration II	Tuesdays 4 to 4:15 p.m.
ART 002 Fitness I-Cardio and Strength Training	Tuesdays 11 to 11:45 p.m.

Spring 2021

Freshman

FSEM 002 Introduction to College Life Part II	Tuesdays and Thursdays 2 to 2:45 p.m.
BIOL 002 Health and Wellness	Tuesdays and Thursdays 10 to 10:45 a.m.
HIST 001 History of New York City	Mondays and Fridays 11 to 11:45 a.m.
FSEM 002 My Campus Community	Mondays and Fridays 10 to 10:45 a.m.
BUSN 002 Travel Training	Mondays and Wednesdays 2 to 2:45 p.m.
ART 001 Fitness I-Cardio and Strength Training	Tuesdays 1 to 1:45 p.m.
COMM 004 Student Forum and Public Speaking	Mondays and Fridays 3 to 3:45 p.m.
BUSN 006 Topics in Career Exploration I	Tuesdays 4 to 4:45 p.m.

Sophomore

HIST 001 History of New York City	Mondays and Wednesdays 1 to 1:45 p.m.
BIOL 004 Life Long Nutrition	Tuesdays and Thursdays 1 to 1:45 p.m.
BUSN 004 Executive Functioning II Part II	Mondays and Fridays 10 to 10:45 a.m.
COMM 004 Student Forum	Fridays 3 to 3:45 p.m.
COMM 005 Peer Mentor Seminar II	Tuesdays 3 to 3:45 p.m.
ACCT 005 Credit 101 Part II	Wednesdays and Fridays 2 to 2:45 p.m.
BUSN 006 Topics in Career Exploration II	Thursdays 4 to 4:45 p.m.
BUSN 007 Employment Strategies II	Mondays and Wednesdays 11 to 11:45 a.m.
ART 005 Fitness II – Cardio and Strength Training	Tuesdays 11 to 11:45 a.m.

Junior

COMM 002 Advanced Communications Part II	Tuesdays and Thursdays 10 to 10:45 a.m.
ACCT 003 Independent Finances Part II	Mondays and Fridays 2 to 2:45 p.m.
COMM 003 Professional Communications Part II	Tuesdays and Thursdays 1 to 1:45 p.m.
COMM 004 Student Forum and Public Speaking	Fridays 3 to 3:45 p.m.
BUSN 005 Employment Readiness Part II	Mondays and Wednesdays 11 to 11:45 a.m.
BUSN 008 Independent Travel	Tuesdays and Thursdays 2 to 2:45 p.m.
BUSN 009 Working World Seminar	Thursdays 4 to 4:15 p.m.
ART 002 Fitness I-Cardio and Strength Training	Tuesdays 11 to 11:45 p.m.



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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.

[REGISTER](#)

Courses are offered during the [Summer/Winter Special 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 repeat a 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.

[Send message](#)

- 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

You can now call, email, or chat your graduate admission questions. An Office of Professional and Graduate Studies admission counselor will answer your questions live Monday and Wednesday in the morning, Tuesday and Thursday in the afternoon, and all day Friday. Please follow the prompt at the bottom of the page to begin chatting. We look forward to hearing from you!

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Additional Classroom Teaching Certificate in ESOL

College of Mount Saint Vincent, a leader in preparing pre-service and in-service teachers, offers a four-course sequence in Teaching English to Speakers of Other Languages. This sequence of courses is specifically designed for individuals who hold an initial or professional certification in a discipline other than Teaching English to Speakers of Other Languages.

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

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

Curriculum requirements for the Additional Classroom Teaching Certificate in ESOL:

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

Additionally, certificate candidates must provide NYSED evidence of:

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

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Advanced Certificate Program – Family Nurse Practitioner

The advanced certificate program provides the nurse, holding a Master’s degree in nursing, the opportunity to acquire an in-depth theoretical understanding of advanced nursing practice with individuals and will be eligible to sit for the American Nurses Credentialing Center and the American Academy of Nurse Practitioner examinations.

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

I. Nursing Support Courses	9 credits
NURS 530	Advanced Pathophysiology
NURS 531	Advanced Health Assessment
NURS 532	Advanced Pharmacophysiology
II. Family Nurse Practitioner Courses	18 credits
NURS 650	Advanced Practice Theory I
NURS 651	Advanced Practice Seminar/Practicum II
NURS 652	Advanced Practice Theory II
NURS 653	Advanced Practice Seminar/Practicum II
NURS 656	Family Nurse Practitioner Theory III

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[Home](#) / [Graduate](#) | [Adult](#) / [Professional Programs](#) / Applied Behavior Analysis (ABA)—Board Certified Behavior Analyst (BCBA) Certification

Applied Behavior Analysis (ABA)— Board Certified Behavior Analyst (BCBA) Certification

A leader in preparing pre-service and in-service teachers, the College offers a six-course sequence (18 credits) approved by the Behavior Analyst Certification Board (BACB), verified to meet the eligibility requirements to take the Board Certified Behavior Analyst® examination. Applicants will have to meet additional requirements to qualify for board certification and should review the [BACB website](#) for further information.

Applied Behavior Analysis (ABA) involves the application of the principles of behavior and learning to improve social and academic skills. Board Certified Behavior Analysts work with individuals who range in age from infancy through adulthood with specific learning disabilities, emotional or behavioral disorders, developmental delays, ADHD/ADD, autism spectrum disorders, speech and language differences, and intellectual disabilities. These individuals will practice behavior analysis only in exempt settings such as schools, early intervention agencies, or government agencies.

Employment Outlook

As stated by the [United States Bureau of Labor Statistics](#), the employment of all professions in the psychology field, including applied behavior analysis, is projected to rise 19 percent across the country by 2024. This rate is significantly faster than the average for all professions.

Admission Requirements

This sequence of courses is designed for the following types of candidates:

- Individuals who are eligible for admission or who are currently matriculated into the College's:
 - M.S. in Adolescent Education and Special Education (Dual Certification Grades 7-12)
 - M.S. in Childhood Education and Special Education (Dual Certification Grades 1-6)
- Individuals who hold a master's degree in education, special education, psychology, or behavior analysis and are seeking the BCBA credential. Prior to beginning coursework at the College, these candidates must provide official transcripts documenting a graduate degree in one of the aforementioned areas.

Curriculum Requirements for the ABA Credential

- EDUC 527 Behavior Management and Social Skills Instruction
- EDUC 570 Special Topics in Education: Ethics and Professionalism in ABA
- EDUC 570 Special Topics Research in Special Education: Single-Case Design
- EDUC 712 Strategies for Inclusion of Special Learners
- EDUC 714 Practicum in Assessment and Instruction of Special Learners
- EDUC 716 Life Span Special Education: Transition from Birth to Adulthood

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Course Descriptions

EDUC 527 BEHAVIOR MANAGEMENT AND SOCIAL SKILLS INSTRUCTION

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

EDUC 570 SPECIAL TOPICS IN EDUCATION: ETHICS AND PROFESSIONALISM IN ABA

This course prepares candidates for the ethical and professional practice of applied behavior analysis by analyzing all ten sections of the Professional and Ethical Compliance Code of Behavior Analysts listed below (updated July 6, 2017). Topics will address professional representation of oneself and the profession of ABA, dissemination of *measurably* effective and replicated research findings based on peer reviewed publications, evaluation of the efficacy of behavior change procedures, and the ethical and legal considerations regarding collaborations and interactions with other school professionals, children and adolescents, family members and colleagues.

The privacy rights of clients and related laws applicable to the proper maintenance and interpretation of client records will also be addressed.

EDUC 570 SPECIAL TOPICS IN EDUCATION RESEARCH IN SPECIAL EDUCATION: SINGLE CASE DESIGN

This course introduces strategies for designing and conducting single-subject research in special education. Competencies include coverage of

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

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

EDUC 712 STRATEGIES FOR INCLUSION OF SPECIAL LEARNERS

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

EDUC 714 PRACTICUM IN ASSESSMENT AND INSTRUCTION OF SPECIAL LEARNERS

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

methods for the identification and assessment of academic and social-behavioral problems; behavioral assessment; analysis of the outcomes of instruction/interventions; descriptive, preference and skill assessments; including the use of practical behaviorally-based assessment tools such as checklists, rating scales, structured observation tools, and curricular behavioral assessments (e.g., criterion-referenced assessment). (3 credits)

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

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

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Course Descriptions

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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.

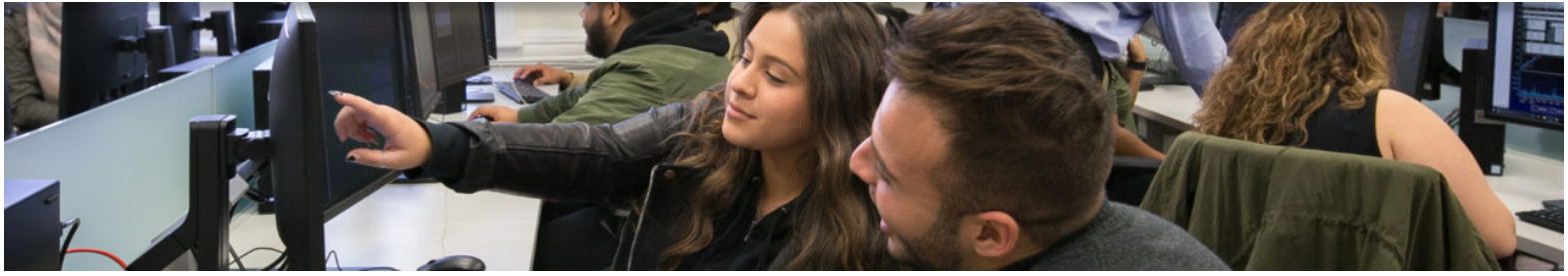
Contact

(718) 405-3322

gradstudies@mountsaintvincent.edu

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Certified Financial Planning Program

Become a CERTIFIED FINANCIAL PLANNER™ with Mount Saint Vincent's Online CFP® Program

The College of Mount Saint Vincent's online financial planning program prepares students interested in earning their Certified Financial Planner (CFP®) certification. Whether you've just earned your undergraduate degree or are looking to change careers, becoming a CFP® to empower people to take control of their personal finances is a great career choice. Completing the CFP® exam prepares students for careers as financial, investment, insurance, or estate planning advisors, among other specialties.

The College's CFP® program offers personalized instruction and flexibility—and since the courses are online, with two courses offered per semester beginning in the spring, fall, or summer, you can start at any time with our rolling admission.

Eligibility

Anyone who has a bachelor's degree or is working toward completing an undergraduate degree is eligible to enroll into the program.

Curriculum

Students may take courses in any order; however, they must take the Capstone in Financial Planning (307/317) at the end of the sequence of curricular courses within their program of study.

Course offerings include:

_____ .

- Principles of Financial Planning

- Risk Management and Insurance Planning
- Investment Planning
- Tax Planning
- Retirement Savings and Income Planning
- Estate Planning
- Financial Plan Development (Capstone)

Mount Saint Vincent's CFP® Board-Registered program satisfies the coursework requirement for the CFP® certification. Students are eligible to sit for the CFP® exam after completing the coursework, but they may register for the exam before completing their curriculum requirements.

Transfer Credits

Students can transfer course credits if they have completed the course(s) through an official registered program of the CFP Board.

Contact

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Program Cost

Payment Options

Option 1: Each course is paid individually	\$695 per course
Option 2: A one-time fee for the entire program	\$3,995

Please note: The CFP® program consists of seven courses. By paying the one-time fee for the entire program, the student will save \$870.

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CFP® Course Sequence

Registered students will begin the program at the start of a session and will follow the pre-approved sequence of courses for their cohort listed below.

Spring 2019 Cohort (with summer courses)

- Principles of Financial Planning (Spring 2019 Session A)
- Risk Management and Insurance Planning (Spring 2019 Session B)
- Investment Planning (Fall 2019 Session A)
- Tax Planning (Fall 2019 Session B)
- Retirement Savings and Income Planning (Spring 2020 Session A)
- Estate Planning (Spring 2020 Session B)
- Financial Plan Development (Capstone) (Summer 2020 Session A)

Spring 2019 Cohort (without summer courses)

- Principles of Financial Planning (Spring 2019 Session A)
- Risk Management and Insurance Planning (Spring 2019 Session B)
- Investment Planning (Fall 2019 Session A)
- Tax Planning (Fall 2019 Session B)
- Retirement Savings and Income Planning (Spring 2020 Session A)
- Estate Planning (Spring 2020 Session B)
- Financial Plan Development (Capstone) (Fall 2020 Session A)

Fall 2019 Cohort (with summer courses)

- Investment Planning (Fall 2019 Session A)
- Principles of Financial Planning (Fall 2019 Session B)

Risk Management and Insurance Planning (Spring 2020 Session A)

Estate Planning (Spring 2020 Session B)

Tax Planning (Summer 2020 Session A)

Retirement Savings and Income Planning (Summer 2020 Session B)

Financial Plan Development (Capstone) (Fall 2020 Session A)

Fall 2019 Cohort (without summer courses)

Investment Planning (Fall 2019 Session A)

Tax Planning (Fall 2019 Session B)

Retirement Savings and Income Planning (Spring 2020 Session A)

Estate Planning (Spring 2020 Session B)

Principles of Financial Planning (Fall 2020 Session A)

Risk Management and Insurance Planning (Spring 2021 Session A)

Financial Plan Development (Capstone) (Spring 2021 Session B)

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Course Descriptions

CFP 301/311 GENERAL PRINCIPLES OF FINANCIAL PLANNING

This course provides a comprehensive examination of the general principles of financial planning, professional conduct and regulation, and education planning. These topics constitute thirty percent of the principle knowledge topics tested on the CFP® Certification Examination. The course introduces students to the financial planning process and working with clients to set goals and assess risk tolerance. In addition, student will learn to process and analyze information, construct personal financial statements, develop debt management plans, recommend financing strategies, and understand the basic components of a written comprehensive financial plan. The course also covers the regulatory environment, time value of money, and economic concepts. (3 credits)

CFP 302/312 RISK MANAGEMENT AND INSURANCE PLANNING

This course provides students with an understanding of risk management and the tools and techniques available to minimize exposures to risk. Students will learn how to conduct an insurance needs analysis for clients and evaluate insurance contracts for life, disability, long-term care, and health insurance. The course also covers how insurance rates are developed, what types of contracts are available, how to read insurance proposals, and how life insurance is used in financial planning. Students also learn about property and casualty insurance, including homeowners', liability, and auto insurance. Other topics include group life and health insurance plans, business uses of insurance, and annuities. (3 credits)

CFP 303/313 INVESTMENT PLANNING

This course explores the securities market, sources of information, risk/return, debt and equities, stocks, bonds, options, futures, and security analysis, and culminates in portfolio construction and analysis. Students will learn how to evaluate different asset classes for different investment objectives, and determine their suitability for investors considering investment goals, time

horizons, risk tolerance, and tax situations. Quantitative investment concepts, investment theories and strategies, and asset pricing models are also examined. (3 credits)

CFP 304/314 TAX PLANNING

This course covers taxation for individuals, sole proprietorships, partnerships, and corporations, as well as the tax aspects of investments, insurance, annuities, and retirement planning. Students will be able to identify the likely tax consequences of personal and business financial activities and select appropriate and lawful tax-minimizing tactics and strategies. (3 credits)

CFP 305/315 RETIREMENT SAVINGS AND INCOME PLANNING

This course educates students on how to conduct a retirement needs analysis for individuals and to recognize the key factors that affect retirement plan selection for business owners. Students will be able to evaluate and compare the characteristics of various retirement plans and recommend which plan is appropriate in a given situation. The course covers tax-deferred retirement plans, IRAs, non-qualified plans, Social Security, Medicare, Medicaid, distribution strategies, taxation of distributions, and regulatory considerations. (3 credits)

CFP 306/316 ESTATE PLANNING

This course provides an introduction to federal gift, estate, and generation-skipping transfer taxes and the many planning techniques used to minimize the impact of these taxes on transfers of wealth. It also explores the income-tax effects of gifts and bequests, with particular attention to the limitations on income-shifting to family members. The non-tax aspects of estate planning, including the estate planning process, property ownership, planning for incapacity, and planning for business owners are examined as are the need for estate planning documents for individuals, spouses, and unmarried couples. The course stresses the need for balancing tax and non-tax considerations in creating successful estate plans. (3 credits)

CFP 307/317 CAPSTONE COURSE IN FINANCIAL PLANNING

This course integrates financial planning topics learned in the previous courses and demonstrates how to apply this knowledge to the development of a comprehensive financial plan. Students will learn how to construct a plan according to CFP Board's Financial Planning Practice Standards and client objectives. (3 credits)

Please note: The 301-307 numbers are for courses taken by students in a baccalaureate degree program. The 311-317 numbers are for courses taken by students in the certificate program who have completed a baccalaureate degree program.

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Executive Leadership Academy

The ANIMA Executive Leadership Academy

The College of Mount Saint Vincent partnered with Changing Our World and Soulful Impact to host the 2019 ANIMA Executive Leadership Academy, “SDG Goal Zero: ANIMating the Common Good,” a one-day immersive seminar on Thursday, April 25, 2019.

The ANIMA Model

The ANIMA model of leadership symbolizes a truly soulful approach to the enormous privileges and responsibilities embedded in leadership. In a global, increasingly interconnected society, the leaders who create the greatest impact will be those who serve, mentor, and inspire others.

A soulful leader seeks to provide more benefits than simply profit to his or her stakeholders. A premium is placed on treating employees as co-entrepreneurs; on conservancy of the environment; on local, as well as global outreach; and on an intentional strategy for operation that serves the common good. If the leadership of an organization conducts every transaction according to the Golden Rule: treating everyone as they, themselves wish to be treated; they will achieve the fullest potential of their vocation.