

COLLEGE OF  
MOUNT SAINT VINCENT

**Graduate Catalogue  
2012-2013**



**School of Professional & Continuing Studies**  
**College of Mount Saint Vincent**  
6301 Riverdale Avenue  
Riverdale, New York 10471-1093  
Phone (718) 405-3322  
Fax (718) 405-3764  
[www.mountsaintvincent.edu](http://www.mountsaintvincent.edu)

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MOUNT SAINT VINCENT  
Riverdale, New York

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

## **Important Information**

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### **NOTICE**

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

### **NON-DISCRIMINATION POLICY**

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

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

School of Professional & Continuing Studies (ADM 304)

College of Mount Saint Vincent

6301 Riverdale Avenue

Riverdale, New York 10471-1093

Phone Number: (718) 405-3322

Fax Number: (718) 405-3764

[www.mountsaintvincent.edu](http://www.mountsaintvincent.edu)

### **Other Important Phone Numbers**

College Main Number	(718) 405-3200
Bursar	(718) 405-3297
Financial Aid	(718) 405-3289
Registrar	(718) 405-3796
Provost and Dean of Faculty	(718) 405-3259

### **Graduate Programs**

M.B.A. in Business	(718) 405-3372
M.S. in Nursing	(718) 405-3362
M.S. in Education	(718) 405-3281
M.S. in TESOL	(718) 405-3742

## **HISTORY OF THE COLLEGE**

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

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

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

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

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

## Calendar 2011-2012 -- School of Professional & Continuing Studies

### Academic Terms:

#### FALL SEMESTER – 12 weeks + Final Exam Week

Week Number:	Dates:
1	Monday, September 10 <sup>th</sup> through Sunday, September 16 <sup>th</sup>
2	Monday, September 17 <sup>th</sup> through Sunday, September 23 <sup>rd</sup>
3	Monday, September 24 <sup>th</sup> through Sunday, September 30 <sup>th</sup>
4	Monday, October 1 <sup>st</sup> through Sunday, October 7 <sup>th</sup>
<b>Columbus Day – No Class</b>	<b>[No class on Mon, Oct. 8<sup>th</sup> – Makeup Day = Mon, Nov. 19<sup>th</sup>]</b>
5	Tuesday, October 9 <sup>th</sup> through Sunday, October 14 <sup>th</sup>
6	Monday, October 15 <sup>th</sup> through Sunday, October 21 <sup>st</sup>
7	Monday, October 22 <sup>nd</sup> through Sunday, October 28 <sup>th</sup>
8	Monday, October 29 <sup>th</sup> through Sunday, November 4 <sup>th</sup>
9	Monday, November 5 <sup>th</sup> through Sunday, November 11 <sup>th</sup>
10	Monday, November 12 <sup>th</sup> through Sunday, November 18 <sup>th</sup>
<i>Make-up Day</i>	Monday, November 19 <sup>th</sup> replaces October 10 <sup>th</sup>
<b>Thanksgiving Break – No Class</b>	<b>Tuesday, November 20<sup>th</sup> through Sunday, November 25<sup>th</sup></b>
11	Monday, November 26 <sup>th</sup> through Sunday, December 2 <sup>nd</sup>
12	Monday, December 3 <sup>rd</sup> through Sunday, December 9 <sup>th</sup>
<b>Final Exam Week</b>	<b>Monday, December 10<sup>th</sup> through Sunday, December 16<sup>th</sup></b>

#### SPRING SEMESTER – 12 weeks + Final Exam

Week Number:	Dates:
<b>Martin Luther King – No Class</b>	<b>Monday, January 21<sup>st</sup> – Makeup Day = Monday, March 25<sup>th</sup></b>
1	Tuesday, January 22 <sup>nd</sup> through Sunday, January 27 <sup>th</sup>
2	Monday, January 28 <sup>th</sup> through Sunday, February 3 <sup>rd</sup>
3	Monday, February 4 <sup>th</sup> through Sunday, February 10 <sup>th</sup>
4	Monday, February 11 <sup>th</sup> through Sunday, February 17 <sup>th</sup>
5	Monday, February 18 <sup>th</sup> through Sunday, February 24 <sup>th</sup>
6	Monday, February 25 <sup>th</sup> through Sunday, March 3 <sup>rd</sup>
7	Monday, March 4 <sup>th</sup> through Sunday, March 10 <sup>th</sup>
8	Monday, March 11 <sup>th</sup> through Sunday, March 17 <sup>th</sup>
9	Monday, March 18 <sup>th</sup> through Sunday, March 24 <sup>th</sup>
<i>Make-up Day</i>	Monday, March 25 <sup>th</sup> replaces Monday, January 21 <sup>st</sup>
<b>Easter Break – No Class</b>	<b>Tuesday, March 26<sup>th</sup> through Sunday, March 31<sup>st</sup></b>
<b>Spring Break – No Class</b>	<b>Monday, April 1<sup>st</sup> through Sunday, April 7<sup>th</sup></b>
10	Monday, April 8 <sup>th</sup> through Sunday, April 14 <sup>th</sup>
11	Monday, April 15 <sup>th</sup> through Sunday, April 21 <sup>st</sup>
12	Monday, April 22 <sup>nd</sup> through Sunday, April 28 <sup>th</sup>
<b>Final Exam Week</b>	<b>Monday, April 29<sup>th</sup> through Sunday, May 5<sup>th</sup></b>

#### SUMMER SEMESTER – 12 weeks + Final Exam

Week Number:	Dates:
1	Monday, May 20 <sup>th</sup> through Sunday, May 26 <sup>th</sup>
<b>Memorial Day Holiday</b>	<b>[no class on Monday, May 27<sup>th</sup>] – Makeup Day is Friday, May 31<sup>st</sup></b>
2	Tuesday, May 28 <sup>th</sup> through Sunday, June 2 <sup>nd</sup>
3	Monday, June 3 <sup>rd</sup> through Sunday, June 9 <sup>th</sup>
4	Monday, June 10 <sup>th</sup> through Sunday, June 16 <sup>th</sup>
5	Monday, June 17 <sup>th</sup> through Sunday, June 23 <sup>rd</sup>
6	Monday, June 24 <sup>th</sup> through Sunday, June 30 <sup>th</sup>
7	Monday, July 1 <sup>st</sup> through Sunday, July 7 <sup>th</sup>

<b>July 4<sup>th</sup> Holiday</b>	<b>[no class on Thursday, July 4<sup>th</sup>] – Makeup Day is Friday, July 12<sup>th</sup></b>
8	Monday, July 8 <sup>th</sup> through Sunday, July 14 <sup>th</sup>
9	Monday, July 15 <sup>th</sup> through Sunday, July 21 <sup>st</sup>
10	Monday, July 22 <sup>nd</sup> through Sunday, July 28 <sup>th</sup>
11	Monday, July 29 <sup>th</sup> through Sunday, August 4 <sup>th</sup>
12	Monday, August 5 <sup>th</sup> through Sunday, August 11 <sup>th</sup>
<b>Final Exam Week</b>	<b>Monday, August 12<sup>th</sup> through Sunday, August 18<sup>th</sup></b>

**Other Key Dates in the 2012-2013 Academic Calendar:**

**FALL SEMESTER 2012**

Oct. 1            Monday        Last day to apply to the Registrar for May 2013 graduation  
 Oct. 24          Wednesday    Last day to withdraw from a course without academic penalty  
 Nov. 21          Wednesday    Last day to submit Nursing Master’s project

**SPRING SEMESTER 2013**

Feb. 4            Monday        Last day to apply to the Registrar for August 2013 graduation  
 March 25        Monday        Last day to withdraw from a course without academic penalty  
 Apr. 3            Wednesday    Last day to submit Nursing Master’s project  
 May 18           Saturday        Commencement  
 May 21           Tuesday        Last day to apply to the Registrar for January 2014 graduation

## **General Information**

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### **MISSION STATEMENT of the COLLEGE**

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

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

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

### **MISSION STATEMENT OF THE GRADUATE PROGRAMS**

Graduate study at the College of Mount Saint Vincent complements and enhances the undergraduate programs, and serves the general community. In addition, each graduate program builds on a liberal arts foundation and is consistent with the mission of the College. The College offers graduate programs designed to provide students the opportunity for academic excellence and professional leadership. As a community of scholars, the College provides a stimulating environment that fosters intellectual curiosity and a free exchange of ideas. Our programs reflect a commitment to service. Students are encouraged to continue the development of critical thinking and to acquire an advanced body of knowledge and skills in their respective disciplines.

### **GRADUATE PROGRAM ORGANIZATION**

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

The Graduate Committee of the College administers the policies governing all graduate programs. The Graduate Committee of the College recommends new programs, courses, and policies to the College Senate. These are then approved by the Vice President for Academic Affairs and by the President.



## **HOW TO APPLY FOR ADMISSION TO A GRADUATE DEGREE PROGRAM**

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

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

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

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

### **ADMISSION**

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

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

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

**ACADEMIC PROGRAMS - HEGIS CODE**

<b>Program Name</b>	<b>HEGIS Number</b>	<b>Degree</b>
Business Administration	0506	Master of Business Administration
Urban and Multicultural Education	0899	Master of Science
Teaching English to Speakers of Other Languages	1508	Master of Science
Adult Nurse Practitioner	1203.10	Master of Science
Family Nurse Practitioner	1203.10	Master of Science
Nursing Administration	1203.10	Master of Science
Nursing of the Adult & Aged	1203.10	Master of Science
Nursing Education	1203.10	Master of Science
Adult Nurse Practitioner	1203.10	Advanced Certificate
Family Nurse Practitioner	1203.10	Advanced Certificate
Nurse Case Management	1203.10	Advanced Certificate
Nursing Education	1203.12	Advanced Certificate

## **INTERNATIONAL STUDENTS**

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

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

## **MATRICULATION**

There are three categories of student enrollment: matriculant, conditional matriculant and non-matriculant.

### **Matriculant**

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

### **Conditional Matriculant**

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

### **Non-Matriculant**

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

## **TRANSFER CREDIT**

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

1. For credits previously earned either at the College of Mount Saint Vincent or at another institution: A course in a College of Mount Saint Vincent's Master's degree program may be waived if a course(s) previously taken is sufficiently similar to a course in the College of Mount Saint Vincent's graduate program.
2. Usually, a maximum of twelve graduate credits previously earned in a graduate program may be transferred into a College of Mount Saint Vincent graduate degree program, provided the course(s) are approved for transfer credit by the Director of the graduate program as part of the admission process. For the Master's degree program in Urban & Multicultural Education, however, the maximum number of transferable graduate credits is six.
3. A specified number of graduate credits earned at the College of Mount Saint Vincent while a student is completing the requirements for a Bachelor's degree may also be applied toward a graduate degree, provided the specific courses are accepted by the Director of the graduate program upon admission.
4. Decisions on the transfer of credits into a graduate program under these rules require, in every case, the approval of the Director of the program on a course-by-course basis. The Director's review and determination will take into account such factors as course content, the time elapsed since the course was completed, the unique characteristics of the College of Mount Saint Vincent program, and the total number of credits to be completed at the College of Mount Saint Vincent.

## **REGISTRATION**

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

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

## **HEALTH RECORD REQUIREMENTS**

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

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

- A response to receipt of meningococcal disease and vaccine information signed by the student or student's parent or guardian. This must include information on the availability and cost of meningococcal meningitis vaccine (Menomune)

AND EITHER

- A record of meningococcal meningitis immunization within the past ten years, OR
- An acknowledgement of meningococcal disease risks and refusal of meningococcal meningitis immunization signed by the student or student's parent or guardian.

## **ACADEMIC ADVISEMENT**

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

## **COURSE CHANGES**

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

## **WITHDRAWAL FROM A COURSE**

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

## **CONTINUOUS MATRICULATION**

Any matriculated graduate student who fails to enroll for consecutive semesters, or three consecutive trimesters, must then pay a continuing matriculation fee for each subsequent semester or trimester in order to maintain matriculated status.

Payment of this fee enables a student to ensure continuing status as a matriculated student, to continue to receive all student correspondence, and to maintain library and other campus privileges. A Continuous Matriculation/Leave of Absence form must be submitted with the fee. Failure to maintain matriculation will result in a student's termination from the program. To be reinstated, a student will need to meet the admissions criteria and degree requirements in effect at the time of reinstatement.

## **GRADE REPORTS**

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

## **TRANSCRIPTS**

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

## **DEGREE REQUIREMENTS**

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

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

## **DEGREE TIME LIMITS**

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

## TERMINATION OF MATRICULATION/REGISTRATION

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

## CONFERRAL OF DEGREES

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

## APPLICATION FOR A DEGREE

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

## GRADES

The College's grading scale is:

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

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

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

## ACADEMIC STANDING

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

## ACADEMIC HONESTY

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

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

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

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



## **COLLEGE ACADEMIC GRIEVANCE PROCEDURE**

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

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

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

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

### **COMPOSITION OF THE GRIEVANCE COMMITTEE**

The Grievance Committee is composed of:

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

### **CHARGE OF THE COMMITTEE**

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

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

## **CAMPUS SAFETY**

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

**TUITION AND FEES**

**(Effective 2012-2013 and subject to change for 2013-2014)**

Graduate Tuition, per credit	\$ 695
Auditing Fee, per credit: (N/A for all courses)	300
Practicum Fee (Nursing), per clinical course	200
Graduate Nurse Clinical NURS-600 (fall, spring terms)	695
Application Fee (non-refundable)	40
Late Registration Fee	75
Maintenance of Matriculation (Each semester/trimester)	100
Reactivation of Matriculation	75
Returned Check Charge	50
Transcript Fee (10 business days)	5
Transcript Fee (2-3 business days)	20
Transcript Fee (same day before 3:00 pm)	40
Graduation Fee	250
Comprehensive Examination Fee (Education)	50

**REFUND POLICY**

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

**A. Fall & Spring Semester – on campus**

	<b>REFUND</b>
Drop from a course before the first scheduled class of a course	100%
Drop from a course before the second scheduled class of a course	80%
Drop from a course before the third scheduled class of a course	60%
Drop from a course before the fourth scheduled class of a course	40%
Withdrawal from a course after the fourth scheduled class of a course	None

**B. Offsite Courses – offered through the Graduate Program in Urban & Multicultural Education at offsite locations**

Prior to 1st meeting of scheduled class	100%
After 1st meeting of scheduled class	None

**C. Summer Sessions**

Prior to 1st meeting of scheduled class	100%
After 1st meeting of scheduled class	None

## **FINANCIAL AID**

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

Tuition Assistance Program (TAP) - available to full-time students who have been legal residents of New York State for at least one year. Amounts are based on a family's New York State net taxable income. Applications are available through the College's Financial Aid Office.

Stafford Student Loans - (formerly Guaranteed Student Loans) available to full or part-time students. Eligibility for these loans is determined by filing a Financial Aid Form. Applications for Stafford Student Loans are available at local banks.

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

For further information please contact:

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

Professional Nurse Traineeship Program - available to full-time students who are able to complete the program within one year. Information may be obtained from the Director of Nursing.

Lab Assistants - Each year a number of lab positions are available to qualified graduate nursing students. These positions are offered on the basis of previous academic performance, the applicability of individual skills and the availability of funding. Applications are made to the Director/Chair of the Graduate Program.

## **PAYMENT RESPONSIBILITIES**

### **I. Regular Payment Plan**

This plan allows for a single payment covering the full cost of tuition and fees, and, if applicable, room and board. The payment for the fall semester is due on or about August 8th; payment for the spring semester is due on or about January 11th.

### **II. Deferred Payment Plan**

Payment Plans are available through Tuition Management Systems. They offer various plans. For more information, call 1 (800) 722-4867 x785.

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

This plan allows for delayed payment of tuition.

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

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

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

## **BUSINESS ADMINISTRATION**

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The Master of Business Administration Program has been approved and is registered with the New York State Higher Education Department, under the HEGIS code of 0506.

Chair of the Business and Economics Department: Dr. Teresita Ramirez, Ph.D.  
[teresita.ramirez@mountsaintvincent.edu](mailto:teresita.ramirez@mountsaintvincent.edu)

Coordinator of the MBA Program: Dr. Rajkumar Kempaiah, Ph.D.  
[rajkumar.kempaiah@mountsaintvincent.edu](mailto:rajkumar.kempaiah@mountsaintvincent.edu)

The office of the Business Department is located in Administration Building, Room 333

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

### **MISSION/ PHILOSOPHY of MASTER OF BUSINESS ADMINISTRATION:**

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

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

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

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

### **PROGRAM OUTCOMES:**

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

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

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

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

### **ADMISSION CRITERIA FOR MBA PROGRAM**

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

- A completed application. The application can be submitted online or a paper copy can be requested or downloaded from the College's website.
- An application fee of \$50.00. (This fee applies to the submission of a paper application only. There is no cost for the online application).
- An official copy of the GMAT test score. (The test score submitted must be less than 5 years old).
- Official transcripts from all post secondary institutions attended. The undergraduate GPA required for admission is 3.0
- Applicants who have non-U.S. credentials must present a course-by-course evaluation of their international credentials. A number of agencies provide this service. The preferred service is the World Education Services (WES).(<http://wes.org>)
- 2 letters of recommendation (one professional and one academic letter preferred)
- A copy of the applicant's resume

## **COURSE WAIVERS FOR PRIOR STUDY**

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

## **CURRICULUM:**

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

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

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



## **The M.B.A. Core**

The Common Professional Component for the M.B.A. program is designed so as to establish a conceptual foundation for the remaining courses in the graduate program. The core courses provide students with a firm theoretical and empirical knowledge base in the primary functional areas of business practice and organizational leadership. The areas of knowledge covered include each of the areas of business practice required by the ACBSP as essential to any program of business training at the 4-year level or above. The second goal of the core is to develop in students the necessary skills of data collection, analysis, interpretation and communication. A third goal of the core courses is to provide the conceptual and theoretical knowledge base for advanced study in an area of specialization.

### **Prerequisite Courses**    9 credits

<b>MATH 211</b>	<b>Statistics</b>
<b>CMPT 114</b>	<b>Computer Programming and Applications</b>
<b>ECON 110</b>	<b>Introductory Economics</b>

### **Business Core**    30 credits [Note: up to 24 of these credits may be waived]

<b>MBA 501</b>	<b>Managerial Accounting</b>
<b>MBA 502</b>	<b>Financial Management</b>
<b>MBA 503</b>	<b>Managerial Economics</b>
<b>MBA 504</b>	<b>Data Analysis and Modeling for Managers</b>
<b>MBA 505</b>	<b>Marketing Concepts &amp; Strategies</b>
<b>MBA 506</b>	<b>Managing Information Technologies &amp; Innovation</b>
<b>MBA 507</b>	<b>Business Law for Managers</b>
<b>MBA 508</b>	<b>Management and Organization Theory</b>
<b>MBA 509</b>	<b>Managing Human Resources</b>
<b>MBA 510</b>	<b>Interpersonal and Organizational Communication</b>

Each of these core courses constitutes standard survey courses, on the Masters level, in the fundamental functional business areas. In the order listed above, the courses represent broad coverage of the theory, concepts, and practices in:

- Accounting**
- Finance**
- Economics**
- Quantitative Methods**
- Marketing**
- Management of Information Systems**
- Business Law**
- Management / Organizational Behavior**
- Human Resources**
- Business Communication**

## **M.B.A. Concentrations**

The choice of concentrations for the proposed M.B.A. program was made with considerable care in order to accomplish several goals:

First, the areas of concentration represent a good “fit” with the College’s heritage, its mission, and its traditional areas of strength. The College has always focused on service careers and areas of community involvement (as a direct outgrowth of the spirit of the Sisters of Charity) and includes in its mission a focus on developing in its graduates, “a sense of responsibility for their world, and a practical urgency to be influences for good”. It is highly appropriate, therefore, that although the proposed program offers advanced training in business, program concentrations focus on nonprofit organizations, health care, education, and human services.

Second, the concentrations in the M.B.A. program have been selected in recognition of the established strengths of the College – areas of academic study for which the College has received public recognition and for which it has become well known. Therefore, it is “natural” for the proposed program to include concentrations in health and international studies.

Third, the selected areas of concentration match well the areas of professional practice of many of the graduates of the Business Department’s undergraduate programs. Since the College has become closely associated with community service agencies over its history, a significant number of business graduates have taken positions with health care employers, school systems, and nonprofit organizations. Others have accepted employment with standard for-profit employers, but have built careers around human resource management, reflecting the College’s emphasis on developing, in its graduates, respect for the individual and concern for the human dimension of organizational practice.

The following areas of concentration, therefore, “fit” well the College’s strengths, its mission, and the needs of its constituents.

### **(i) Management and Organizational Behavior**

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

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

### **(ii) Health Care Management**

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

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

**(iii) International Business**

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

**M.B.A. Capstone Courses**

The M.B.A. program concludes with a set of required courses designed to complete the areas of core competencies and to provide a unifying experience requiring the application of the student's acquired knowledge to an appropriate case study.

Capstone Courses                      12 credits

- |                |  |
|----------------|--|
| <b>MBA 701</b> | <b>Organizational Leadership, Ethics and Social Responsibility</b> |
| <b>MBA 702</b> | <b>Strategic Management</b>  |
| <b>MBA 703</b> | <b>Competing in a Global Business Environment</b>                  |
| <b>MBA 704</b> | <b>MBA Decision Laboratory</b>                                     |

The first three of these represent traditional coursework in Business Ethics, Business Strategy/Policy, and International Business. The fourth course is the capstone project requiring the student to work in a team setting with other students, and to conduct primary research, evaluate, and analyze a specific business problem and then to formulate, present, and defend a set of recommended actions in the case.

## **M.B.A. COURSE DESCRIPTIONS**

### **BUSINESS CORE COURSES**

MBA 501 – Managerial Accounting

3 credits

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

MBA 502 – Financial Management

3 credits

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

MBA 503 – Managerial Economics

3 credits

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

MBA 504 – Data Analysis and Modeling for managers

3 credits

Data Analysis and Modeling is an exciting field in today's dynamic, competitive world. Business managers deal with large amount of data and information. A unifying element of the course is the use of Excel to perform various analysis in a spread sheet environment. In this course, students develop skills in using Excel to examine and report data. Students will be able to make strategic decisions using various concepts, methods and quantitative tools in the field of data analysis and modeling.

MBA 505 – Marketing Concepts and Strategies

3 credits

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

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

MBA 506 –Managing Information Technologies and Innovation 3 credits

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

MBA 507 – Business Law for Managers 3 credits

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

MBA 508 – Management and Organization Theory 3 credits

Based upon classical and contemporary theory and empirical research, this course provides an analysis of organizations, focusing on the impacts that organizations have upon individuals and society. The course focuses on how managers structure and operate organizations so that they are efficient and effective. In reviewing the field of organization studies, the course considers the past, present and areas of likely significant future development in the study of organizations. Specifically, it surveys the development of rational, natural and open systems theories -- from earlier to contemporary versions -- and provides a framework to allow students to comprehend past and present theories and to understand current controversies.

MBA 509 – Managing Human Resources 3 credits

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

conflicts that may arise in the workplace and some of the strategies designed to deal with such problems.

MBA 510 – Interpersonal and Organizational Communication 3 credits

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

### **AREAS OF CONCENTRATION**

### **INTERNATIONAL BUSINESS COURSES**

MBA 641 – International Marketing 3 credits

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

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

MBA 642 – International Financial Management 3 credits

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

MBA 643 – International Management and Cross Cultural Communication 3 credits

This course takes a cross-cultural and functional perspective in international management. Managerial functions are discussed in a cross-cultural setting of an international operation. Emphasis is placed on the importance of cross-cultural differences and the challenges of working

in a diverse work environment where people may not share the same basic values and assumptions.

MBA 644 – International Economics 3 credits

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

MBA 645 – International Political Relations 3 credits

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

MBA 646 – International Trade 3 credits

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

### **HEALTH CARE MANAGEMENT COURSES**

MBA 651 – Health care Administration 3 credits

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

MBA 652 – Health care Finance 3 credits

An introduction to the management of a health care organization's finances, including the operation of its financial accounting system. Evaluation of the organization's financial situation using

financial techniques and financial statements, cash management, credit analysis, capital structure and capital budgeting, funds management, and financial control.

MBA 653 – Law for Health care Professionals

3 credits

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

MBA 654 – The Marketing for Health care Programs

3 credits

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

MBA 655 – The Health care System

3 credits

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

MBA 656 – Health care Policy

3 credits

This course focuses on a wide range of policies including equity in health care delivery (e.g., how to provide care for the elderly, the poor, the homeless, those with cancer, AIDS, and other life threatening illnesses, those chemically dependent), proposals for cost control, regulation of safety, insurance, and the distribution of medical resources.

### **MANAGEMENT & ORGANIZATIONAL BEHAVIOR COURSES**

MBA 661 – Managing Organizational Behavior

3 credits

This course examines behavioral issues in organizations to develop an understanding for working with people individually, in groups, and as members of larger organizations. The course also



reviews theories and research in the area of effective management, in order to develop a base of understanding for managerial practice and organizational leadership.

MBA 662 – Managing Diversity

3 credits

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

MBA 663 – Organizational Culture and Spirituality

3 credits

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

MBA 664 – Managing Organizational Quality and Commitment

3 credits

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

MBA 665 – Organizational Diagnosis and Change Management

3 credits

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

MBA 666 – Executive Development and Principle Centered Leadership 3 credits

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

## CAPSTONE COURSES

MBA 701 – Organizational Leadership, Ethics and Social Responsibility 3 credits

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

MBA 702 – Strategic Management 3 credits

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

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

MBA 703 – Competing in a Global Business Environment 3 credits

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

MBA 704 – MBA Decision Laboratory 3 credits

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

## **EDUCATION**

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

Coordinator of the Graduate Program: Deborah Smith

The Office of the Graduate Program in Urban and Multicultural Education is located in the Administration Building, Room 323. The Graduate Program phone number is: (718) 405-3209.

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

### **MASTER OF SCIENCE IN URBAN & MULTICULTURAL EDUCATION**

The Master of Science Degree in Urban and Multicultural Education has been approved and is registered with the New York State Higher Education Department, under the IPEDS code of 0899.

### **PROGRAM PHILOSOPHY**

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

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

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

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

## **PROGRAM OUTCOMES**

1. Articulate a philosophy of teaching which reflects a commitment to the development of self and others and the advancement of the teaching profession.
2. Demonstrate reflective and critical thinking skills as professional educators.
3. Evaluate research knowledge as it applies to effective schooling.
4. Demonstrate ability to communicate in a scholarly and professional manner.

## **ADMISSION REQUIREMENTS FOR M.S. IN EDUCATION**

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

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

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

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

Individuals who do not possess New York State Certification may petition for acceptance into the program. See section entitled Other Admission Policies for further information.

## **NEW YORK STATE CERTIFICATION**

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

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

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

## **GRADES**

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

## **DEGREE AND EXIT REQUIREMENTS**

The Graduate Program in Education at the College of Mount Saint Vincent offers intensive study in urban and multicultural education and issues. The curriculum consists of 30 credits: nine credits in Foundation studies; a professional core of twelve credits in instructional methodology as applied to urban and multicultural issues and settings; and nine credits of concentration in one of four areas-Special Education, Middle Level Education, English as a Second Language, and Instructional Technology and Global Perspectives.

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

## **EXIT CRITERIA**

A student who successfully completes all academic and professional requirements will be recommended by the Teacher Education Department for permanent New York State certification in the areas of first certification. 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. These requirements for permanent certification are applicable to candidates who have received provisional certification before February 2, 2004. Students who received New York State Initial Certification after February 2, 2004 in Childhood (1-6) or Childhood with a Grade 7-9 extension in a content area will be academically eligible for Professional certification after successful completion of the MS program.

## **OTHER ADMISSION POLICIES**

Those individuals who do not meet the program requirements for unqualified admission may petition to complete the degree for purposes of professional development. Permission of the Department Chairperson is required. Petitions may be granted or denied at the discretion of the Chairperson. Please also note that students granted such permission and admitted into the program without New York State Certification are responsible for fulfilling all requirements on their own, directly through the New York State Department of Education. While the College of Mount Saint Vincent and the Graduate Program are willing to assist and advise individuals as needed, the College will not be responsible for recommending such an individual for New York State Certification.

**Scheduling of Course Offerings**  
*(Subject to change)*

**Required Courses Offered Only On-Campus**

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

EDUC 502: FOUNDATIONS OF URBAN AND MULTICULTURAL EDUCATION

*Offered in the Fall and the Spring of each year*

EDUC 602: RESEARCH FOR CLASSROOM TEACHERS

*Offered in the Fall and the Spring of each year*

EDUC 606: URBAN AND ENVIRONMENTAL EDUCATION

*Offered in the Spring of each year, and in the Summer Session*

**Required Courses Offered Offsite**

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

EDUC 504: CROSS-CULTURAL COMMUNICATION

*Offered in the Fall, Spring and Summer Sessions*

EDUC 506: LANGUAGE, COGNITIVE DEVELOPMENT, AND CULTURAL DIVERSITY

*Offered in the Fall, Spring and Summer Sessions*

EDUC 604: METHODS IN MULTICULTURAL EDUCATION

*Offered in the Fall, Spring and Summer Sessions*

EDUC 608: CONTEMPORARY HEALTH ISSUES IN URBAN EDUCATION

*Offered in the Fall, Spring and Summer Sessions*

**A. Program Concentration Courses – 700 Level Courses**

The 700 level courses are offered on a rotating basis during the Fall, Spring and Summer Sessions. Although several of these concentration courses are offered each term, during no term are all of the concentration courses available. Program planning should be arranged with the Chairperson of the Graduate Program.

## **M.S. IN URBAN & MULTICULTURAL EDUCATION COURSE DESCRIPTIONS**

### **FOUNDATION COURSES**

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

All students take these courses. Either EDUC 502 or EDUC 504 now fulfills the New York City Board of Education human relations requirement.

EDUC 502 - Foundations of Urban and Multicultural Education 3 credits

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

EDUC 504 - Cross-cultural Communication 3 credits

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

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

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

### **CORE COURSES**

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

EDUC 602 - Research for Classroom Teachers 3 credits

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

EDUC 604 - Methods in Multicultural Education 3 credits

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



EDUC 606 - Urban and Environmental Education 3 credits

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

EDUC 608 - Contemporary Health Issues in Urban Education 3 credits

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

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

### **MIDDLE LEVEL CONCENTRATION**

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

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

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

EDUC 704 - Curriculum in Middle School Education 3 credits

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

EDUC 706 - Applied Research in Middle Level Education 3 credits

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

### **SPECIAL EDUCATION CONCENTRATION**

EDUC 712 - Strategies for Inclusion of Special Learners 3 credits

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

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

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

Prerequisites: EDUC 712 or permission of instructor.

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

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

### **ENGLISH AS A SECOND LANGUAGE CONCENTRATION**

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

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

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

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

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

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

This course includes an examination of procedures and instruments, standardized and informal, used in second language instruction programs. Focus on assessment as an integral part of instruction.

Prerequisites: EDUC 722 and EDUC 724 or permission of instructor.

## **INSTRUCTIONAL TECHNOLOGY AND GLOBAL PERSPECTIVES CONCENTRATION**

EDUC 732 - Technology for Classroom Teachers 3 credits

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

EDUC 734 - Technology for Communication and Instruction 3 credits

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

EDUC 736 - Advanced Technology: Curriculum and Development 3 credits

Advanced Technology: Curriculum and Development explores the use of authoring systems to create discipline-specific multimedia instructional presentations. Students will develop individual curriculum projects that will incorporate text, graphics, animation, video, and scanned images for instructional purposes. The creation of customized websites is a featured activity.

Pre-requisites: EDUC 732, EDUC 734. Pre-requisites apply to students enrolled in the complete concentration.

## **SPECIAL COURSES**

EDUC 570 - Special Topics 3 credits

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

EDUC 570 - Arts Integration I: Methods and Materials 3 credits

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

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

EDUC 614 - Independent Study

3 credits

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

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

### **PROGRAM PHILOSOPHY**

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

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

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

### **PROGRAM OUTCOMES**

Graduates of the program in TESOL are able to:

1. Articulate acquired knowledge of first and second language acquisition
2. Elaborate the cognitive, psychological, cultural and sociological realities of second language learners
3. Apply this acquired knowledge to develop effective pedagogy for English Language Learners

### **ADMISSION REQUIREMENTS FOR M.S. IN TESOL**

- Bachelor's degree from an accredited college or university
- Undergraduate GPA of 3.0
- 
- New York State Initial Certification in a discipline other than TESOL
- Submission of two letters of recommendation
- Interview with program coordinator
- On-site writing sample

### **NEW YORK STATE CERTIFICATION**

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

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

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

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

## **GRADES**

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

## **DEGREE AND EXIT REQUIREMENTS**

The Master of Science in TESOL is a 30 credit curriculum consisting of both professional and skills-based clinically-oriented courses. One supervised practicum in TESOL will be fulfilled at the candidate's current teaching location. The additional level of supervised practicum will be carried out in a level appropriate after-school, weekend, or summer ESL program. A comprehensive examination is the culminating assessment for this course of study.

## **M.S. in TESOL CURRICULUM**

The curriculum of the MS in TESOL Program consists of:

- **Pedagogical Core Courses**

- 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

- **Pedagogical Knowledge Courses**

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

- **Field Experience**

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

- **Comprehensive Examination**

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

The courses of the MS in TESOL Program are co-sponsored with the UFT. Select courses will be offered at the Riverdale campus of the CMSV as well as at UFT locations Borough Offices. The recommended sequence of courses should be discussed with an advisor prior to course registration.

## **Scheduling of Course Offerings** *(Subject to change)*

### **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 & Materials in TESOL
- EDUC 725 Teaching Across Content Areas: Methods of TESOL Grades Pre-K-12

### **B. Required Courses Offsite**

The following courses must be taken off site:

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



## M.S. in TESOL COURSE DESCRIPTIONS

### PEDAGOGICAL CORE COURSES

#### EDUC 504 - Cross-cultural Communication

3 credits

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

#### EDUC 507 - Linguistic Analysis

3 credits

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

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

#### EDUC 508 - Structure of American English

3 credits

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

#### EDUC 506 - Language, Cognitive Development, and Cultural Diversity

3 credits

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

#### EDUC 722 - Teaching English as a Second Language I

3 credits

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

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

3 credits

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

## **PEDAGOGICAL KNOWLEDGE COURSES**

EDUC 605 - Curriculum & Materials in TESOL 3 credits

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

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

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

## **FIELD EXPERIENCE**

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

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

These courses will use a seminar format that will meet bi-monthly for a total of fourteen hours. During the seminar, students will have multiple opportunities to connect theory and practice. Drawing on their teaching experiences, they will discuss the learning processes of English Language Learners as well as their own development as teachers of English Language Learners.

## **NURSING**

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

Director of Nursing: Carol Vicino, B.S., M.A., M.Ed., Ed.D.  
carol.vicino@mountsaintvincent.edu

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

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

### **MISSION/PHILOSOPHY OF MASTER OF SCIENCE, NURSING PROGRAM**

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

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

### **PROGRAM OUTCOMES**

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

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

## ADMISSION REQUIREMENTS

Applicants for admission into the Graduate Nursing Program must:

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

*\* Applicants who do not possess a baccalaureate degree in Nursing must make an appointment with the Director of the Nursing Program prior to submission of an application. RNs with a baccalaureate in another discipline are expected to demonstrate the competencies of nurses with a Baccalaureate in Nursing.*

*\*\* A student with an undergraduate grade point average below a 3.0 may enroll as a non-matriculated student in the four Core Nursing courses. If the student achieves a 3.0 grade point average in these courses, he/she may matriculate into the program.*

Deadline for acceptance of new students for the Fall Semester is June 15. The deadline for the Spring semester is December 1.

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

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

## **ADMISSION FOR AN RN WITH A BACCALAUREATE DEGREE IN A MAJOR OTHER THAN NURSING**

Under special circumstances, registered nurses with degrees in a field other than nursing may be enrolled in the Graduate Nursing Program. Admission requirements include:

- current RN license;
- baccalaureate degree from a regionally accredited college or university;
- completed application and fee;
- admissions interview;
- completion of undergraduate courses in chemistry, nursing research and elementary statistics;
- successful completion of NURS 209, NURS 309 and NURS 436;
- satisfactory passage of the English Essay Exam.

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

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

## **WRITING PROFICIENCY**

All degree candidates must complete the English Essay Exam prior to their first semester of study. No special preparation is required. Contact the Graduate Program for an appointment to take the examination. Anyone whose proficiency exam demonstrates weakness in writing will be referred to the Academic Resource Center and/or registered for a non-credit course to improve writing skills prior to enrollment in graduate courses.

## **TRANSFER CREDIT**

See page 13 for general information regarding transfer credit. NURS 599 and NURS 699 will be assigned to transfer elective credits.

## **GRADES**

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

## DEGREE REQUIREMENTS

The graduate nursing program offers four specializations: Nursing Education (32 Credits); Adult Nurse Practitioner; Family Nurse Practitioner (43 Credits each); and Nursing Administration (36 Credits).

### Suggested Master of Science Part-Time Curriculum Sequence

#### *Administrative Track*

#### **Year I**

##### *Fall*

NURS 501	Advanced Nursing Theory	3 credits
NURS 504	Dynamics of Nursing Leadership	3 credits
		<b>6 credits</b>

##### **Spring**

NURS 502	Advanced Nursing Research	3 credits
NURS 505	Ethics and Health Care Policy	3 credits
		<b>6 credits</b>

#### **Year II**

##### *Fall Trimester*

*NURS 550/MBA 651	Foundations of Health Care	3 credits
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##### *Mid Trimester*

*NURS 551/MBA 652	Financial Management Budgetary Control	3 credits
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##### *Spring Trimester*

*NURS 552/MBA 653	Law for Health Care Professional	3 credits
NURS 700	Master's Project Advisement	1 credit

#### **Year III**

##### *Fall*

NURS 609	Nursing Administration Theory I	3 credits
NURS 610	Nursing Administration: Seminar/Practicum	3 credits
NURS 700	Master's Project Advisement	1 credit
		<b>7 credits</b>

##### *Spring*

NURS 611	Nursing Administration Theory II	3 credits
NURS 612	Nursing Administration Seminar/Practicum	3 credits
NURS 700	Master's Project Advisement	1 credit
		<b>7 credits</b>

Total Credits: 36

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

**Suggested Master of Science  
Part-Time Curriculum Sequence  
*Clinical Track: Adult Nurse Practitioner***

**Year I**

***Fall***

NURS 501	Advanced Nursing Theory	3 credits
NURS 504	Dynamics of Nursing Leadership	3 credits
		<b>6 credits</b>

***Spring***

NURS 502	Advanced Nursing Research	3 credits
NURS 505	Ethics and Health Care Policy	3 credits
		<b>6 credits</b>

**Year II**

***Fall***

NURS 531	Advanced Health Assessment	3 credits
		<b>3 credits</b>

***Spring***

NURS 530	Advanced Pathophysiology	3 credits
NURS 532	Advanced Pharmacophysiology	3 credits
NURS 700	Master's Project Advisement	1 credit
		<b>7 credits</b>

**Year III**

***Fall***

NURS 650	Advanced Practice Theory I	3 credits
NURS 651	Advanced Practice Seminar/Practicum II	3 credits
NURS 700	Master's Project Advisement	1 credit
		<b>7 credits</b>

***Spring***

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

***Summer Session***

NURS 655	Advanced Practice Seminar/Practicum III	3 credits
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Total Credits: 39

**Suggested Master of Science  
Part-Time Curriculum Sequence  
Nursing Education**

**Year I**

***Fall***

NURS 501	Advanced Nursing Theory	3 credits
NURS 504	Dynamics of Nursing Leadership	3 credits
		<b>6 credits</b>

***Spring***

NURS 502	Advanced Nursing Research	3 credits
NURS 505	Ethics and Health Care Policy	3 credits
		<b>6 credits</b>

**Year II**

***Fall***

NURS 661	Theories of Learning	2 credits
NURS 531	Advanced Health Assessment	3 credits
		<b>5 credits</b>

***Spring***

NURS 530	Advanced Pathophysiology	3 credits
NURS 662	Teaching Learning Process	3 credits
NURS 700	Master's Project Advisement	1 credit
		<b>7 credits</b>

**Year III**

***Fall***

NURS 664	Curriculum & Course Development	2 credits
NURS 665	Use of technology to Teach	2 credits
NURS 700	Master's Project Advisement	1 credit
		<b>5 credits</b>

***Spring***

NURS 721	Teaching Practicum	3 credits
NURS 700	Master's Project Advisement	1 credit
		<b>4 credits</b>

Total Credits: 33



**Suggested Master of Science  
Part-Time Curriculum Sequence  
*Clinical Track: Family Nurse Practitioner***

**Year I**

***Fall***

NURS 501	Advanced Nursing Theory	3 credits
NURS 504	Dynamics of Nursing Leadership	3 credits
		<b>6 credits</b>

***Spring***

NURS 502	Advanced Nursing Research	3 credits
NURS 505	Ethics and Health Care Policy	3 credits
		<b>6 credits</b>

**Year II**

***Fall***

NURS 531	Advanced Health Assessment	3 credits
		<b>3 credits</b>

***Spring***

NURS 530	Advanced Pathophysiology	3 credits
NURS 532	Advanced Pharmacophysiology	3 credits
NURS 700	Master's Project Advisement	1 credit
		<b>7 credits</b>

**Year III**

***Fall***

NURS 650	Advanced Practice Theory I	3 credits
NURS 651	Advanced Practice Seminar/Practicum II	3 credits
NURS 700	Master's Project Advisement	1 credit
		<b>7 credits</b>

***Spring***

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

**Year IV**

NURS 656	Family Nurse Practitioner Theory	3 credits
NURS 657	Family Nurse Practitioner Seminar/Practicum	3 credits
		<b>6 credits</b>

Total Credits: 42

## **ADVANCED CERTIFICATE PROGRAMS**

### **Adult Nurse Practitioner**

This program provides, for the nurse who holds a Master's degree in Nursing, the opportunity to acquire an in-depth theoretical understanding of advanced nursing practice, and preparation to function as an adult nurse practitioner. Graduates will also be eligible to sit for the American Nurses Credentialing Center and the American Academy of Nurse Practitioner certification examinations.

### **Family Nurse Practitioner**

This program provides, for the nurse who holds a Masters' degree in Nursing, the opportunity to acquire an in-depth theoretical understanding of advanced nursing practice with individuals and will be eligible to sit for the American Nurses Credentialing Center and the American Academy of Nurse Practitioner examinations.

### **Nurse Educator**

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

### ***ADMISSION REQUIREMENTS INCLUDE:***

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

### **Advanced Certificate Program Curricula:**

#### ***Family Nurse Practitioner***

#### **Year I**

##### ***Fall***

NURS 531	Advanced Health Assessment	3 credits
		<b><i>5 credits</i></b>

##### ***Spring***

NURS 530	Advanced Pathophysiology	3 credits
NURS 532	Advanced Pharmacophysiology	3 credits
		<b><i>6 credits</i></b>

**Year II**

***Fall***

NURS 650	Advanced Practice Theory I	3 credits
NURS 651	Advanced Practice Seminar/Practicum II	3 credits
		<b><i>6 credits</i></b>

***Spring***

NURS 652	Advanced Practice Theory II	3 credits
NURS 653	Advanced Practice Seminar/ Practicum	3 credits
		<b><i>6 credits</i></b>

**Year III**

NURS 656	Family Nurse Practitioner Theory	3 credits
NURS 657	Family Nurse Practitioner Seminar/Practicum	3 credits
		<b><i>6 credits</i></b>

Total Credits: 27

**Advanced Certificate Program Curricula:  
Adult Nurse Practitioner**

**Year I**  
*Fall*

NURS 531	Advanced Health Assessment	3 credits
		<b>3 credits</b>

*Spring*

NURS 530	Advanced Pathophysiology	3 credits
NURS 532	Advanced Pharmacophysiology	3 credits
		<b>6 credits</b>

**Year II**  
*Fall*

NURS 650	Advanced Practice Theory I	3 credits
NURS 651	Advanced Practice Seminar/Practicum II	3 credits
		<b>6 credits</b>

*Spring*

NURS 652	Advanced Practice Theory II	3 credits
NURS 653	Advanced Practice Seminar/Practicum	3 credits
		<b>6 credits</b>

**Year III**

NURS 655	Advanced Practice Seminar/Practicum III	3 credits
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Total Credits: 24

**Advanced Certificate Program Curricula:**  
*Nurse Educator*

**Fall or Spring: Semester I**

NURS 661	Theories of Learning	2 credits
NURS 662	The Teaching Learning Process	3 credits

**Fall or Spring: Semester II**

NURS 664	Curriculum and Course Development	2 credits
NURS 665	The Use of Technology to Teach	2 credits

**Spring or Fall: Semester III**

NURS 720	Teaching Practicum for the Nurse Educator	2 credits
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Total 11 credits

## **NURSING COURSE DESCRIPTIONS**

### **CORE NURSING COURSES**

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

NURS 501 - Advanced Nursing Theory 3 credits

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

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

NURS 502 - Advanced Nursing Research 3 credits

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

Pre-requisites: NURS 501

NURS 504 - Dynamics of Nursing Leadership 3 credits

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

Pre- or Co-requisites: NURS 501

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

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

Pre- or Co-requisite: NURS 501

### **NURSING ADMINISTRATION**

NURS 609 - Nursing Administration Theory I 3 credits

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

Pre-requisites: Completion of Nursing and Business Core Courses

Co-requisites: NURS 610, 700

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

This practicum and seminar focuses on the implementation of business, nursing and research that direct, organize, and facilitate the delivery of nursing care. Students observe, analyze, and participate in the role of the nurse administrator in a designated health care delivery system. Students participate in the implementation and evaluation of current methods of nursing care delivery. (8 hours - clinical; 1 hour - seminar)

Co-requisites: NURS 609, 700

NURS 611 - Nursing Administration Theory II 3 credits

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

Pre-requisites: NURS 609, 610

Co-requisite: NURS 612

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

This seminar and practicum focuses on advanced study of business and nursing theories and research which evaluate the delivery of nursing care in a managed care environment. Students explore concepts involved in organizing work and optimizing the effectiveness of organizations. Emphasis is placed on the role of the nurse administrator as consultant and change agent within health care organizations. The role of regulatory agencies in the delivery of nursing care is explored. (8 hours - clinical; 1 hour - seminar)

Pre-requisites: NURS 609, 610

Co-requisite: NURS 611

## **SUPPORT ADMINISTRATION COURSES**

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

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

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

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

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

NURS 552/ MBA 653 - Law for Health Care Professionals 3 credits

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

### **NURSING OF THE ADULT AND AGED**

*Twelve credits provide the student with advanced knowledge and practice in their chosen major.*

*[Note: this track has a moratorium on admissions.]*

NURS 601 - Nursing of the Adult and Aged Theory I 3 credits

This course focuses on advanced study of the biological and psychological changes of the early, middle and late aging processes. Emphasis is placed on the use of diagnostic reasoning for the identification of complex health problems. The design and implementation of nursing interventions for primary, secondary, and tertiary care are examined. (3 hours - lecture)

Pre-requisites: Core Nursing courses (12 credits) NURS 530, 531, 532

Co-requisites: NURS 602, 532 with permission of faculty

NURS 602 - Nursing of the Adult and Aged:

Advanced Practicum/Seminar I 3 credits

This practicum and seminar focuses on the implementation of the nursing process in the care of adult and aged clients with complex health needs. Students will develop new standards for emerging nursing care delivery. (8 hours - clinical; 1 hour - seminar)

Pre-requisites: Core Nursing courses (12 credits), NURS 530, 531

Co-requisites: NURS 601

NURS 603 - Nursing of Adult and Aged Theory II 3 credits

Nursing practice roles of advanced practice nurses are examined through synthesis of theories of nursing and other related disciplines. Governmental regulation policies and advancement of the specialty (in one's area of interest) are addressed. (3 hours - lecture)

Pre-requisites: NURS 530, 531, 532, 601, 602

Co-requisites: NURS 604

NURS 604 - Nursing of the Adult and Aged:

Advanced Practicum/Seminar II 3 credits

This practicum and seminar course focuses on the implementation of the role of the advanced practice nurse in the delivery of care in a variety of settings. Specialized nursing roles in advanced practice situations are examined. (8 hours - practicum; 1 hour-seminar)

Pre-requisites: NURS 530, 531, 601, 602



Co-requisites: NURS 532, 603

### **SUPPORT COURSES FOR THE NURSING OF THE ADULT AND AGED**

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

NURS 530 - Advanced Pathophysiology 3 credits

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

NURS 531 - Advanced Health Assessment/Practicum 3 credits

Emphasis is on theory and practice in biobehavioral and psychobehavioral assessment strategies essential for case management of the adult seeking primary, secondary, and tertiary care. Skill development includes obtaining and recording a comprehensive database and demonstrates advanced clinical judgment in the assessment of individuals. Preceptored experiences assist the student in synthesizing the components of the health history and physical assessment. (2 hours - lecture; 2 hours - lab; 1 hour - clinical)

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

NURS 532 - Advanced Pharmacophysiology 3 credits

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

Pre-requisites: Completion of Nursing Core Courses

### **ADULT NURSE PRACTITIONER AND FAMILY NURSE PRACTITIONER**

NURS 600 - Continuous Clinical Practicum 0 credits

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

NURS 650 - Advanced Practice Theory I 3 credits

This course will explore the diagnosis and nursing management of frequently occurring common health problems manifested in primary care. Emphasis will be given to episodic conditions that affect the skin, the eye, nose and throat, and the respiratory, cardiovascular, and reproductive systems, as well as affective disorders common in young, middle-aged, and older adults. Health

promotion and disease prevention strategies essential in providing holistic primary care to adult populations from undeserved areas will be addressed. (3 hours - lecture)

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

Co-requisites: NURS 651

NURS 651 - Advanced Practicum/Seminar I 3 credits

This course will emphasize implementation of theory-based nursing management strategies to promote, restore, and maintain health in young, middle age, and older adults. In a variety of ambulatory settings, the student will implement comprehensive skills in assessment, diagnosis, and management of wellness and common health problems. The seminar will focus on the collaborative role of the nurse practitioner in providing care to patients. (14 hours - clinical; 1 hour - seminar)

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

Co-requisites: NURS 650

NURS 652 - Advanced Practice Theory II 3 credits

This course will explore the management of chronicity in the adult population. Exacerbations of chronic conditions with multisystem alterations will be discussed. Emphasis will be given to the chronic illnesses that affect the gastrointestinal, 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 hours - lecture)

Pre-requisites: NURS 650, 651

Co-requisites: NURS 653

NURS 653 - Advanced Practicum/Seminar II 3 credits

This course will implement theory-based management strategies to treat chronic health problems. In a variety of clinical settings or in specialty clinics, the student will implement strategies which support clients and their caregivers. The seminar will focus on the relevance and competence of the nurse practitioner in providing primary care. (14 hours - clinical; 1 hour seminar)

Pre-requisites: NURS 650, 651

Co-requisites: NURS 652

NURS 655 - Advanced Practicum/Seminar III 3 credits

This 3 credit course will provide an opportunity for the refinement of skills in comprehensive assessment, diagnosis, and nursing management of health care for adults. The student will select an ambulatory facility, community health center, acute care, or long-term facility that provides care in a specialty area of particular interest. The seminar will focus on the conflicts and opportunities that nurse practitioners may encounter in the practice environment. This course is for ANP students only. (14 hours - clinical; 1 hour seminar)

Pre-requisites: NURS 652, 653

NURS 656 - Family Nurse Practitioner Theory III 3 credits

This course will explore the diagnosis and management of episodic, chronic, and developmental alterations of women and children. Strategies essential to the treatment and coordination of care

of the pediatric population will be addressed. Further issues affecting families will be explored. This course is for FNP students only. (3 hours - lecture)

Pre-requisites: NURS 652, 653

Co-requisite: NURS 657

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

This course will emphasize implementation of theory-based managed strategies for women and children with episodic, developmental, and chronic health problems. In a variety of clinical settings, the student will implement management, preventive, and health-promoting strategies which support clients, families, the community, and their care-givers. The seminar will focus on issues pertaining to the client population. This course is for FNP students only. (14 hours clinical, 1 hour seminar)

Prerequisites: NURS 652,653

Corequisite: NURS 656

## **MASTER'S PROJECT COMPONENT**

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

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

NURS 701 - Continuous Master's Project Advisement 0 credits

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

## **NURSE EDUCATOR COURSES**

NURS 661 - Theories of Learning 2 credits

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

NURS 662 - The Teaching Learning Process 3 credits

This course is designed to provide an overview of the teaching learning process with a focus on teaching culturally diverse students. The teaching learning process includes assessment of the

learner, development of learning objectives/outcomes, teaching strategies, and methods to evaluate learning. (3 hours - lecture)

Pre- or Co-requisites: NURS 662

NURS 664 - Curriculum and Course Development 2 credits

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

Pre-requisites: NURS 661, 662, 663

Co-requisites: NURS 665

NURS 665 - The Use of Technology to Teach 2 credits

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

Pre-requisites: NURS 661, 662

NURS 720 - Teaching Practicum for the Nurse Educator 2 credits

This course is designed to promote socialization and transition of the student to the nurse educator role. Students will work with nurse educator preceptors to explore the various roles of the nurse educator including teacher, mentor, collaborator, and scholar. Learning -experiences will be provided both in the classroom and clinical settings. Seminar sessions will focus on relevant topics to the various nurse educator roles. (1 hour-seminar; 60 hours of practicum)

Pre-requisites: NURS 661, 661, 664, 665 *(Required for post-master's certificate)*

NURS 721 - Teaching Practicum for the Nurse Educator 3 credits

This course is designed to promote socialization and transition of the student to the nurse educator role. Students will work with nurse educator preceptors to explore the various roles of the nurse educator including teacher, mentor, collaborator, and scholar. Learning experiences will be provided both in the classroom and clinical settings. Seminar sessions will focus on relevant topics to the various nurse educator roles. (1 hour-seminar; 60 hours of practicum)

Pre-requisites: NURS 661, 661, 664, 665 *(Required for master's degree in Nursing Education)*

## Graduate Faculty

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### ADMINISTRATION

<i>President</i>	Charles L. Flynn, Jr., Ph.D.
<i>Provost, Dean of Faculty</i>	Guy Lometti, Ph.D.
<i>Dean, School of Professional &amp; Continuing Studies</i>	Edward H. Meyer, J.D.
<i>Assistant to the Dean of Professional &amp; Continuing Studies</i>	Belgica Collado

### FULL-TIME FACULTY TEACHING IN GRADUATE PROGRAMS

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

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

Karen Bourgeois (2004) Instructor of Nursing  
R.N.; B.S. College of Mount Saint Vincent; M.S., F.N.P. Pace University

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

Christine Corcoran (2006) Instructor of Nursing  
R.N.; B.S. Lehman College; M.S. F.N.P. College of Mount Saint Vincent

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

Jennifer Dolan-Waldman (2004) Assistant Professor of Teacher Education  
B.A., M.S. Queens College; M.S. Pace University; Ed.D. Fordham University

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

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

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

Nancy Kavanaugh (2004) Instructor of Nursing  
R.N.; B.S. Wagner College; M.S., C.N.S., F.N.P. Pace University

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

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

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

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

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

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

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

Carol Vicino (1978) Professor of Nursing  
R.N.; B.S. Hunter College; M.A., M.Ed., Ed.D. Columbia University

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

## SERVICE OFFICE LOCATIONS

*(Located in the Administration Building except where noted)*

Bookstore	Room 113
Bursar	Founders Hall, Room 233
Career Services and Internships	Founders Hall, Room 408B
Center for Academic Excellence	Library 2 <sup>nd</sup> Floor
College Health Center	Spellman Hall, Room 217
Computer Center	Founders Hall, Room 410
Counseling Center/Personal Counseling	Founders Hall, Room 310
Financial Aid	Castle – 2nd Floor
Identification Cards	Founders Hall, Room 114
Registrar	Founders Hall, Room 233
Security (Maloney Center)	Library, Lower Level, Room 1
School of Professional & Continuing Studies	Founders Hall, Room 105
Writing Center	Library 2 <sup>nd</sup> Floor

### Program facilities and services

#### FOUNDERS HALL

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

**The Nurse Educator Learning Center** is used by the students enrolled in the Advanced Nurse Educator Certificate Program. Technological resources, books and journals are available to students to facilitate their learning of the nurse educator role(s). This resource room is located in room 467.

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

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

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

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

**Benedicts Snack Bar:** During regular sessions the Snack Bar, located on the first floor of Founders Hall is open 8:00 a.m. to 7:00 p.m., Monday through Thursday and 8:00 a.m. to 4:30 p.m. on Friday. During January and May Intersessions and Summer Sessions the hours are 8:00 a.m. to 2:30 p.m.

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

## **ELIZABETH SETON LIBRARY**

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

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

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

## **BOOK DROPS**

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

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

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

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

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

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

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



## **RECREATIONAL FACILITIES**

### **GRACE CENTER**

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

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

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

### **PARKING**

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

## **DIRECTIONS TO CAMPUS**

### ***BY AUTO***

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

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

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

### **BY SUBWAY**

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

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

### **BY BUS**

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

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

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

## **Profile**

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### **The College**

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

### **The Place**

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

### **The People**

As of Fall 2011, total enrollment is approximately 1,600 students; 1,400 are undergraduates while the remaining 400 are graduate students. The majority of full-time undergraduates live on campus in one of the College's four residence halls.

### **Things To Do**

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

### **Accreditation**

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

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