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Graduate Programs

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

Our graduate programs are nationally accredited to ensure the highest level of quality. They are built upon the College of Mount Saint Vincent's combination of liberal arts focus and real-world learning

M.B.A.

M.S. in Education

M.S. in Nursing

M.S. in International Development and Service

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

through internships, research, and service. At the same time, programs are designed for convenience, affordability, and close mentoring. Students find guidance on applying, registering, transferring credits—all the information and resources they need to succeed. Classes are offered evenings and weekends and can be tailored to fit each individual's working schedule. Students graduate with the tools to build a professional life and the degree to make it happen.

Contact

(718) 405-3322

spgs@mountsaintvincent.edu

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M.B.A.

The College's M.B.A. program equips students with leadership skills and business acumen to serve both the profit and not-for-profit sectors. The program offers a student-centered learning environment within a curriculum accredited by the Accreditation Council for Business Schools and Programs.

The M.B.A. program includes advanced coursework in an area of concentration. Students select from one of five concentrations:

- The Comprehensive Track
- The Comprehensive Track for students concurrently enrolled in the College's M.S. degree in International Development and Service

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- The Health Care Management Concentration
- The International Business Concentration
- The Management and Organizational Behavior Concentration

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

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

Learn more about [tuition](#), [fees](#), and [admission requirements](#).

Contact

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Degree Requirements	<input type="checkbox"/>
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M.S. in Education

The College of Mount Saint Vincent’s Master of Science degrees in education are designed for teachers committed to serving diverse populations and expanding their skills as practitioners. Our M.S. degree programs—the M.S. in Urban and Multicultural Education and the M.S. in Teaching English to Speakers of Other Languages (TESOL)—offer values-centered curricula and real-world experience. Students learn how to create a productive learning environment for a diverse range of educational settings and students, and develop the specialized knowledge to effectively teach different student populations and have a significant impact on student’s lives and outcomes.

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

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Degree Requirements

.....
New York State Certification

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Course Descriptions

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M.S. in TESOL

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

Learn more about [tuition, fees, financial aid](#), and [admission requirements](#).

Contact

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graduateeducation@mountsaintvincent.edu

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M.S. in Nursing

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

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

Concentrations

M.S. in Nursing Administration

M.S. in Nursing Education

M.S. Family Nurse Practitioner Program

Advanced Certificate Programs

Course Descriptions

the nursing profession.

Learn more about [tuition, fees](#), and [admission requirements](#).

Faculty



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M.S. in International Development and Service

The College of Mount Saint Vincent's M.S. in International Development and Service prepares students to make a meaningful difference in the world. The program is designed to meet the international demand for socially responsive leaders who can facilitate partnerships in global and diverse communities. Students study a rigorous interdisciplinary curriculum ranging across key issues, such as social policy and development, global health, multicultural education, and more. The program, in collaboration with IPSL (formerly the International Partnership for Service-Learning and

Degree Requirements

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Leadership), integrates learning with substantial, hands-on volunteer service experience in the United States, Asia, Europe, and South America.

Students gain intercultural competency and learn how to navigate complex partnerships in global communities. They graduate ready to lead agencies that serve diverse populations: global non-profits, community development organizations, and other service-based institutions. Such advocacy research places students in a strong position to secure career-track employment upon graduation, often landing them job offers before they graduate.

For more information, please watch the [International Development and Service video](#) and visit IPSL's [College of Mount Saint Vincent page](#).

Learn more about [tuition, fees, financial aid](#), and [admission requirements](#).

Contact

ids@mountsaintvincent.edu

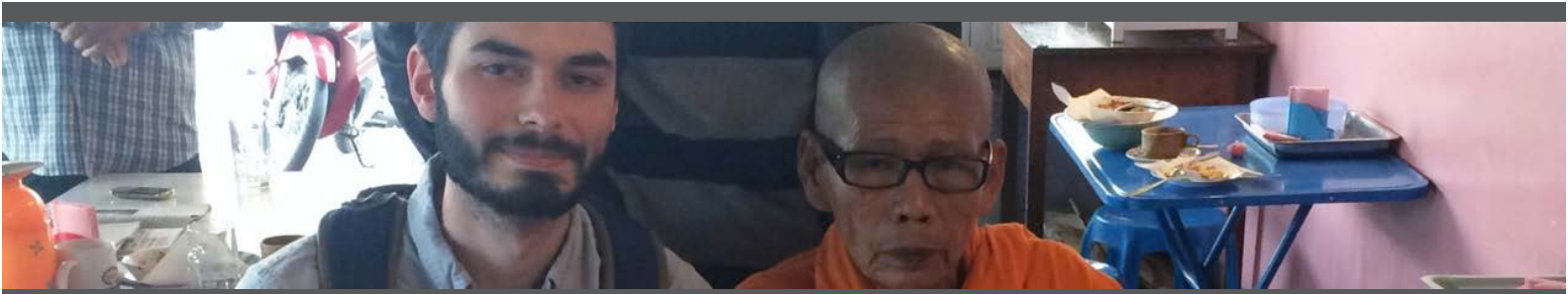
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Concurrent Degree in M.S. in International Development and Service and M.B.A.

The College of Mount Saint Vincent offers a concurrent degree option: Master's in International Development and Service (M.S. I.D.S.) and a Master's in Business Administration (M.B.A.) for as little as 18 additional credits. This M.B.A. Program is exceptional in the nation due to its specific focus on socially responsible business management in resource-scarce environments.

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M.B.A. Course Descriptions

M.S. I.D.S. Course Descriptions

The Concurrent Degree Program

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

The M.B.A. option will emphasize:

- Management of resource-scarce organizations
- Management of large numbers of volunteers
- Management of organizations that complement the community
- Field placements in the NGO/non-profit sectors
- Building sustainability

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

Program Outcomes

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

Students will learn:

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

Understanding organizational culture and managing change

Admission

The M.S. in International Development and Service degree at CMSV accommodates 2 cohorts per year (Fall and Spring start time).

Applicants may request program admission for either the Fall Semester or the Spring Semester. Learn more about [tuition, fees, financial aid](#), and [admission requirements](#).

Contact

ids@mountsaintvincent.edu

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Master of Business Administration

The Department of Accounting, Business, and Economics at the College of Mount Saint Vincent is a student-centered learning community dedicated to preparing undergraduate and graduate students for employment or advanced study in economics or business, as well as for ethical and responsible citizenship and leadership roles in business and society, both nationally and internationally.

The Department engages students in active learning and facilitates their development of analytical, critical thinking, communication and problem-solving skills. Department faculty are active scholars, focused on teaching and engaged in service to the CMSV and broader community, as well as in ongoing professional development.

The M.B.A. Program is accredited by the Accreditation Council for Business Schools and Programs (ACBSP). The ACBSP accreditation

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standards are modeled on the Baldrige National Quality Program, which focuses on a student-centered learning approach in the classroom.

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

Contact

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Curriculum

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

The curriculum model for the Master of Business Administration degree follows a traditional framework used throughout the United States for M.B.A. programs, which has become standardized at schools of business.

The program begins with a set of core requirements (the “Common Professional Component”) ensuring that students in the program will have familiarity with the fundamental areas of business practice and competency and will be able to apply a standard set of professional skills considered to be the baseline for persons entering careers in management or entering a program of advanced study.

Following this “basic training,” students will select an area of specialization, called a concentration, from the four offered in this program (i.e. management and organization behavior, health care management, international business, or the comprehensive business

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track). Each area of concentration requires 18 credits of advanced coursework with a narrow focus on a particular career area. At the end of the program, students complete a set of capstone courses which cover the areas of business strategy, professional ethics, and global issues. The final curriculum component involves an applied business project, called the "Business Decision Laboratory."

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

Undergraduate business majors, however, may **waive** up to 24 credits in this core M.B.A. curriculum. The Chair of the Department will determine course waivers on a case by case basis. Generally, the undergraduate studies in business must have been completed with a grade of B or better.

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

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

Master of Business Administration

**I. The Business Core/
Common Professional
Component**

30 credits

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MBA 501 Managerial Accounting

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MBA 502 Financial Management

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MBA 503 Managerial Economics

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MBA 504 Data Analysis and Modeling for Managers

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MBA 505 Marketing Concepts and Strategies

M.B.A. Programs and International Students

MBA 506 Managing Information Technologies and Innovation

MBA 507 Business Law for Managers

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MBA 508 Management and Organization Theory

MBA 509 Managing Human Resources

MBA 510

Interpersonal and Organizational Communication

Degree Requirements

**II. The Concentration/
Advanced Study**

**18 credits
in one of the following areas**

Concentrations

a) Health Care Management

b) International Business

Course Descriptions

c) Management and Organizational Behavior, Faculty

d) *The Comprehensive Track –
an approved set of six 600-level courses*

III. Capstone Courses

12 credits

MBA 701

Organizational Leadership, Ethics, and Social
Responsibility

MBA 702

Strategic Management

MBA 703

Competing in a Global Business Environment

MBA 704

MBA Decision Laboratory

Course Waivers for Prior Study

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

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The Comprehensive Track

Students who select this option build a program of advanced study in consultation with their faculty advisor. Eighteen credits are selected from among the full portfolio of courses offered in the MBA program on the 600-level. The program of study is approved by the Program Director. Through this option, students are able to tailor their advanced coursework in the MBA program to match career goals, professional interests, and the challenges of their current positions. Graduate students planning careers in such areas as not-for-profit management, public service, and policy advocacy are able to complete advanced work tied directly to the challenges of the professional life to which they aspire.

The Comprehensive Track for Students in the Master's Program in International Development and Service

Students admitted into the College's Master's Degree in International Development and Service may elect the concurrent degree option through which they are able to complete the requirements for both the

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M.S. and the M.B.A. degrees by blending coursework throughout their program of study, in consultation with program advisors. Focusing on the management of NGO's and the challenge of sustainability, students in this concurrent degree program select courses at each of the MS IDS program sites that prepare students for leadership roles in non-profit organizations worldwide.

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Health Care Management

This concentration will prepare students for general management positions in a variety of health care agencies, but especially for positions associated with the traditional business functions – such as financial control, human resource management, program marketing, public relations, quality control, customer relations, and budgeting. The conceptual basis of this concentration is the view that modern business influences, pressures, practices, and systems are increasingly becoming part of the fabric and structure of America's health care community, and therefore, future leaders in this sector must bring to their careers sharpened skills in the traditional areas of business practice.

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.

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.

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Business Core Courses

MBA 501 MANAGERIAL ACCOUNTING

This course will review the process of identification, measurement, accumulation, analysis, preparation, interpretation, and communication of financial information used by management to plan, evaluate, and control within an organization and to assure appropriate use of and accountability for its resources. Managerial Accounting also comprises the preparation of financial reports for non-management groups such as shareholders, creditors, regulatory agencies, and tax authorities (3 credits).

MBA 502 FINANCIAL MANAGEMENT

This course will review the principles and methods of financing business organizations and evaluating internal control problems and the concepts and analytical techniques applicable to identifying and solving financial management problems (3 credits).

MBA 503 MANAGERIAL ECONOMICS

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This course is concerned with the application of economic principles and methodologies to the decision-making process of large organizations operating under conditions of uncertainty. Managers are likely to be more successful if they understand how their actions affect market forces, and how market forces affect their firms. Managerial Economics provides a framework for approaching management decisions such as pricing, employment, and investment with the analytical tools of the professional economist (3 credits).

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MBA 504 DATA ANALYSIS AND MODELING FOR MANAGERS

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 (3 credits).

MBA 505 MARKETING CONCEPTS AND STRATEGIES

Corporate managers seek effective strategies to deal with an ever changing market environment. They monitor and assess the marketplace, competition, laws and regulations, business cycles, customer needs, and other important factors to identify opportunities. This course is designed to evaluate the corporate tasks needed to develop an effective marketing strategy. Decisions related to marketing mix elements, including product, price, distribution, and promotion will be analyzed, as well as the development of a strategic marketing plan (3 credits).

MBA 506 MANAGING INFORMATION TECHNOLOGIES AND INNOVATION

Information systems are the backbone and nervous system of every business organization. It is therefore imperative that business students possess a solid grounding in the principles of the information systems discipline. This course stresses the importance of delivering the right information to the right person, in the right fashion, and at the right time; and the consequent improvements gained in organizational effectiveness (3 credits).

MBA 507 BUSINESS LAW FOR MANAGERS

This course provides coverage of traditional business law topics and addresses the legal environment in which business must operate. Contemporary business law concepts and cases are discussed, including modern statutory and regulatory law and recent court decisions. In addition to providing the student with an understanding of the American legal system, its structure, procedures, and concepts, the course also considers the scope of modern legal issues faced by business and how the law evolves as new business-related issues arise. The course also emphasizes the application of court decisions, statutes, and government relation to business. Legal terminology, concepts, structures, and process are covered (3 credits).

MBA 508 MANAGEMENT AND ORGANIZATION THEORY

Based upon classical and contemporary theory and empirical research, this course provides an analysis of organizations, focusing on the impacts that organizations have upon individuals and society. The course focuses on how managers structure and operate organizations so that they are efficient and effective. In reviewing the field of organization studies, the course considers the past, present, and areas of likely significant future development in the study of organizations. Specifically, it surveys the development of rational, natural, and open systems theories—from earlier to contemporary versions—and provides a framework to allow students to comprehend past and present theories and to understand current controversies (3 credits).

MBA 509 MANAGING HUMAN RESOURCES

This course provides the manager with a basic understanding of the field of human resource management as it is practiced today. Theories, concepts, terminology, procedures, laws, and regulations, are explored and discussed as they apply to the process of maintaining a well-qualified, motivated work force. In particular, students will explore the variety of problems, issues, and conflicts that may arise in the workplace and some of the strategies designed to deal with such problems (3 credits).

MBA 510 INTERPERSONAL AND ORGANIZATIONAL COMMUNICATION

Effective communication is an essential skill for today's manager.

This course covers the key forms of communication in organizations, including 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 (3 credits).

Areas of Concentration

International Business Courses

MBA 641 INTERNATIONAL MARKETING

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

This course is designed to investigate the implications of the global market for U.S. companies and how it affects their marketing strategies as they are competing in markets around the world. Attention will be focused on problems such as identifying and evaluating opportunities in overseas markets, developing and adapting marketing strategies in relation to specific national market needs and constraints (3 credits).

MBA 642 INTERNATIONAL FINANCIAL MANAGEMENT

The focus of this course is on the specific problems encountered by those concerned with finance in companies with substantial international involvement—it is the international equivalent of a corporate finance course. The course content is especially designed for students aspiring for careers in international business, including those who will be responsible for the financial management of large and small corporations, international trading companies, or banks whose customers include business firms affected by international markets (3 credits).

MBA 643 INTERNATIONAL MANAGEMENT AND CROSS

CULTURAL COMMUNICATION

This course takes a cross-cultural and functional perspective in international management. Managerial functions are discussed in a cross-cultural setting of an international operation. Emphasis is placed on the importance of cross-cultural differences and the challenges of working in a diverse work environment where people may not share the same basic values and assumptions (3 credits).

MBA 644 INTERNATIONAL ECONOMICS

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 (3 credits).

MBA 645 INTERNATIONAL POLITICAL RELATIONS

This course offers the study of international relations and its relation to international economics and international business. Sometimes referred to as “political economy” the course requires the analysis of both the way in which politics shapes the economy, and of the way in which the economy shapes politics. Considering the limitations of the conventional division of domestic and international politics and economics, the course investigates how the domestic politics of the world’s leading economic and military powers have wide-ranging effects on the domestic political economies of other nations (3 credits).

MBA 646 INTERNATIONAL TRADE

This course investigates the theories, institutions, and processes associated with international trade. The course examines the theoretical constructs necessary to understand the issues and problems that a business involved with international trade must face. The course also explores various mechanisms, such as import and export procedures and regulations that create today’s global systems for managing the exchange of goods, services, and labor between countries (3 credits).

Health Care Management Courses

MBA 651 HEALTH CARE ADMINISTRATION

This course serves as an overview of the issues, practices, and responsibilities facing the health care administrator. The course

investigates each of the important aspects of health care administration and introduces students to the topics which constantly challenge health care executives. Areas covered include hospital and physician reimbursement, managed care, multi-provider systems, integrated health systems, business ventures in health care, and stake holder management. This is a course providing the application of organizational management techniques to health care institutions (3 credits).

MBA 652 HEALTH CARE FINANCE

An introduction to the management of a health care organization's finances, including the operation of its financial accounting system. Evaluation of the organization's financial situation using financial techniques and financial statements, cash management, credit analysis, capital structure and capital budgeting, funds management, and financial control (3 credits).

MBA 653 LAW FOR HEALTH CARE PROFESSIONALS

This course will review the American legal system, including its courts, its statutes, and its common law, in order to provide the health care manager with a basic understanding of the number of significant ways in which legal mandates apply to one's institution. A number of different areas of law will be studied, each selected for its influence on the management of health care institutions and health care providers. Legal cases will be examined, including significant court opinions, in order to bring students to a basic understanding of the manner in which their actions will be judged by our country's legal systems (3 credits).

MBA 654 THE MARKETING FOR HEALTH CARE PROGRAMS

This course provides students with an overview of the areas of public involvement which affect the organizations ability to attract, serve, and generate the support of the community in which it is embedded. These include the marketing of the services and programs provided by the institution, the use of positive forms of publicity, and the generation of activities designed to foster a positive relationship with the individuals, organizations, and governments on which the institution depends (3 credits).

MBA 655 THE HEALTH CARE SYSTEM

This course will examine the social organization of the vast health care system in the United States today, emphasizing such topics as health expenditures and rising costs, equity in health services, financing health care, insurance (including HMOs), delivery of health care services, discrimination in health care delivery, social legislation, and the social implication of new health care technologies (3 credits).

MBA 656 HEALTH CARE POLICY

This course focuses on a wide range of policies including equity in health care delivery (e.g., how to provide care for the elderly, the poor, the homeless, those with cancer, AIDS, those chemically dependent, and other life threatening illnesses), proposals for cost control, regulation of safety, insurance, and the distribution of medical resources (3 credits).

Management and Organizational Behavior Courses

MBA 661 MANAGING ORGANIZATIONAL BEHAVIOR

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 (3 credits).

MBA 662 MANAGING DIVERSITY

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 (3 credits).

MBA 663 ORGANIZATIONAL CULTURE AND SPIRITUALITY

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 (3 credits).

MBA 664 MANAGING ORGANIZATIONAL QUALITY AND

COMMITMENT This course focuses on past, current, and emerging quality improvement theories, practices, techniques, and skills. It includes an overview of the organizational systemic processes and programs necessary to deliver quality results, such as those established under the Baldrige Award and under standard 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 (3 credits).

MBA 665 ORGANIZATIONAL DIAGNOSIS AND CHANGE MANAGEMENT

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 (3 credits).

MBA 666 EXECUTIVE DEVELOPMENT AND PRINCIPLE CENTERED LEADERSHIP

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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 (3 credits).

Capstone Courses

MBA 701 ORGANIZATIONAL LEADERSHIP, ETHICS AND SOCIAL RESPONSIBILITY

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

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

alternative courses of action (3 credits).

MBA 703 COMPETING IN A GLOBAL BUSINESS ENVIRONMENT

This course is intended as a vehicle for producing students who will be comfortable and effective in a worldwide marketplace.

Today, *all* students—even those who will never have an overseas assignment—need to be knowledgeable about the global economy. Students must develop cultural literacy in international business. As a business professional they must be able to talk knowledgeably with a visiting executive from a French multinational corporation, or understand and analyze the impact on themselves and their firm of trade negotiations with Japan, devaluation of the Mexican peso, economic growth in China or Brazil, or the collapse of a British bank. It is the purpose of this course to provide such a foundation for future *managers* who must function in a global competitive environment (3 credits).

MBA 704 MBA DECISION LABORATORY

This course provides an opportunity to apply academic knowledge through participation in a managerial task within an organization (such as setting up a purchasing cooperative, devising an inventory system, and developing cost-benefit analyses of a New York City agency program). In other cases, it may be appropriate for students to work outside a business setting on a research-oriented project that has applied objectives. The thrust of the creative response here is toward solving an actual operating problem. In a graduate business program, performance of this type of task is an appropriate way to further develop the knowledge and skills acquired in academic learning (3 credits).

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Department of Accounting, Business, and Economics



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Nina Aversano, Ph.D.
Chair

Majors

Assistant Professor of Management

[Rajkumar Kempaiah, Ph.D.](#)

Assistant Professor of Business and Economics

[Edward Meyer, J.D., Ph.D.](#)

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M.B.A. Programs and International Students

The Department of Accounting, Business, and Economics at the College of Mount Saint Vincent is a student-centered learning community dedicated to preparing undergraduate and graduate students for employment or advanced study in economics or business, as well as for ethical and responsible citizenship and leadership roles in business and society, both nationally and internationally.

The Department engages students in active learning and facilitates their development of analytical, critical thinking, communication, and problem-solving skills. Department faculty are active scholars, focused on teaching, and engaged in service to the CMSV and broader community, as well as ongoing professional development.

The M.B.A. Program for International Students is accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

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The ACBSP accreditation standards are modeled on the Baldrige National Quality Program, which focuses on a student-centered learning approach in the classroom.

The College of Mount Saint Vincent welcomes applications from international students for its Master of Business Administration (M.B.A.) Program. International students study on the College's Riverdale campus, register for a full-time program of studies each semester, and are provided with accommodations and meals.

Contact

(718) 405-3375

mba@mountsaintvincent.edu

Founders Hall 233

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Curriculum

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

The curriculum model for the Master of Business Administration degree follows a traditional framework used throughout the United States for M.B.A. programs, which has become standardized at schools of business.

The program begins with a set of core requirements (the “Common Professional Component”) ensuring that students in the program will have familiarity with the fundamental areas of business practice and competency and will be able to apply a standard set of professional skills considered to be the baseline for persons entering careers in management or entering a program of advanced study.

Following this “basic training,” students will select an area of specialization, called a concentration, from the four offered in this program (i.e. management and organization behavior, health care management, international business, or the comprehensive business

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track). Each area of concentration requires 18 credits of advanced coursework with a narrow focus on a particular career area. At the end of the program, students complete a set of capstone courses which cover the areas of business strategy, professional ethics, and global issues. The final curriculum component involves an applied business project, called the "Business Decision Laboratory."

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

Undergraduate business majors, however, may **waive** up to 24 credits in this core M.B.A. curriculum. The Chair of the Department will determine course waivers on a case by case basis. Generally, the undergraduate studies in business must have been completed with a grade of B or better.

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

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Degree Requirements

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

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I. The Business Core/ Common Professional Component

30 credits

MBA 501 Managerial Accounting

MBA 502 Financial Management

MBA 503 Managerial Economics

MBA 504 Data Analysis and Modeling for Managers

MBA 505 Marketing Concepts and Strategies

MBA 506 Managing Information Technologies and Innovation

MBA 507 Business Law for Managers

MBA 508 Management and Organization Theory

MBA 509 Managing Human Resources

MBA 510

Interpersonal and Organizational Communication

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**II. The Concentration/
Advanced Study**

**18 credits
in one of the following areas**

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a) Health Care Management

b) International Business

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c) Management and Organizational Behavior, Faculty

d) *The Comprehensive Track –
an approved set of six 600-level courses*

III. Capstone Courses

12 credits

MBA 701

Organizational Leadership, Ethics, and Social
Responsibility

MBA 702

Strategic Management

MBA 703

Competing in a Global Business Environment

MBA 704

MBA Decision Laboratory

Course Waivers for Prior Study

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

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The Comprehensive Track

Students who select this option build a program of advanced study in consultation with their faculty advisor. Eighteen credits are selected from among the full portfolio of courses offered in the MBA program on the 600-level. The program of study is approved by the Program Director. Through this option, students are able to tailor their advanced coursework in the MBA program to match career goals, professional interests, and the challenges of their current positions. Graduate students planning careers in such areas as not-for-profit management, public service, and policy advocacy are able to complete advanced work tied directly to the challenges of the professional life to which they aspire.

The Comprehensive Track for Students in the Master's Program in International Development and Service

Students admitted into the College's Master's Degree in International Development and Service may elect the concurrent degree option through which they are able to complete the requirements for both the

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M.S. and the M.B.A. degrees by blending coursework throughout their program of study, in consultation with program advisors. Focusing on the management of NGO's and the challenge of sustainability, students in this concurrent degree program select courses at each of the MS IDS program sites that prepare students for leadership roles in non-profit organizations worldwide.

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Health Care Management

This concentration will prepare students for general management positions in a variety of health care agencies, but especially for positions associated with the traditional business functions – such as financial control, human resource management, program marketing, public relations, quality control, customer relations, and budgeting. The conceptual basis of this concentration is the view that modern business influences, pressures, practices, and systems are increasingly becoming part of the fabric and structure of America's health care community, and therefore, future leaders in this sector must bring to their careers sharpened skills in the traditional areas of business practice.

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.

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.

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Course Descriptions

Business Core Courses

MBA 501 MANAGERIAL ACCOUNTING

This course will review the process of identification, measurement, accumulation, analysis, preparation, interpretation, and communication of financial information used by management to plan, evaluate, and control within an organization and to assure appropriate use of and accountability for its resources. Managerial Accounting also comprises the preparation of financial reports for non-management groups such as shareholders, creditors, regulatory agencies, and tax authorities (3 credits).

MBA 502 FINANCIAL MANAGEMENT

This course will review the principles and methods of financing business organizations and evaluating internal control problems and the concepts and analytical techniques applicable to identifying and solving financial management problems (3 credits).

MBA 503 MANAGERIAL ECONOMICS

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This course is concerned with the application of economic principles and methodologies to the decision-making process of large organizations operating under conditions of uncertainty. Managers are likely to be more successful if they understand how their actions affect market forces, and how market forces affect their firms. Managerial Economics provides a framework for approaching management decisions such as pricing, employment, and investment with the analytical tools of the professional economist (3 credits).

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MBA 504 DATA ANALYSIS AND MODELING FOR MANAGERS

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 (3 credits).

MBA 505 MARKETING CONCEPTS AND STRATEGIES

Corporate managers seek effective strategies to deal with an ever changing market environment. They monitor and assess the marketplace, competition, laws and regulations, business cycles, customer needs, and other important factors to identify opportunities. This course is designed to evaluate the corporate tasks needed to develop an effective marketing strategy. Decisions related to marketing mix elements, including product, price, distribution, and promotion will be analyzed, as well as the development of a strategic marketing plan (3 credits).

MBA 506 MANAGING INFORMATION TECHNOLOGIES AND INNOVATION

Information systems are the backbone and nervous system of every business organization. It is therefore imperative that business students possess a solid grounding in the principles of the information systems discipline. This course stresses the importance of delivering the right information to the right person, in the right fashion, and at the right time; and the consequent improvements gained in organizational effectiveness (3 credits).

MBA 507 BUSINESS LAW FOR MANAGERS

This course provides coverage of traditional business law topics and addresses the legal environment in which business must operate. Contemporary business law concepts and cases are discussed, including modern statutory and regulatory law and recent court decisions. In addition to providing the student with an understanding of the American legal system, its structure, procedures, and concepts, the course also considers the scope of modern legal issues faced by business and how the law evolves as new business-related issues arise. The course also emphasizes the application of court decisions, statutes, and government relation to business. Legal terminology, concepts, structures, and process are covered (3 credits).

MBA 508 MANAGEMENT AND ORGANIZATION THEORY

Based upon classical and contemporary theory and empirical research, this course provides an analysis of organizations, focusing on the impacts that organizations have upon individuals and society. The course focuses on how managers structure and operate organizations so that they are efficient and effective. In reviewing the field of organization studies, the course considers the past, present, and areas of likely significant future development in the study of organizations. Specifically, it surveys the development of rational, natural, and open systems theories—from earlier to contemporary versions—and provides a framework to allow students to comprehend past and present theories and to understand current controversies (3 credits).

MBA 509 MANAGING HUMAN RESOURCES

This course provides the manager with a basic understanding of the field of human resource management as it is practiced today. Theories, concepts, terminology, procedures, laws, and regulations, are explored and discussed as they apply to the process of maintaining a well-qualified, motivated work force. In particular, students will explore the variety of problems, issues, and conflicts that may arise in the workplace and some of the strategies designed to deal with such problems (3 credits).

MBA 510 INTERPERSONAL AND ORGANIZATIONAL COMMUNICATION

Effective communication is an essential skill for today's manager.

This course covers the key forms of communication in organizations, including 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 (3 credits).

Areas of Concentration

International Business Courses

MBA 641 INTERNATIONAL MARKETING

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

This course is designed to investigate the implications of the global market for U.S. companies and how it affects their marketing strategies as they are competing in markets around the world. Attention will be focused on problems such as identifying and evaluating opportunities in overseas markets, developing and adapting marketing strategies in relation to specific national market needs and constraints (3 credits).

MBA 642 INTERNATIONAL FINANCIAL MANAGEMENT

The focus of this course is on the specific problems encountered by those concerned with finance in companies with substantial international involvement—it is the international equivalent of a corporate finance course. The course content is especially designed for students aspiring for careers in international business, including those who will be responsible for the financial management of large and small corporations, international trading companies, or banks whose customers include business firms affected by international markets (3 credits).

MBA 643 INTERNATIONAL MANAGEMENT AND CROSS

CULTURAL COMMUNICATION

This course takes a cross-cultural and functional perspective in international management. Managerial functions are discussed in a cross-cultural setting of an international operation. Emphasis is placed on the importance of cross-cultural differences and the challenges of working in a diverse work environment where people may not share the same basic values and assumptions (3 credits).

MBA 644 INTERNATIONAL ECONOMICS

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 (3 credits).

MBA 645 INTERNATIONAL POLITICAL RELATIONS

This course offers the study of international relations and its relation to international economics and international business. Sometimes referred to as “political economy” the course requires the analysis of both the way in which politics shapes the economy, and of the way in which the economy shapes politics. Considering the limitations of the conventional division of domestic and international politics and economics, the course investigates how the domestic politics of the world’s leading economic and military powers have wide-ranging effects on the domestic political economies of other nations (3 credits).

MBA 646 INTERNATIONAL TRADE

This course investigates the theories, institutions, and processes associated with international trade. The course examines the theoretical constructs necessary to understand the issues and problems that a business involved with international trade must face. The course also explores various mechanisms, such as import and export procedures and regulations that create today’s global systems for managing the exchange of goods, services, and labor between countries (3 credits).

Health Care Management Courses

MBA 651 HEALTH CARE ADMINISTRATION

This course serves as an overview of the issues, practices, and responsibilities facing the health care administrator. The course

investigates each of the important aspects of health care administration and introduces students to the topics which constantly challenge health care executives. Areas covered include hospital and physician reimbursement, managed care, multi-provider systems, integrated health systems, business ventures in health care, and stake holder management. This is a course providing the application of organizational management techniques to health care institutions (3 credits).

MBA 652 HEALTH CARE FINANCE

An introduction to the management of a health care organization's finances, including the operation of its financial accounting system. Evaluation of the organization's financial situation using financial techniques and financial statements, cash management, credit analysis, capital structure and capital budgeting, funds management, and financial control (3 credits).

MBA 653 LAW FOR HEALTH CARE PROFESSIONALS

This course will review the American legal system, including its courts, its statutes, and its common law, in order to provide the health care manager with a basic understanding of the number of significant ways in which legal mandates apply to one's institution. A number of different areas of law will be studied, each selected for its influence on the management of health care institutions and health care providers. Legal cases will be examined, including significant court opinions, in order to bring students to a basic understanding of the manner in which their actions will be judged by our country's legal systems (3 credits).

MBA 654 THE MARKETING FOR HEALTH CARE PROGRAMS

This course provides students with an overview of the areas of public involvement which affect the organizations ability to attract, serve, and generate the support of the community in which it is embedded. These include the marketing of the services and programs provided by the institution, the use of positive forms of publicity, and the generation of activities designed to foster a positive relationship with the individuals, organizations, and governments on which the institution depends (3 credits).

MBA 655 THE HEALTH CARE SYSTEM

This course will examine the social organization of the vast health care system in the United States today, emphasizing such topics as health expenditures and rising costs, equity in health services, financing health care, insurance (including HMOs), delivery of health care services, discrimination in health care delivery, social legislation, and the social implication of new health care technologies (3 credits).

MBA 656 HEALTH CARE POLICY

This course focuses on a wide range of policies including equity in health care delivery (e.g., how to provide care for the elderly, the poor, the homeless, those with cancer, AIDS, those chemically dependent, and other life threatening illnesses), proposals for cost control, regulation of safety, insurance, and the distribution of medical resources (3 credits).

Management and Organizational Behavior Courses

MBA 661 MANAGING ORGANIZATIONAL BEHAVIOR

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 (3 credits).

MBA 662 MANAGING DIVERSITY

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 (3 credits).

MBA 663 ORGANIZATIONAL CULTURE AND SPIRITUALITY

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 (3 credits).

MBA 664 MANAGING ORGANIZATIONAL QUALITY AND

COMMITMENT This course focuses on past, current, and emerging quality improvement theories, practices, techniques, and skills. It includes an overview of the organizational systemic processes and programs necessary to deliver quality results, such as those established under the Baldrige Award and under standard 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 (3 credits).

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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 (3 credits).

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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 (3 credits).

Capstone Courses

MBA 701 ORGANIZATIONAL LEADERSHIP, ETHICS AND SOCIAL RESPONSIBILITY

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

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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

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MBA 703 COMPETING IN A GLOBAL BUSINESS ENVIRONMENT

This course is intended as a vehicle for producing students who will be comfortable and effective in a worldwide marketplace.

Today, *all* students—even those who will never have an overseas assignment—need to be knowledgeable about the global economy. Students must develop cultural literacy in international business. As a business professional they must be able to talk knowledgeably with a visiting executive from a French multinational corporation, or understand and analyze the impact on themselves and their firm of trade negotiations with Japan, devaluation of the Mexican peso, economic growth in China or Brazil, or the collapse of a British bank. It is the purpose of this course to provide such a foundation for future *managers* who must function in a global competitive environment (3 credits).

MBA 704 MBA DECISION LABORATORY

This course provides an opportunity to apply academic knowledge through participation in a managerial task within an organization (such as setting up a purchasing cooperative, devising an inventory system, and developing cost-benefit analyses of a New York City agency program). In other cases, it may be appropriate for students to work outside a business setting on a research-oriented project that has applied objectives. The thrust of the creative response here is toward solving an actual operating problem. In a graduate business program, performance of this type of task is an appropriate way to further develop the knowledge and skills acquired in academic learning (3 credits).

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

The Master of Science in Dual Adolescent Education (Content Area and Special Education Grades 7-12) at the College of Mount Saint Vincent is designed for career changers or recent college graduates who have not completed formal preparation in education. This dual certification program provides teacher candidates with the knowledge and skills to develop and deliver instruction as a content area specialist in Biology, English, History, or Mathematics and as a co-teacher in an inclusive or self-contained setting. Successful completion of this course of study and passing the requisite certification exams leads to recommendation for initial certification in a content area and in special education at the 7-12 grade levels. Additionally, teacher candidates will fulfill the academic requirements for professional certification in both of these areas.

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

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M.S. in TESOL

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Contact

(718) 405-3209

graduateeducation@mountsaintvincent.edu

Founders Hall 323

Learn more about [tuition](#), [fees](#), and [admission requirements](#).

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

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

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EDUC 510 Teaching English in Middle and Secondary School

EDUC 511 Teaching Social Studies in Middle and Secondary School

EDUC 512 Teaching Mathematics in Middle and Secondary School

EDUC 514 Teaching Science in the Middle and Secondary School

Additionally, students will select courses from the following:

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

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Grades

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

Exit Requirements

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

Exit Criteria and Certification

A student who successfully completes all academic and professional requirements will be recommended by the Teacher Education

Department for initial/professional New York State certification in appropriate content area grades 7-12 and special education grades 7-12. Academic requirements include completion of all courses with the prescribed grades and grade point average. Professional requirements include demonstration of affective behaviors appropriate to the profession.

New Workshop Requirement

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

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

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

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

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

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Course Descriptions

(Schedule of course offerings subject to change)

EDUC 502 FOUNDATIONS IN URBAN AND MULTICULTURAL EDUCATION

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

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social development of this field (3 credits).

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EDUC 506 LANGUAGE, COGNITIVE DEVELOPMENT, AND CULTURAL DIVERSITY

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

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

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

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

EDUC 515 PRACTICUM IN ADOLESCENT EDUCATION

In conjunction with middle/secondary curriculum courses, students observe and teach their primary discipline in a middle school. Field supervisors observe and confer with students individually. The

practicum teacher will be observed formally at least once during the semester (3 credits).

EDUC 526 STUDENT TEACHING IN ADOLESCENT EDUCATION

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

EDUC 527 CLASSROOM MANAGEMENT AND SOCIAL SKILLS INSTRUCTION

An examination of theories and methodology of classroom management and the psycho-social development of children and adolescents, especially those at high risk. Emphasis is on the elements of effective planning that prevent management problems, encourage intrinsic motivation to learn, and foster social competence of all children in the inclusive classroom. Techniques of informal assessment will be presented, and a model for instructional modification for students with behavior disorders or social skills deficits will be applied (3 credits).

EDUC 602 RESEARCH FOR CLASSROOM TEACHERS

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

EDUC 620 TEACHING LITERACY IN INCLUSIVE MIDDLE AND HIGH SCHOOL CLASSROOMS

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

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

EDUC 702 EDUCATION AND DEVELOPMENT OF THE MIDDLE SCHOOL LEARNER

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

administrators and community leaders (3 credits).

EDUC 712 STRATEGIES FOR INCLUSION OF SPECIAL LEARNERS

This course is designed to help teachers instruct students with learning and behavior problems in the least restrictive environment. Areas considered are cooperative planning, differentiated instruction, communication, use of special resources (e.g., assistive technology) motivation and behavior management. Participants collaborate in teams to improve their decision-making and problem-solving skills (3 credits).

EDUC 714 PRACTICUM IN ASSESSMENT AND INSTRUCTION OF SPECIAL LEARNERS

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

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

This course prepares teacher candidates to critically analyze how research-based (i.e. results-oriented) techniques can help maximize human development from birth to adulthood. Emphasis will be placed on how adolescents develop and learn by examining the process of cognitive, social/emotional, personality and language development among teenagers who vary by gender, race and ethnicity, English proficiency, and diverse levels of ability. Issues covered include the educator's role on how to facilitate the student's movement from school to post-school activities; including postsecondary education, vocational education, integrated employment (including supported employment), independent living, and/or community participation (as specified by the US Department of Education, March 2011 guidelines described in "Transition of Students with Disabilities to Postsecondary Education: A Guide for High School Educators.") (3 credits).

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

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

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

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

EDUC 751 STUDENT TEACHING IN SPECIAL EDUCATION

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

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M.S. in TESOL

The Master of Science in Teaching English to Speakers of Other Languages (TESOL) at the College of Mount Saint Vincent is a 30-credit curriculum consisting of both professional and skills-based clinically oriented courses. The M.S. TESOL program is designed to prepare prospective teachers of English language learners from pre-kindergarten through grade 12. Students successfully completing this course of study and who pass the requisite teacher certification content specialty examination in ESOL will be eligible for New York State Initial Certification in TESOL.

Contact

(718) 405-3742

tesol@mountsaintvincent.edu

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

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The Master of Science, TESOL (Teaching English to Speakers of Other Languages) degree requires the completion of 30 credits:

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I. Pedagogical Core Courses

18 credits

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

II. Pedagogical Knowledge Courses

6 credits

- EDUC 605 Curriculum and Materials in TESOL

EDUC 726	Assessment in English as a Second Language
III. Field Experience	6 credits	New York State Teacher Certification <input type="checkbox"/>
EDUC 750	Supervised Practicum in TESOL: Pre-K-6
EDUC 751	Supervised Practicum in TESOL: 7-12	Faculty <input type="checkbox"/>

IV. Comprehensive Examination

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

Grades

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

Exit Requirements

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

New Workshop Requirement

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

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New York State Certification

NYS Certification for M.S. in TESOL

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

Students who successfully complete this graduate program in TESOL will:

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

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

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Required Courses

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

UFT Cohort

A. Required Courses Offered Only On Campus

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

- EDUC 507 Linguistic Analysis

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EDUC 605 Curriculum and Materials in TESOL

- EDUC 725 Teaching Across Content Areas: Methods of TESOL Grades Pre-K-12
- EDUC 750 Supervised Practicum in TESOL: Pre-K-6
- EDUC 751 Supervised Practicum in TESOL: 7-12

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B. Required Courses Off Site

The following courses must be taken off site:

- EDUC 504 Cross-Cultural Communication
- EDUC 506 Language, Cognitive Development and Cultural Diversity
- EDUC 508 Structure of American English
- EDUC 722 Teaching English as a Second Language I
- EDUC 726 Assessment in English as a Second Language

Rockland Cohort

A. Required Courses Offered Only On Campus

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

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

B. Required Courses Off Site

The following courses must be taken off site:

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

Grades Pre-K-12

Pedagogical Core Courses

EDUC 504 CROSS-CULTURAL COMMUNICATION

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

EDUC 506 LANGUAGE, COGNITIVE DEVELOPMENT, AND CULTURAL DIVERSITY

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

EDUC 507 LINGUISTIC ANALYSIS

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

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

EDUC 508 STRUCTURE OF AMERICAN ENGLISH

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

EDUC 722 TEACHING ENGLISH AS A SECOND LANGUAGE I

This course provides an introduction to the theoretical foundations of second language acquisition that includes an examination of theories and research findings and their applicability to classroom practice. Course work also involves a review of relevant psycho-linguistic and socio-linguistic research (*10 required field hours*). 3 credits

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

This course develops the skills and knowledge necessary to teach science, mathematics and social studies to English Language Learners. Students will link the teaching of language, content and development of strategic competence. Activities will require students to connect content area instruction to the New York State Learning Standards (*15 required field hours*). 3 credits

Pedagogical Knowledge Courses

EDUC 605 CURRICULUM AND MATERIALS IN TESOL

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

In the design of that curriculum, sub-topics including the setting of goals and objectives, choice of syllabus type, integrating standards and content, teaching methodology and assessment will be covered. The focus on materials includes a survey of options and criteria for their evaluation. This course will feature hands-on activities, authentic materials, curricula and assessment tools (*15 required field hours*). 3 credits

EDUC 726 ASSESSMENT IN ENGLISH AS A SECOND LANGUAGE

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

Field Experience

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

EDUC 751 SUPERVISED PRACTICUM IN TESOL: 7-12

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

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New York State Teacher Certification

Current Certifications available through the Department of Teacher Education programs:

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

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

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Department of Teacher Education



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Faculty

Mary Ellen Sullivan, Ph.D.

Chair

Assistant Professor of Teacher Education

Major

Faculty

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

Assistant Professor of Teacher Education

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

Associate Professor of Teacher Education

[Sr. Margaret Egan, Ed.D.](#)

Professor of Teacher Education

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

Visiting Instructor of Teacher Education

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

Professor of Teacher Education

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Concentrations

[M.S. in Nursing Administration](#)

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Concentrations

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Advanced Certificate Programs

Course Descriptions

Faculty

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M.S. in Nursing Administration

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

Concentrations

M.S. in Nursing Administration

M.S. in Nursing Education

M.S. Family Nurse Practitioner Program

Advanced Certificate Programs

Course Descriptions

Faculty

I. Nursing Core Courses 12 credits

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

II. Nursing Administration Support Courses 9 credits

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

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

III. Nursing Administration Courses

12 credits

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

IV. Master's Project

3 credits

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

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Home / Academics / School of Professional and Graduate Studies / Graduate Programs / M.S. in Nursing / Concentrations / M.S. in Nursing Education

M.S. in Nursing Education

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

Concentrations

M.S. in Nursing Administration

M.S. in Nursing Education

M.S. Family Nurse Practitioner Program

Advanced Certificate Programs

Course Descriptions

Faculty

I. Nursing Core Courses 12 credits

NURS 501 Advanced Nursing Theory

NURS 504 Dynamics of Nursing Leadership

NURS 502 Advanced Nursing Research

NURS 505 Ethics and Health Care Policy

II. Nursing Support Courses 9 credits

NURS 531 Advanced Health Assessment

NURS 530 Advanced Pathophysiology

NURS 532 Advanced Pharmacophysiology

III. Nursing Education 9 credits

Courses

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

IV. Master's Practicum and Project

6 credits

NURS 600	Continuous Practicum
NURS 700	Master's Project Advisement <i>(1 credit each semester for 3 semesters)</i>
NURS 721	Teaching Practicum

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M.S. Family Nurse Practitioner Program

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

Concentrations

M.S. in Nursing Administration

M.S. in Nursing Education

M.S. Family Nurse Practitioner Program

Advanced Certificate Programs

Course Descriptions

Faculty

I. Nursing Core Courses 12 credits

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

II. Nursing Support Courses 9 credits

NURS 531	Advanced Health Assessment
NURS 530	Advanced Pathophysiology

NURS 532 Advanced Pharmacophysiology

III. Family Nurse Practitioner Courses

18 credits

NURS 650 Advanced Practice Theory I

NURS 651 Advanced Practice Seminar/Practicum II

NURS 652 Advanced Practice Theory II

NURS 653 Advanced Practice Seminar/Practicum II

NURS 656 Family Nurse Practitioner Theory III

NURS 657 Family Nurse Practitioner Seminar/Practicum III

IV. Master's Project

3 credits

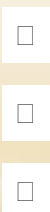
NURS 600 Continuous Practicum

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

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Advanced Certificate Programs

The Advanced Certificate Program – Family Nurse Practitioner

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

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

Concentrations

M.S. in Nursing Administration

M.S. in Nursing Education

M.S. Family Nurse Practitioner Program

Advanced Certificate Programs

Course Descriptions

Faculty

I. Nursing Support Courses

9 credits

NURS 530

Advanced Pathophysiology

NURS 531

Advanced Health Assessment

NURS 532

Advanced Pharmacophysiology

II. Family Nurse Practitioner Courses	18 credits
NURS 650	Advanced Practice Theory I
NURS 651	Advanced Practice Seminar/Practicum II
NURS 652	Advanced Practice Theory II
NURS 653	Advanced Practice Seminar/Practicum II
NURS 656	Family Nurse Practitioner Theory III
NURS 657	Family Nurse Practitioner Seminar/Practicum III

The Advanced Certificate Program – Nurse Educator

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

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

I. Nursing Education Courses	9 credits
NURS 661	Theories of Learning
NURS 662	Teaching Learning Process
NURS 664	Curriculum and Course Development
NURS 665	Use of Technology to Teach
II. Master's Practicum	3 credits
NURS 721	Teaching Practicum

NOTE – The Nurse Educator Advanced Certificate Program, as presented above, does not include the full required coursework for

national certification. To sit for the national certification exam, students must have a course in Advanced Health Assessment, Advanced Pathophysiology, and Advanced Pharmacophysiology. These courses are available to certificate students if desired.

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Course Descriptions

Core Nursing Courses

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

NURS 501 ADVANCED NURSING THEORY

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

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

NURS 502 ADVANCED NURSING RESEARCH

Quantitative and qualitative research are examined and evaluated. A

Concentrations

M.S. in Nursing Administration

M.S. in Nursing Education

M.S. Family Nurse Practitioner Program

Advanced Certificate Programs

Course Descriptions

Faculty

major component of this course is the development of a research proposal (3-hour lecture) (3 credits)

Prerequisite: NURS 501

NURS 504 DYNAMICS OF NURSING LEADERSHIP

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

Pre- or Co-requisite: NURS 501

NURS 505 ETHICAL AND POLICY ISSUES IN HEALTH CARE

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

Pre- or Co-requisite: NURS 501

Nursing Administration Courses

NURS 609 NURSING ADMINISTRATION THEORY I

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

Prerequisites: Completion of Nursing and Business Core Courses

Co-requisites: NURS 610, 700

NURS 610 NURSING ADMINISTRATION: ADVANCED PRACTICUM/SEMINAR

This practicum and seminar focuses on the implementation of business, nursing and research that direct, organize, and facilitate the delivery of nursing care. Students observe, analyze, and participate in the role of the nurse administrator in a designated health care

delivery system. Students participate in the implementation and evaluation of current methods of nursing care delivery (1-hour seminar per week plus 150 practicum hours) (3 credits).

Co-requisites: NURS 609, 700

NURS 611 NURSING ADMINISTRATION THEORY II

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

Prerequisites: NURS 609, 610

Co-requisite: NURS 612

NURS 612 NURSING ADMINISTRATION: ADVANCED PRACTICUM/SEMINAR II

This seminar and practicum focuses on advanced study of business and nursing theories and research which evaluate the delivery of nursing care in a managed care environment. Students explore concepts involved in organizing work and optimizing the effectiveness of organizations. Emphasis is placed on the role of the nurse administrator as consultant and change agent within health care organizations. The role of regulatory agencies in the delivery of nursing care is explored (1-hour seminar per week plus 150 practicum hours) (3 credits).

Prerequisites: NURS 609, 610

Co-requisite: NURS 611

Support Administration Courses

NURS 550/MBA 651 FOUNDATIONS OF HEALTH CARE

ADMINISTRATION This course examines behavioral issues in health care organizations to develop an understanding for working with people individually, in groups, and as members of larger organizations. The course also reviews theories and research in the area of effective management, in order to develop a base of understanding for managerial practice and organizational leadership (3 credits).

NURS 551/MBA 652 FINANCIAL MANAGEMENT AND BUDGETARY CONTROL

An analysis of the “financial health” of the health care system and the provision of health care services within that system. An introduction to the management of a health care facility’s finances, including the operation of its financial accounting system. Evaluation of the organization’s financial situation using financial techniques and financial statements, cash management, credit analysis, capital structure and capital budgeting, funds management, and financial control (3 credits).

Prerequisite: Basic course in accounting/finance recommended.

NURS 552/MBA 653 LAW FOR HEALTH CARE PROFESSIONALS

This course reviews the American legal system, including its courts, its statutes, and its common law, in order to provide the health care manager with a basic understanding of the number of significant ways in which legal mandates apply to one’s situation. A number of different areas of law will be studied, each selected for its influence on the management of health care institutions and health care providers. Legal cases will be examined, including significant court opinions, in order to bring students to a basic understanding of the manner in which their actions will be judged by our country’s legal systems. The course will explore the nature of medical malpractice and the effect of medical error on the provision of health care services (3 credits).

Support Courses

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

NURS 530 ADVANCED PATHOPHYSIOLOGY

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

NURS 531 ADVANCED HEALTH ASSESSMENT/PRACTICUM

Emphasis is on theory and practice in biobehavioral and

psychobehavioral assessment strategies essential for case management of the adult seeking primary, secondary, and tertiary care. Skill development includes obtaining and recording a comprehensive database and demonstrates advanced clinical judgment in the assessment of individuals. Preceptored experiences assist the student in synthesizing the components of the health history and physical assessment. (2-hour lecture followed by 2-hour lab per week plus 75 practicum hours) (3 credits).

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

Assessment Placement Examination

NURS 532 ADVANCED PHARMACOPHYSIOLOGY

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

Prerequisites: Completion of Nursing Core Courses

Family Nurse Practitioner Courses

NURS 600 CONTINUOUS CLINICAL PRACTICUM

Nurse Practitioners must register for the course in order to fulfill 600 clinical hours required for graduation. The students will continue to refine their skills in comprehensive assessment, diagnosis, and nursing management of health care. Clinical sites may include an ambulatory

facility, community health center, acute care and/or a long term facility that provides care in the specialty care of interest. A clinical fee will be charged upon registration (0 credits).

NURS 650 ADVANCED PRACTICE THEORY I

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

lecture) (3 credits).

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

Co-requisite: NURS 651

NURS 651 ADVANCED PRACTICUM/SEMINAR I

This course will emphasize implementation of theory-based nursing management strategies to promote, restore, and maintain health in young, middle age, and older adults. In a variety of ambulatory settings, the student will implement comprehensive skills in assessment, diagnosis, and management of wellness and common health problems. The seminar will focus on the collaborative role of the nurse practitioner in providing care to patients. (1-hour seminar per week plus 150 practicum hours) (3 credits).

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

Co-requisite: NURS 650

NURS 652 ADVANCED PRACTICE THEORY II

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

Prerequisites: NURS 650, 651

Co-requisite: NURS 653

NURS 653 ADVANCED PRACTICUM/SEMINAR II

This course will implement theory-based management strategies to treat chronic health problems. In a variety of clinical settings or in specialty clinics, the student will implement strategies which support clients and their caregivers. The seminar will focus on the relevance and competence of the nurse practitioner in providing primary care (1-hour seminar per week plus 150 practicum hours) (3 credits).

Prerequisites: NURS 650, 651

Co-requisite: NURS 652

NURS 656 FAMILY NURSE PRACTITIONER THEORY III

This course will explore the diagnosis and management of episodic, chronic, and developmental alterations of women and children.

Strategies essential to the treatment and coordination of care of the

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

Prerequisites: NURS 652, 653

Co-requisite: NURS 657

NURS 657 FAMILY NURSE PRACTITIONER PRACTICUM/SEMINAR III

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

which support clients, families, the community, and their care-givers.

The seminar will focus on issues pertaining to the client population.

This course is for FNP students only (1-hour seminar per week plus 60 practicum hours in pediatrics and 60 practicum hours in women's health) (3 credits).

Prerequisites: NURS 652, 653

Co-requisite: NURS 656

Master's Project Component

NURS 700 MASTER'S PROJECT ADVISEMENT

This synthesis course is designed to refine and implement a Master's Degree project. The project is based on a specific area of interest that has been identified in previous graduate courses. Students may complete research (qualitative or quantitative), teaching or other projects

that are consistent with the terminal objectives of the program.

Students' support and guidance for the duration of their project.

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

NURS 701 CONTINUOUS MASTER'S PROJECT ADVISEMENT

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

Nurse Educator Courses

NURS 661 THEORIES OF LEARNING

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

NURS 662 THE TEACHING LEARNING PROCESS

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

Pre- or Co-requisites: NURS 662

NURS 664 CURRICULUM AND COURSE DEVELOPMENT

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

Prerequisites: NURS 661, 662, 663

Co-requisite: NURS 665

NURS 665 THE USE OF TECHNOLOGY TO TEACH

This course focuses on the use of selected computer technology to enhance learning and critical thinking (1-hour lecture) (2 credits).

Prerequisites: NURS 661, 662

NURS 721 TEACHING PRACTICUM FOR THE NURSE EDUCATOR

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

various nurse educator roles. (1-hour seminar per week plus 120 practicum hours) (3 credits).

Prerequisites: NURS 661, 661, 664, 665

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Department of Nursing



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Faculty

[Debra Migliore, Ph.D.](#)

Acting Director of the Division of Nursing

Assistant Professor

Major

Faculty

[Lisette J. Dorfman, Ph.D.](#)

Assistant Professor of Nursing

[Judith Erickson, Ph.D., R.N.](#)

Professor of Nursing

[Orhan Hakli, FNPbc, M.S.](#)

Instructor of Practice

[Sandra M. Hillman, Ph.D.](#)

Associate Professor of Nursing

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

Instructor of Practice

[Deborah Kramer, Ed.D.](#)

Associate Professor of Nursing

[Jennifer A. Malone, M.S.](#)

Instructor of Nursing

[Kimberly McGaughan, M.S.](#)

Instructor of Nursing

[Joseph Molinatti, Ed.D.](#)

Associate Professor of Nursing

[Patricia A. Montano, M.S.N.](#)

Instructor of Nursing

[Janet Moran, M.S., R.N.](#)

Visiting Instructor

[Melissa Moreno, R.N., M.S.N., F.N.P.-bc, D.N.P.](#)

Instructor of Practice

[Cynthia Sandiaes, M.S.](#)

Instructor of Nursing

[Justine Taddeo, Ed.D.](#)

Professor of Nursing

Course Descriptions

Practicum Placement in Nursing

Research

Honor Societies

B.S. in Nursing/M.S. in Nursing

MaryAnn Witt, D.N.Sc.

Associate Professor of Nursing

Mirian Zavala, D.N.S., R.N.

Assistant Professor of Nursing

Barbara Cohen, Ed.D.

Professor Emerita of Nursing

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Home / Academics / School of Professional and Graduate Studies / Graduate Programs / M.S. in International Development and Service / Degree Requirements

Degree Requirements

The M.S. Degree in International Development and Service

Degree Requirements

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

Course Descriptions

I. Core Courses

18 credits

Institutions and Society Social Research Methods

Two Qualifying Courses in Social/Economic Development

Qualifying Course in Intercultural Communication/Conflict Resolution

History and Ethics of International Service-Learning

II. Area of Specialization Courses

15 credits

Five Courses Approved by the Program Advisor
These may overlap with Core courses

III. Comprehensive Project

**3
credits**

Program Structure

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

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

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

Sample Program

The program requires completion of 36 credits:

Semester	College of Mount Saint Vincent – New	7-10
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1	York, U.S.	credits
Required Courses	Institutions and Society	1 credit
	Qualifying Course in Area of Specialization	3 credits
	Social Research Methods	3 credits
	Qualifying Course in Social/Economic Development (this requirement can be deferred to a later semester)	3 credits
Possible Electives	<i>(Partial List)</i>	
	Contemporary Health Issues in Urban Education	3 credits
	Contemporary Issues in International Education	3 credits
	Non-Profit Management	3 credits
	Fundraising/Grant Writing	2 credits
	Art as Social Intervention	3 credits
	Disability as a Social Concern	3 credits
	Servant Leadership	3 credits
	Foundations of Urban and Multicultural Education	3 credits
	Urban and Environmental Education	3 credits
	Dynamics of Nursing Leadership	3 credits
	Ethical and Policy Issues in Healthcare	3 credits
Semester 2 or 3	Universidad San Ignacio de Loyola – Lima, Peru	7-10 credits
Required Courses	Institutions and Society (conducted online with CMSV advisor)	1 credit
	Qualifying Course in Social/Economic Development	3 credits

Possible Courses	<i>(Partial List)</i>	
	Latin American Politics: Past, Present, and Future	3 credits
	Socio-Demographic, Culture and Organizational Development in the Andean World	3 credits
	The Economics of Regional Development in Andean Countries	3 credits
	The Integration of the Inca Empire with the Spanish Conquistadores from a Sociological Perspective	1 credit
	Communication Sociology	3 credits
	The Political and Social Development of the Tawantinsuyo	1 credit
	Infrastructure and Education for Development	3 credits
	Negotiation, Conflict and Mediation	3 credits
Semester 2 or 3	Nelson Mandela Metropolitan University – Port Elizabeth, South Africa	7-10 credits
Required Courses		
	Community Service Learning	3-4 credits
	Qualifying Course in Social Development	3 credits
	Institutions and Society (conducted online with CMSV advisor)	1 credit
Possible Courses	<i>(Partial List)</i>	
	Conflict and Conflict Resolution	3 credits
	Local Economic Development: Perspectives, Policies, and Practices	3 credits
	Management for Development Practitioners	3 credits

	African Politics	3 credits
	Culture, Philosophy, and the Environment	3 credits
Semester 2 or 3	De La Salle University – Manilla, Philippines	7-10 credits
Required Courses		
	Institutions and Society (conducted online with CMSV advisor)	1 credit
	Qualifying Course in Social/Economic Development	3 credits
Possible Courses	<i>(Partial List)</i>	
	Participation and Development	3 credits
	Sustainable Development	3 credits
	Special Topics in Philippine Development	3 credits
	Health Social Sciences	3 credits
	Gender, Sexuality, and Reproductive Health	3 credits
	Health Policy and Program Analysis	3 credits
	Population Studies	3 credits
	Community Organization and Community Development	3 credits
	Government and Politics of South East Asia	3 credits
	East Asian Civilization and Society	3 credits
Semester 2 or 3	International Center for Intercultural Exchange – Siena, Italy	7-10 credits
Required Courses		
	Institutions and Society (conducted online with CMSV advisor)	1 credit
	Intercultural Communication: Essential	

	Tools for Global Engagement	3 credits
Possible Courses	<i>(Partial List)</i>	
	Intercultural Pragmatics: Understanding Italian Culture and Language	3 credits
	Immigration and the EU: Immigration/Emigration Issues in EU Nations	3 credits
	EU Development Policy: European Perspectives on International Engagement	3 credits
	International Organizations and the role of NGOs	3 credits
	A European Perspective on Protection of Human Rights	1 credit
	NEPAD vs Structural Adjustment: Focus on Cameroon	1 credit
Semester 4	College of Mount Saint Vincent – New York, U.S.	
Required Courses		
	Institutions in Society	1 credit
	Comprehensive Project	3 credits
	History and Ethics of International Service-Learning	3 credits
	Qualifying Course in Development (first or fourth semester)	3 credits
Possible Courses		
	Contemporary Health Issues in Urban Education	3 credits
	Contemporary Issues in International Education	3 credits
	Non-Profit Management	3 credits
	Fundraising/Grant Writing	2 credits

Art as Social Intervention	3 credits
Disability as a Social Concern	3 credits
Servant Leadership	3 credits
Foundations of Urban and Multicultural Education	3 credits
Urban and Environmental Education	3 credits
Dynamics of Nursing Leadership	3 credits
Ethical and Policy Issues in Healthcare	3 credits

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Course Descriptions

IDS 501 ECONOMIC AND SOCIAL DEVELOPMENT

The study of international development has undergone important changes in recent decades. First, the emergence of the micro-enterprise phenomenon has radically altered the way many scientists, policy makers, and individuals pursue economic growth. Second, the importance of political development and civil society has taken on new and urgent importance in the Post-9/11 world. Third, the globalization patterns of the IT era have led to different modes of human connectivity and cultural influence.

This course will trace the history of alternative models for economic development, such as export-led development, import substitution, FDI driven development, as well as the Micro-Enterprise model. The course will also examine models for political and civil society development that work in conjunction with economic development, as well as considerations for sustainability and vulnerable populations. Case studies will include diverse examples of political development alongside economic models, including South Korea, Chile, India,

Degree Requirements

Course Descriptions

China, and beyond (3 credits).

IDS 502 TECHNOLOGY AND HUMAN RESOURCES IN INTERNATIONAL DEVELOPMENT

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

This course will examine these issues and others related to the effective development of human resources, and how diverse human resource capabilities can fit diverse policy frameworks for technological development in both developed and developing nations (3 credits).

IDS 507 SOCIAL RESEARCH METHODS

This course will teach varied and prominent methods applied in social science research. Students will be asked to design and execute a pilot study from conception to measurement. This will include selection of a research question and appropriate methodology to study this question. It will further include an analysis of existing literature, the formation of hypotheses, the execution of the method (with an emphasis on primary data collection), and analysis of that data. Students will be encouraged to a) incorporate their field service experiences into the learning process, and b) design a pilot study that could be used for their culminating/thesis project required for earning the MS degree (3 credits).

IDS 508 ETHNOGRAPHIC RESEARCH METHODS

This course will teach students to utilize the world around them as a ready platform for scientific research. Goals of the course will include teaching students a) how to systematize observations in daily life, and social settings they encounter, b) “grounded theory” the process of building concepts out of systematic observations in field settings,

and c) how to use ethnographic techniques to augment their understanding of subject matter beyond the specific research questions. Ethnographic research methods will teach students to “contextualize” social phenomena according to the multi-dimensional social influences at their root (3 credits).

IDS 511-514 REFLECTIONS: INSTITUTIONS AND SOCIETY

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

IDS 511/514 REFLECTIONS: INSTITUTIONS AND SOCIETY

IDS 511/514 will be taken during the first semester of field service in New York City, and students will learn the fundamental principles of institutions as super-structures that cohere social behavior. An additional specific focus for this course will be “The Professions.” Students will learn the fundamental principles, and ethical underpinnings that make “the professions” a distinct category of occupations (1 credit).

IDS 512 REFLECTIONS: INSTITUTIONS AND SOCIETY

IDS 512 will be taken in conjunction with the second semester field service in London, England during the second semester. A key goal of this course will be to examine the role of civil society in a vibrant and multi-cultural democratic society. This will include the role of political institutions and the role of citizens and cultures in social development and well-being (1 credit).

IDS 513 REFLECTIONS: INSTITUTIONS AND SOCIETY

IDS 513 will be taken in conjunction with field service in either Ecuador or Thailand during the third semester. A central learning objective for this course will be to study models for institutional development, and assess the dominance of some institutional power structures over others, depending on the society (1 credit).

IDS 515 ART AND SOCIAL INTERVENTION

The focus of this course is on the use of the universal language of the arts as an interventionist tool. The course will teach the use of arts for

assisting at-risk populations (K thru 12, Adult, Senior Citizens and Physically Impaired, etc.) with literacy problems, as well as using art as a method of assessing school curriculums (math, social studies, natural sciences, etc.). Additional curricular benefits will be examined, such as raising attendance levels, and art as a catalyst for improving school culture and "humanizing" institutional environments. A further emphasis of the course will be on using the arts to work with populations with physical impairments, such as visually and hearing impaired (3 credits).

IDS 518 HISTORY AND ETHICS OF INTERNATIONAL SERVICE LEARNING

This course examines the history, current state, and emerging trends of global service-learning. Topics addressed will include historical roots (including an overview of international volunteerism, international education, and international aid and development), current statistics, individual/organizational/ institutional motivations and benefits, effective practices and trends, measurements of impact, and ethical and philosophical issues relevant to modern international service-learning (3 credits).

IDS 545 SERVANT LEADERSHIP

Servant leadership is a distinctive model of leadership that influences professional behavior, organizational collaboration, and personal fulfillment of the servant leader. Students in this course will learn the ethical and professional characteristics of a servant leader. Service to others is a primary requirement for many professional settings. It is an important method of organizational management. It can also be an effective therapeutic technique, as well as an important policy focus. At the conceptual level, three important elements are servant, leader, and servant leader (3 credits).

IDS 560 SPECIAL TOPICS IN SERVICE LEADERSHIP AND SOCIAL DEVELOPMENT

The Special Topics offering is an invitation to faculty across disciplines to contribute to the program in International Development and Service. This course may be an exceptional course that is only taught one time, or in rare circumstances, or it may ultimately become a regular offering of the program (3 credits).

IDS 601 DISABILITY AS A SOCIAL CONCERN

In the 1960's, physical impairment began a long transformation from being strictly viewed as a medical concern, to being viewed as a social concern. Over time, this transformation led to the American with Disabilities Act, and now a pending International Treaty. This course will examine that history, as well as examine the basic premise of disability as a social concern; that physical impairment is frequently a disability, *only* because society refuses to make basic accommodations. Among other objectives of the course, will be to teach students some basic typologies for understanding physical impairment, as well as how viewing disability as a social concern has influenced medical models over time (3 credits).

IDS 607 GRANT WRITING AND FUNDRAISING

Effective grant writing and fundraising is a vital skill for anyone wishing to thrive in non-profit organizational management. Further, grant writing demonstrates a wide ranging set of skills ranging from conceptualization to policy implementation. The successful grant writer must know the field, understand best practice, have strategic planning skills, and know how to implement successful programmatic growth. This course will require students to develop grants for their own ideas, or for one of the partners with whom they work in the field. Alternatively, they can design a fundraising campaign for their own ideas, or one of their partners (3 credits).

IDS 624 COMPREHENSIVE EXAMINATION PROJECT

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

Additional Course Descriptions at the College of Mount Saint Vincent

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

Course Descriptions at Overseas Sites

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

- [UEES](#) in Guayaquil, Ecuador
- [Universidad San Ignacio De Loyola](#) in Lima, Peru
- [Nelson Mandela Metropolitan University](#) in Port Elizabeth, South Africa
- [De La Salle University](#) in Manila, Philippines
- [Center of Italian Studies](#) in Siena, Italy

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Degree Requirements

Program Structure

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

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

Concurrent Degree Features

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

Sample Programs

Configuration 1

Semester 1	M.S. I.D.S. Curriculum (including) <ul style="list-style-type: none">• International Development Course• Institutions and Society
Semester 2 in London	M.S. I.D.S. Curriculum (including 2 of 3 below) <ul style="list-style-type: none">• Management and Governance• Charity and the Law• Strategic Management• Marketing and Fundraising
Summer	M.B.A. Courses <ul style="list-style-type: none">• Business Law for Managers• Managing Human Resources
Summer 3 in Lima or Manila or Siena	M.S. I.D.S. Curriculum (including 2 of the following) <ul style="list-style-type: none">• Communication Sociology• Socio-Demographic Culture & Organizational Development• Economics of Regional Development• Health Policy and Program Analysis• Sustainable Development• International Organizations and the Role of NGO's• EU Development Policy
Semester 4	M.S. I.D.S. Curriculum (including) <ul style="list-style-type: none">• Culminating Project• Ethics and History of Service• Grant Writing/Fundraising• Non-profit management
Semester 5	M.B.A. Courses <ul style="list-style-type: none">• Managing Information Technology and Innovation• Data Analysis and Modeling for Managers

- Financial Management
- Managerial Accounting

Configuration 2

Semester 1

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

- International Development Course
- Institutions and Society

Semester 2

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

in London

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

Summer 3

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

in Lima

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

or Manila

- Health Policy and Program Analysis
- Sustainable Development

or Siena

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

Semester 4

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

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

Summer

M.B.A. Courses

- Culminating Project
- Ethics and History of Service

- Grant Writing/Fundraising
- Non-profit management

Semester 5 M.B.A. Courses

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

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Course Descriptions

Business Core Courses

MBA 501 MANAGERIAL ACCOUNTING

This course will review the process of identification, measurement, accumulation, analysis, preparation, interpretation, and communication of financial information used by management to plan, evaluate, and control within an organization and to assure appropriate use of and accountability for its resources. Managerial Accounting also comprises the preparation of financial reports for non-management groups such as shareholders, creditors, regulatory agencies, and tax authorities (3 credits).

MBA 502 FINANCIAL MANAGEMENT

This course will review the principles and methods of financing business organizations and evaluating internal control problems and the concepts and analytical techniques applicable to identifying and solving financial management problems (3 credits).

MBA 503 MANAGERIAL ECONOMICS

Master of Business Administration

Curriculum

Degree Requirements

Concentrations

Course Descriptions

Faculty

M.B.A. Programs and International Students

Curriculum

Degree Requirements

Concentrations

Course Descriptions

Faculty

This course is concerned with the application of economic principles and methodologies to the decision-making process of large organizations operating under conditions of uncertainty. Managers are likely to be more successful if they understand how their actions affect market forces, and how market forces affect their firms. Managerial Economics provides a framework for approaching management decisions such as pricing, employment, and investment with the analytical tools of the professional economist (3 credits).

MBA 504 DATA ANALYSIS AND MODELING FOR MANAGERS

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 (3 credits).

MBA 505 MARKETING CONCEPTS AND STRATEGIES

Corporate managers seek effective strategies to deal with an ever changing market environment. They monitor and assess the marketplace, competition, laws and regulations, business cycles, customer needs, and other important factors to identify opportunities. This course is designed to evaluate the corporate tasks needed to develop an effective marketing strategy. Decisions related to marketing mix elements, including product, price, distribution, and promotion will be analyzed, as well as the development of a strategic marketing plan (3 credits).

MBA 506 MANAGING INFORMATION TECHNOLOGIES AND INNOVATION

Information systems are the backbone and nervous system of every business organization. It is therefore imperative that business students possess a solid grounding in the principles of the information systems discipline. This course stresses the importance of delivering the right information to the right person, in the right fashion, and at the right time; and the consequent improvements gained in organizational effectiveness (3 credits).

MBA 507 BUSINESS LAW FOR MANAGERS

This course provides coverage of traditional business law topics and addresses the legal environment in which business must operate. Contemporary business law concepts and cases are discussed, including modern statutory and regulatory law and recent court decisions. In addition to providing the student with an understanding of the American legal system, its structure, procedures, and concepts, the course also considers the scope of modern legal issues faced by business and how the law evolves as new business-related issues arise. The course also emphasizes the application of court decisions, statutes, and government relation to business. Legal terminology, concepts, structures, and process are covered (3 credits).

MBA 508 MANAGEMENT AND ORGANIZATION THEORY

Based upon classical and contemporary theory and empirical research, this course provides an analysis of organizations, focusing on the impacts that organizations have upon individuals and society. The course focuses on how managers structure and operate organizations so that they are efficient and effective. In reviewing the field of organization studies, the course considers the past, present, and areas of likely significant future development in the study of organizations. Specifically, it surveys the development of rational, natural, and open systems theories—from earlier to contemporary versions—and provides a framework to allow students to comprehend past and present theories and to understand current controversies (3 credits).

MBA 509 MANAGING HUMAN RESOURCES

This course provides the manager with a basic understanding of the field of human resource management as it is practiced today. Theories, concepts, terminology, procedures, laws, and regulations, are explored and discussed as they apply to the process of maintaining a well-qualified, motivated work force. In particular, students will explore the variety of problems, issues, and conflicts that may arise in the workplace and some of the strategies designed to deal with such problems (3 credits).

MBA 510 INTERPERSONAL AND ORGANIZATIONAL COMMUNICATION

Effective communication is an essential skill for today's manager.

This course covers the key forms of communication in organizations, including 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 (3 credits).

Areas of Concentration

International Business Courses

MBA 641 INTERNATIONAL MARKETING

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

This course is designed to investigate the implications of the global market for U.S. companies and how it affects their marketing strategies as they are competing in markets around the world. Attention will be focused on problems such as identifying and evaluating opportunities in overseas markets, developing and adapting marketing strategies in relation to specific national market needs and constraints (3 credits).

MBA 642 INTERNATIONAL FINANCIAL MANAGEMENT

The focus of this course is on the specific problems encountered by those concerned with finance in companies with substantial international involvement—it is the international equivalent of a corporate finance course. The course content is especially designed for students aspiring for careers in international business, including those who will be responsible for the financial management of large and small corporations, international trading companies, or banks whose customers include business firms affected by international markets (3 credits).

MBA 643 INTERNATIONAL MANAGEMENT AND CROSS

CULTURAL COMMUNICATION

This course takes a cross-cultural and functional perspective in international management. Managerial functions are discussed in a cross-cultural setting of an international operation. Emphasis is placed on the importance of cross-cultural differences and the challenges of working in a diverse work environment where people may not share the same basic values and assumptions (3 credits).

MBA 644 INTERNATIONAL ECONOMICS

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 (3 credits).

MBA 645 INTERNATIONAL POLITICAL RELATIONS

This course offers the study of international relations and its relation to international economics and international business. Sometimes referred to as “political economy” the course requires the analysis of both the way in which politics shapes the economy, and of the way in which the economy shapes politics. Considering the limitations of the conventional division of domestic and international politics and economics, the course investigates how the domestic politics of the world’s leading economic and military powers have wide-ranging effects on the domestic political economies of other nations (3 credits).

MBA 646 INTERNATIONAL TRADE

This course investigates the theories, institutions, and processes associated with international trade. The course examines the theoretical constructs necessary to understand the issues and problems that a business involved with international trade must face. The course also explores various mechanisms, such as import and export procedures and regulations that create today’s global systems for managing the exchange of goods, services, and labor between countries (3 credits).

Health Care Management Courses

MBA 651 HEALTH CARE ADMINISTRATION

This course serves as an overview of the issues, practices, and responsibilities facing the health care administrator. The course

investigates each of the important aspects of health care administration and introduces students to the topics which constantly challenge health care executives. Areas covered include hospital and physician reimbursement, managed care, multi-provider systems, integrated health systems, business ventures in health care, and stake holder management. This is a course providing the application of organizational management techniques to health care institutions (3 credits).

MBA 652 HEALTH CARE FINANCE

An introduction to the management of a health care organization's finances, including the operation of its financial accounting system. Evaluation of the organization's financial situation using financial techniques and financial statements, cash management, credit analysis, capital structure and capital budgeting, funds management, and financial control (3 credits).

MBA 653 LAW FOR HEALTH CARE PROFESSIONALS

This course will review the American legal system, including its courts, its statutes, and its common law, in order to provide the health care manager with a basic understanding of the number of significant ways in which legal mandates apply to one's institution. A number of different areas of law will be studied, each selected for its influence on the management of health care institutions and health care providers. Legal cases will be examined, including significant court opinions, in order to bring students to a basic understanding of the manner in which their actions will be judged by our country's legal systems (3 credits).

MBA 654 THE MARKETING FOR HEALTH CARE PROGRAMS

This course provides students with an overview of the areas of public involvement which affect the organizations ability to attract, serve, and generate the support of the community in which it is embedded. These include the marketing of the services and programs provided by the institution, the use of positive forms of publicity, and the generation of activities designed to foster a positive relationship with the individuals, organizations, and governments on which the institution depends (3 credits).

MBA 655 THE HEALTH CARE SYSTEM

This course will examine the social organization of the vast health care system in the United States today, emphasizing such topics as health expenditures and rising costs, equity in health services, financing health care, insurance (including HMOs), delivery of health care services, discrimination in health care delivery, social legislation, and the social implication of new health care technologies (3 credits).

MBA 656 HEALTH CARE POLICY

This course focuses on a wide range of policies including equity in health care delivery (e.g., how to provide care for the elderly, the poor, the homeless, those with cancer, AIDS, those chemically dependent, and other life threatening illnesses), proposals for cost control, regulation of safety, insurance, and the distribution of medical resources (3 credits).

Management and Organizational Behavior Courses

MBA 661 MANAGING ORGANIZATIONAL BEHAVIOR

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 (3 credits).

MBA 662 MANAGING DIVERSITY

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 (3 credits).

MBA 663 ORGANIZATIONAL CULTURE AND SPIRITUALITY

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 (3 credits).

MBA 664 MANAGING ORGANIZATIONAL QUALITY AND

COMMITMENT This course focuses on past, current, and emerging quality improvement theories, practices, techniques, and skills. It includes an overview of the organizational systemic processes and programs necessary to deliver quality results, such as those established under the Baldrige Award and under standard 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 (3 credits).

MBA 665 ORGANIZATIONAL DIAGNOSIS AND CHANGE MANAGEMENT

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 (3 credits).

MBA 666 EXECUTIVE DEVELOPMENT AND PRINCIPLE CENTERED LEADERSHIP

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 (3 credits).

Capstone Courses

MBA 701 ORGANIZATIONAL LEADERSHIP, ETHICS AND SOCIAL RESPONSIBILITY

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

MBA 702 STRATEGIC MANAGEMENT

This course is intended as a capstone course in the M.B.A. program, integrating the various courses in the curriculum as the learning accomplished through the core courses and the electives in the student’s area of concentration is applied to the process of strategy formation and case review.

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

alternative courses of action (3 credits).

MBA 703 COMPETING IN A GLOBAL BUSINESS ENVIRONMENT

This course is intended as a vehicle for producing students who will be comfortable and effective in a worldwide marketplace.

Today, **all** students—even those who will never have an overseas assignment—need to be knowledgeable about the global economy. Students must develop cultural literacy in international business. As a business professional they must be able to talk knowledgeably with a visiting executive from a French multinational corporation, or understand and analyze the impact on themselves and their firm of trade negotiations with Japan, devaluation of the Mexican peso, economic growth in China or Brazil, or the collapse of a British bank. It is the purpose of this course to provide such a foundation for future *managers* who must function in a global competitive environment (3 credits).

MBA 704 MBA DECISION LABORATORY

This course provides an opportunity to apply academic knowledge through participation in a managerial task within an organization (such as setting up a purchasing cooperative, devising an inventory system, and developing cost-benefit analyses of a New York City agency program). In other cases, it may be appropriate for students to work outside a business setting on a research-oriented project that has applied objectives. The thrust of the creative response here is toward solving an actual operating problem. In a graduate business program, performance of this type of task is an appropriate way to further develop the knowledge and skills acquired in academic learning (3 credits).

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IDS 511/514 will be taken during the first semester of field service in New York City, and students will learn the fundamental principles of institutions as super-structures that cohere social behavior. An additional specific focus for this course will be “The Professions.” Students will learn the fundamental principles, and ethical underpinnings that make “the professions” a distinct category of occupations (1 credit).

IDS 512 REFLECTIONS: INSTITUTIONS AND SOCIETY

IDS 512 will be taken in conjunction with the second semester field service in London, England during the second semester. A key goal of this course will be to examine the role of civil society in a vibrant and multi-cultural democratic society. This will include the role of political institutions and the role of citizens and cultures in social development and well-being (1 credit).

IDS 513 REFLECTIONS: INSTITUTIONS AND SOCIETY

IDS 513 will be taken in conjunction with field service in either Ecuador or Thailand during the third semester. A central learning objective for this course will be to study models for institutional development, and assess the dominance of some institutional power structures over others, depending on the society (1 credit).

IDS 515 ART AND SOCIAL INTERVENTION

The focus of this course is on the use of the universal language of the arts as an interventionist tool. The course will teach the use of arts for

assisting at-risk populations (K thru 12, Adult, Senior Citizens and Physically Impaired, etc.) with literacy problems, as well as using art as a method of assessing school curriculums (math, social studies, natural sciences, etc.). Additional curricular benefits will be examined, such as raising attendance levels, and art as a catalyst for improving school culture and “humanizing” institutional environments. A further emphasis of the course will be on using the arts to work with populations with physical impairments, such as visually and hearing impaired (3 credits).

IDS 518 HISTORY AND ETHICS OF INTERNATIONAL SERVICE LEARNING

This course examines the history, current state, and emerging trends of global service-learning. Topics addressed will include historical roots (including an overview of international volunteerism, international education, and international aid and development), current statistics, individual/organizational/ institutional motivations and benefits, effective practices and trends, measurements of impact, and ethical and philosophical issues relevant to modern international service-learning (3 credits).

IDS 545 SERVANT LEADERSHIP

Servant leadership is a distinctive model of leadership that influences professional behavior, organizational collaboration, and personal fulfillment of the servant leader. Students in this course will learn the ethical and professional characteristics of a servant leader. Service to others is a primary requirement for many professional settings. It is an important method of organizational management. It can also be an effective therapeutic technique, as well as an important policy focus. At the conceptual level, three important elements are servant, leader, and servant leader (3 credits).

IDS 560 SPECIAL TOPICS IN SERVICE LEADERSHIP AND SOCIAL DEVELOPMENT

The Special Topics offering is an invitation to faculty across disciplines to contribute to the program in International Development and Service. This course may be an exceptional course that is only taught one time, or in rare circumstances, or it may ultimately become a regular offering of the program (3 credits).

IDS 601 DISABILITY AS A SOCIAL CONCERN

In the 1960's, physical impairment began a long transformation from being strictly viewed as a medical concern, to being viewed as a social concern. Over time, this transformation led to the American with Disabilities Act, and now a pending International Treaty. This course will examine that history, as well as examine the basic premise of disability as a social concern; that physical impairment is frequently a disability, *only* because society refuses to make basic accommodations. Among other objectives of the course, will be to teach students some basic typologies for understanding physical impairment, as well as how viewing disability as a social concern has influenced medical models over time (3 credits).

IDS 607 GRANT WRITING AND FUNDRAISING

Effective grant writing and fundraising is a vital skill for anyone wishing to thrive in non-profit organizational management. Further, grant writing demonstrates a wide ranging set of skills ranging from conceptualization to policy implementation. The successful grant writer must know the field, understand best practice, have strategic planning skills, and know how to implement successful programmatic growth. This course will require students to develop grants for their own ideas, or for one of the partners with whom they work in the field. Alternatively, they can design a fundraising campaign for their own ideas, or one of their partners (3 credits).

IDS 624 COMPREHENSIVE EXAMINATION PROJECT

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

Additional Course Descriptions at the College of Mount Saint Vincent

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

Course Descriptions at Overseas Sites

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

- [UEES](#) in Guayaquil, Ecuador
- [Universidad San Ignacio De Loyola](#) in Lima, Peru
- [Nelson Mandela Metropolitan University](#) in Port Elizabeth, South Africa
- [De La Salle University](#) in Manila, Philippines
- [Center of Italian Studies](#) in Siena, Italy

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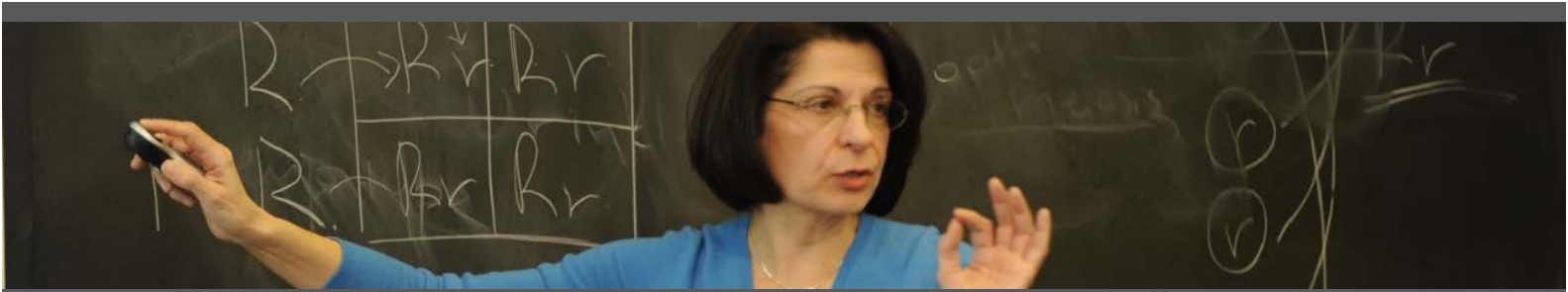
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Academic Grievance Procedure

All academic grievances including dissatisfaction with a grade must be addressed first to the faculty member, then to the Department Chairperson, and, if unresolved, to the Dean of the Undergraduate College if the student is an undergraduate and to the Dean of the School of Professional and Graduate Studies if the student is a graduate studies student.

When all other means of resolving a problematic situation have been exhausted, a student may request a grievance hearing for certain course related issues. Requests for a hearing must be made in writing to the Dean of the Undergraduate College if the student is an undergraduate and to the Dean of the School of Professional and Graduate Studies if the student is a graduate studies student 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.

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

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

Composition of the Grievance Committee

The Grievance Committee is composed of:

- The Administrative Vice President of Student Government
- The Vice President of the complainant's class
- Two members of the faculty, one chosen by the student/complainant and one chosen by the Dean of the Undergraduate College or the Dean of the School of Professional and Graduate Studies
- One other member of the College community either an Academic Affairs or Student Affairs administrator

Charge of the Committee

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

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

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Academic Honesty

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

Plagiarism is the act of passing off as one's own the words or ideas of another. 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

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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)

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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.

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

Matriculation

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

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

Conditional Matriculant

A student who has applied to matriculate for a particular program, obtains approval to enroll, but must satisfy a set of specified matriculation requirements before or upon completion of 12 credits.

Non-Matriculant

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

Continuous Matriculation

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

Payment of this fee enables a student to ensure continuing status as a matriculated student, to continue to receive all student correspondence, and to maintain library and other campus privileges.

A Continuous Matriculation/Leave of Absence form must be submitted with the fee. Failure to maintain matriculation will result in a student's termination from the program. To be reinstated, a student will need to meet the admission criteria and degree requirements in effect at the time of reinstatement.

Termination of Matriculation/Registration

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

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Grades

The College's grade scale:

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A	Excellent	4.0		D+	Unacceptable	1.33
A-		3.67		D	Unacceptable	1.0
B+	Very Good	3.33		D-	Unacceptable	0.67
B	Minimum Grade Expected of a Graduate Student	3.00		P	Passing	0
B-	Passing, but below level expected of a Graduate Student	2.67		NC	No Credit	0
C+		2.33		IP	In-Progress	0

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C		2.0	I	Incomplete	0	Gainful Employment Information
C-	Unacceptable	1.67	W	Withdrew/Permission	0	

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

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

Grade Reports

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

Transcripts

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

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International Students

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

1. Official score of the Test of English as a Foreign Language (TOEFL) for those whose primary language is not English; ELS, IELTS, or other validated assessments are accepted.
2. Translated and properly evaluated documents in English indicating academic work previously completed. Applicants are encouraged to have their academic records evaluated by World Education Services, Inc., P.O. Box 745, Old Chelsea Station, New York, NY 10113-0745.
3. Evidence of financial support for the period of time required to complete a degree program prior to the issuance of an I-20 by the College.
4. Proof of accident, health, and sickness insurance coverage.
5. Compliance with all College Health Record requirements prior

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to enrollment.

6. International students must meet all admission criteria to be accepted as matriculated graduate students. International students may also be required to complete the other discipline specific entrance examinations required for a particular degree program. Students must register for at least nine credit hours each semester in order to maintain their student visa status. The College may require students to be tested to determine if additional English language study is required.

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Master's Degree Requirements

Degree Requirements

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

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

Degree Time Limits

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

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responsible for planning their programs to assure the completion of all requirements within the stipulated period.

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Conferral of Degrees

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

Application for a Degree

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

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Registration

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

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

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Transfer Credit

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

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

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

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

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Course Changes and Withdrawal Procedures

Academic Advising

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

Course Changes

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

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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).

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Gainful Employment Information

Introduction to Gainful Employment

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

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

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were finalized in the fall of 2010, and colleges and universities must comply with the new requirements beginning July 1, 2011.



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

Gainful Employment Requirements

Background and Purpose

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

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

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

Eligibility and Impact

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

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

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

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

Disclosure Requirements for Current Gainful Employment Programs

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

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

to a representative sample);

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

Post-Masters Certificate in Nursing – Nurse Educator

College OEPID: 002703

CIP Code: 51.3817

Program Cost

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

Program Length and Completion Rate

Normal Time of Completion	3 Semesters
Number of Graduates	3
Number of Graduates with Normal Time	N/A
Completion Rate	100%

Occupations Related to 25-1171.00 – Nurse

this Program and Placement Rate	Practitioners
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Placement Rate	100%
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Median Debt at Program Completion	
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Graduates with Student Loan Debt	*N/A
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Median Cumulative Student Loan Debt at Program Completion	*N/A
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Median Federal Student Loan Debt	*N/A
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Median Private Loan Debt	*N/A
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Median Institutional Financing Plan Debt	*N/A
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*Since the number of students who completed the Gainful Employment Program during the award year is less than ten (10), for privacy reasons, the College may not disclose information regarding the median debt at Program Completion to the public.

Post-Masters Certificate in Nursing – Family Nurse Practitioner

College OEPID: 002703

CIP Code: 51.3805

Program Cost

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

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

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

Post-Masters Certificate in Nursing – Adult Nurse Practitioner

College OEPID: 002703

CIP Code: 51.3803

Program Cost

Tuition and Fees (estimated for the entire program)	\$16,200
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Books and Supplies (estimated for the entire program)	\$1,250
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On Campus Room and Board	On Campus Housing is not available for students in this program
General Tuition and Fees	Visit the Graduate Tuition and Fees page

Program Length and Completion Rate

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

Occupations Related to this Program and Placement Rate

	25-1171.00 – Nurse Practitioners
Placement Rate	100%

Median Debt at Program Completion

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

COLLEGE OF
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