

Graduate Programs

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

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

Contact

(718) 405-3322

gradstudies@mountsaintvincent.edu

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CMSV | CITE Program

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

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

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

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

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



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

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

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

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

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

instructional responsibilities as assigned.

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

Sample Program

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

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

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

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

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M.S. in Education

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

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

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

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

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Degree Requirements

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

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

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

Additionally, students will select courses from the following:

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

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

Sample Program

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

First Term – Summer 1

EDUC Care Summer Institute Term: June-July

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

Second Term – Fall 1

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

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

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

Third Term – Spring 1

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

Fourth Term – Summer 2

EDUC Care Summer Institute Term: June-July

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

Total Credits for Graduation – 45

Grades

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

Exit Requirements

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

Exit Criteria and Certification

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

Workshop Requirements

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

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

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



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New York State Certification

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

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

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

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

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Course Descriptions

(Schedule of course offerings subject to change)

EDUC 502 FOUNDATIONS IN URBAN AND MULTICULTURAL EDUCATION

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

EDUC 506 LANGUAGE, COGNITIVE DEVELOPMENT, AND CULTURAL DIVERSITY

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

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

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

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

EDUC 515 PRACTICUM IN ADOLESCENT EDUCATION

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

EDUC 526 STUDENT TEACHING IN ADOLESCENT EDUCATION

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

EDUC 527 BEHAVIOR MANAGEMENT AND SOCIAL SKILLS INSTRUCTION

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

EDUC 602 RESEARCH FOR CLASSROOM TEACHERS

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

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

EDUC 620 TEACHING LITERACY IN INCLUSIVE MIDDLE AND HIGH SCHOOL CLASSROOMS

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

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

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

EDUC 702 EDUCATION AND DEVELOPMENT OF THE MIDDLE SCHOOL LEARNER

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

EDUC 712 STRATEGIES FOR INCLUSION OF SPECIAL LEARNERS

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

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

EDUC 714 PRACTICUM IN ASSESSMENT AND INSTRUCTION OF SPECIAL LEARNERS

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

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

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

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

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

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

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

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

EDUC 751 STUDENT TEACHING IN SPECIAL EDUCATION

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

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

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

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

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

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

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

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

Sample Program

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

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

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

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Degree Requirements

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

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

Sample Program

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

First Term – Summer 1

EDUC Care Summer Institute Term: June-July

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

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

Second Term – Fall 1

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

Third Term – Spring 1

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

Fourth Term – Summer 2

EDUC Care Summer Institute Term: June-July

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

Total Credits for Graduation – 45

Grades

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

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

Exit Requirements

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

Exit Criteria and Certification

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

Workshop Requirements

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

- Child Abuse Identification
- Violence Prevention
- DASA

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

New York State Certification

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

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

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

Course Descriptions

EDUC 502 FOUNDATIONS IN URBAN AND MULTICULTURAL EDUCATION

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

EDUC 506 LANGUAGE, COGNITIVE DEVELOPMENT, AND CULTURAL DIVERSITY

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

EDUC 513 PSYCHOLOGY OF TEACHING AND LEARNING

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

Three lecture hours

EDUC 522 TEACHING MATHEMATICS IN INCLUSIVE SETTINGS

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

Three lecture hours

EDUC 523 PRACTICUM IN CHILDHOOD EDUCATION

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

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

Students will complete a field experience consisting of 100 hours.

EDUC 524 TEACHING SOCIAL STUDIES AND SCIENCE IN INCLUSIVE SETTINGS

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

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

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

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

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

EDUC 527 BEHAVIOR MANAGEMENT AND SOCIAL SKILLS INSTRUCTION

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

EDUC 530 STUDENT TEACHING CHILDHOOD EDUCATION

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

Field experience—four mornings, one full day/week

EDUC 536 TEACHING LITERACY IN THE INCLUSIVE ELEMENTARY

CLASSROOM

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

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

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

EDUC 602 RESEARCH FOR CLASSROOM TEACHERS

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

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

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

EDUC 628 ASSESSMENT AND REMEDIATION OF LITERACY DISABILITIES

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

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

EDUC 712 STRATEGIES FOR INCLUSION OF SPECIAL LEARNERS

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

EDUC 714 PRACTICUM IN ASSESSMENT AND INSTRUCTION OF SPECIAL LEARNERS

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

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

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

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

EDUC 760 STUDENT TEACHING SPECIAL EDUCATION

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

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



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

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

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

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

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

Sample Program

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

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

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

Contact

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Degree Requirements

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

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

Sample Program

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

First Term – Summer 1

June-August

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

Second Term – Fall 1

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

Third Term – Spring 1

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

Fourth Term – Summer 2

June-August

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

Total Credits for Graduation – 45

Grades

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

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

Exit Requirements

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

Exit Criteria and Certification

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

Workshop Requirements

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

- Child Abuse Identification
- Violence Prevention
- DASA



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New York State Certification

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

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

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

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Course Descriptions

(Schedule of course offerings subject to change)

EDUC 502 FOUNDATIONS OF URBAN AND MULTICULTURAL EDUCATION

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

EDUC 506 LANGUAGE, COGNITIVE DEVELOPMENT, AND CULTURAL DIVERSITY

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

EDUC 507 LINGUISTIC ANALYSIS

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

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

10 required field hours

EDUC 508 STRUCTURE OF AMERICAN ENGLISH

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

EDUC 513 PSYCHOLOGY OF TEACHING AND LEARNING

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

EDUC 523 PRACTICUM IN CHILDHOOD EDUCATION

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

100 required field hours

EDUC 526 TEACHING LITERACY IN INCLUSIVE SETTINGS

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

EDUC 530 STUDENT TEACHING IN CHILDHOOD EDUCATION

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

260 required field hours

EDUC 600 METHODS IN TEACHING MATHEMATICS AND SCIENCE IN INCLUSIVE SETTINGS

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

EDUC 712 STRATEGIES FOR INCLUSION OF SPECIAL LEARNERS

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

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

EDUC 722 TEACHING ENGLISH AS A SECOND LANGUAGE I

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

10 required field hours

EDUC 725 TEACHING ACROSS CONTENT AREAS: METHODS OF TESOL

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

15 required field hours

EDUC 726 ASSESSMENT IN LITERACY AND ESL

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

Required field hours for dual certificate-seeking students

Field Experience

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

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

EDUC 751 SUPERVISED PRACTICUM IN TESOL: 7-12

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

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M.S. in Early Childhood Education and Special Education (Dual Certification Birth-Grade 2)

The M.S. in Early Childhood Education and Special Education (Dual Certification Birth-Grade 2) program is designed for career changers or recent college graduates who have not completed formal preparation in teacher education.

This dual certification 46-credit program provides teacher candidates with the content and pedagogical skills to develop and deliver educational services and instruction to young, diverse learners—including those with special needs.

The successful completion of the program and passing scores on specific certification exams will lead to recommendation for initial certification in early childhood education and education young children with disabilities.

Contact

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Degree Requirements

The M.S. in Early Childhood and Special Education (Dual Certification) requires the completion of 46 credits.

EDUC 340	Introduction to Special Education
EDUC 506	Language, Cognitive Development, and Cultural Diversity
EDUC 509	Working with Systems, Teams, and Culturally Diverse Families
EDUC 513	Psychology of Teaching and Learning
EDUC 522	Teaching Mathematics in Inclusive Classrooms
EDUC 524	Teaching Social Studies and Science in Inclusive Settings
EDUC 527	Classroom Management and Social Skills Development
EDUC 528	Strategies for Inclusion, Differentiation, and UDL
EDUC 530	Student Teaching Childhood Education
EDUC 535	Introduction to Assistive Technology
EDUC 602	Research for Classroom Teachers
EDUC 621	Early Literacy Methods I
EDUC 622	Early Literacy Methods II
EDUC 675	Assessment of Young Children
EDUC 710	Practicum in Teaching Early Literacy and Mathematics
EDUC 760	Student Teaching in Special Education

Sample Program

M.S. in Early Childhood and Special Education (Dual Degree)

First Term – Summer 2021

EDUC 340 Introduction to Special Education (child abuse seminar, school violence seminar)	(3 credits)
EDUC 506 Language, Cognitive Development, and Cultural Diversity	(3 credits)

EDUC 513 Psychology of Teaching and Learning (3 credits)
(child abuse seminar, school violence seminar, DASA workshop)

TOTAL (9 credits)

Second Term – Fall 2021

EDUC 522 Teaching Mathematics in Inclusive Settings (3 credits)

EDUC 621 Early Literacy Methods I (3 credits)

EDUC 675 Assessment of Young Children (3 credits)

EDUC 528 Strategies for Inclusion, Differentiation, and UDL (3 credits)

TOTAL (12 credits)

Third Term – Winter 2022

EDUC 509 Working with Systems, Teams, and Culturally Diverse Families (2 credits)

EDUC 535 Introduction to Assistive Technology (2 credits)

TOTAL (4 credits)

Fourth Term – Spring 2022

EDUC 527 Classroom Management (3 credits)

EDUC 530 Student Teaching (Gen Ed) (3 credits)

EDUC 622 Early Literacy Methods II (3 credits)

EDUC 710 Practicum in Teaching Early Literacy and Mathematics (3 credits)

TOTAL (12 credits)

Fifth Term – Summer 2022

EDUC 524 Teaching Science and Social Studies in the Inclusive Classroom (3 credits)

EDUC 602 Research for Teachers (3 credits)

EDUC 760 Student Teaching in Special Education (3 credits)

TOTAL (9 credits)

Total Credits for Graduation – 46

Grades

All courses in the education program are evaluated with letter grades. The pass/fail distinction is used only with the final comprehensive exam. Students enrolled in the graduate program must attain a B or higher in each class and maintain a 3.0 GPA throughout the course of study.

Exit Requirements

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

Exit Criteria and Certification

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

Workshop Requirements

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

- Child Abuse Identification
- Violence Prevention
- DASA

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

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Course Descriptions

EDUC 340 INTRODUCTION TO SPECIAL EDUCATION

An exploration of the etiology, characteristics, services, and programs for students with disabilities. Focuses on general and special education foundations, legal mandates and specific policies, program options, family issues, and the roles of general and special educators as members of multidisciplinary teams and participants in effective inclusion programs. This course introduces positive behavioral support programs. Case studies will be used extensively. Three class hours. **State mandated Child Abuse and School Violence workshops will be offered along with this course (3 credits).**

Field experience

EDUC 506 LANGUAGE, COGNITIVE DEVELOPMENT, AND CULTURAL DIVERSITY

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

EDUC 509 WORKING WITH SYSTEMS, TEAMS, AND CULTURALLY DIVERSE FAMILIES

In this course, students will be introduced to home-based, and community-based early intervention services and programs offered to young children in school systems. In this course, team-based models involving educators, families and related service providers for the purpose of planning and managing teaching and learning environments that include natural environments such as general education settings will be covered. This course emphasizes strengths-based instruction affirming the role of families in the education and development of young children, including young children with disabilities. In this course, child abduction safety, alcohol, drug and tobacco abuse prevention, safety education, and fire/arson prevention will be covered (2 credits).

EDUC 513 PSYCHOLOGY OF TEACHING AND LEARNING

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

Three lecture hours

EDUC 522 TEACHING MATHEMATICS IN INCLUSIVE SETTINGS

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

Three lecture hours

EDUC 524 TEACHING SOCIAL STUDIES AND SCIENCE IN INCLUSIVE SETTINGS

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

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

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

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

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

EDUC 527 BEHAVIOR MANAGEMENT AND SOCIAL SKILLS INSTRUCTION

This course provides candidates with strategies based on behavior analysis and other psycho-educational learning theories/models and as they relate to managing measurably effective classrooms. Emphasis is on the elements of effective instructional planning (i.e., antecedents and consequences of student behavior) that prevent management problems, condition intrinsic motivation to learn, and foster social competence of all students in the inclusive classroom. The foundational knowledge base of the definition, concepts, and principles of ABA for improving students'

academic, emotional, behavioral, and social skills will be addressed. In addition, coverage will include the philosophical assumptions and dimensions of research-based models. Candidates will learn how to differentiate evidence-based from non-evidence-based behavior management practices (3 credits)

EDUC 528 STRATEGIES FOR INCLUSION, DIFFERENTIATION, AND UDL

In this course, students will learn historical, research-, values-based, and contemporary foundations of Inclusive Education, with an emphasis on early-intervention and other early childhood models for inclusion. The Individual Family Service Plan (IFSP) and the Individual Education Plan (IEP) will be covered. Students will learn strategies for Co-Teaching, Universal Design for Learning (UDL) and Differentiated Instruction (DL). Students will learn to write lessons for community-based, diverse, inclusive settings. Strategies for advocacy will be covered. NYSED Next Generation Learning Standards, including Early Learning Standards will be introduced (3 credits).

Field hours

EDUC 530 STUDENT TEACHING IN GENERAL EDUCATION

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

Field experience—four mornings, one full day/week

EDUC 535 INTRODUCTION TO ASSISTIVE TECHNOLOGY

This course is designed to help current and future educators understand the principles and application of Universal Design and the use of Assistive Technology in educational environments. This course will also provide opportunities to learn about assistive technology for students with disabilities and the integration of technology into teaching and learning within the field of special education. A variety of assistive technologies ranging from low to high tech will be discussed and demonstrated. Technology for high incidence as well as low incidence disabilities will be covered. Students will learn to apply a process for problem-solving and for the selection of appropriate tools to meet individual student needs. Students are expected to take an active role in learning about assistive technologies (2 credits).

Field hours

EDUC 602 RESEARCH FOR CLASSROOM TEACHERS

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

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

EDUC 621 EARLY LITERACY METHODS I

This course provides an understanding of the acquisition of oral language and language analysis abilities and the role they play in learning to read and write. Research-based strategies and activities for developing oral language and language analysis skills will be taught and demonstrated. Students will demonstrate proficiency at analyzing oral language samples of young normally-developing and at-risk children, as well as children learning English as a second language. *At-risk children discussed during the course will include those with normal and below-normal cognitive skills.* They will also demonstrate proficiency at developing curriculum-based lesson plans aimed at developing oral language and language analysis skills culminating in the phonemic awareness abilities needed to learn to read and write (3 credits).

Field hours

EDUC 622 EARLY LITERACY METHODS II

This course provides research-based strategies and activities for developing oral language, language analysis, developing fluency and semantic competencies, reading and writing skills to include sentence structure.. Students will learn strategies for teaching text comprehension Students will demonstrate proficiency at analyzing reading and writing samples of normally-developing and at-risk children. *At-risk children discussed during the course will include those with typical and below-normal cognitive skills.* They will also demonstrate proficiency at developing individualized and small-group instructional procedures as well as curriculum-based extension activities aimed at improving reading and writing abilities and applying those abilities throughout the school day. Focus will be on developing critical skills to read and write effectively, including vocabulary, grammar, comprehension, language analysis, word recognition, fluency, and written expression (3 credits).

EDUC 675 ASSESSMENT OF YOUNG CHILDREN

This course covers a variety of approaches to assessment of young children as well as the legal aspects of evaluation and assessment. Students will learn and critique assessments including standardized tests, criterion-based tests, and authentic assessments used in early childhood education. Methods for conducting assessments in early childhood that reflect social, emotional, cognitive, linguistic, physical and motor development across learning contexts will be covered. Students will learn strategies for a safe and bias-free testing environment. This course covers collaboration that encourages mutual respect and strengthening of school/family partnerships (3 credits).

Field hours

EDUC 710 PRACTICUM IN TEACHING EARLY LITERACY AND MATHEMATICS

This course is offered in conjunction with or following methods courses in literacy and mathematics. In this class, students will work under the supervision of a credentialed teacher and they work directly with young children with disabilities and young children considered to be developing typically. In addition, students will address the learning

needs of young children who are acquiring English as a new language. This practicum requires that students assess, plan, implement and evaluate instruction in both early literacy, including writing, and early mathematics. In this course, students must plan lessons for a full range of abilities and backgrounds, including students with severe disabilities.

Considerations for technology and online literacy/mathematics instruction are covered (3 credits).

The course requires 100 hours of fieldwork.

EDUC 760 STUDENT TEACHING SPECIAL EDUCATION

Students teach for one semester under the supervision and mentorship of cooperating teachers and teacher education faculty. Placements are in special education settings. Faculty observes and confers with student teachers individually.

In addition, students and faculty meet each week in a coordinating seminar to review field experiences, synthesize current practice with prior learning and to prepare for employment and further professional study (3 credits).

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

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M.S. in TESOL

The Master of Science in Teaching English to Speakers of Other Languages (TESOL) at the College of Mount Saint Vincent is a 30-36 credit curriculum consisting of both professional and skills-based clinically oriented courses. Students seeking initial teacher certification in TESOL take an additional 6 credits and must follow all program recommendations for NYSED certification exams.

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

Contact

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Degree Requirements

The Master of Science, TESOL (Teaching English to Speakers of Other Languages) degree requires the completion of 30 credits. Students in the initial certification program take one additional literacy course and one course in educating students with special needs.

I. Pedagogical Core Courses 18 credits

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

II. Pedagogical Knowledge Courses 6 credits

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

III. Field Experience 6 credits

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

IV. Comprehensive Examination

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

Grades

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

Exit Requirements

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

New Workshop Requirement

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

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New York State Certification

NYS Certification for M.S. in TESOL

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

Students who successfully complete this graduate program in TESOL will:

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

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

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Additional Classroom Teaching Certificate in ESOL

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

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

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

Curriculum requirements for the Additional Classroom Teaching Certificate in ESOL:

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

Additionally, certificate candidates must provide NYSED evidence of:

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

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Course Descriptions

Required Courses

(Schedule of course offerings subject to change)

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

Required Courses Offered Only On Campus

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

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

Pedagogical Core Courses

EDUC 504 CROSS-CULTURAL COMMUNICATION

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

EDUC 506 LANGUAGE, COGNITIVE DEVELOPMENT, AND CULTURAL DIVERSITY

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

EDUC 507 LINGUISTIC ANALYSIS

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

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

10 required field hours

EDUC 508 STRUCTURE OF AMERICAN ENGLISH

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

EDUC 722 TEACHING ENGLISH AS A SECOND LANGUAGE I

This course provides an introduction to the theoretical foundations of second language acquisition that includes an examination of theories and research findings and their applicability to classroom practice. Course work also

involves a review of relevant psycho-linguistic and socio-linguistic research. (3 credits)

10 required field hours

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

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

15 required field hours

Pedagogical Knowledge Courses

EDUC 605 CURRICULUM AND MATERIALS IN TESOL

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

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

15 required field hours

EDUC 726 ASSESSMENT IN ENGLISH AS A SECOND LANGUAGE

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

Field Experience

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

EDUC 751 SUPERVISED PRACTICUM IN TESOL: 7-12

Each practicum requires the completion of the equivalent of 10 school days in a supervised school setting together with seminar meetings. The seminar meetings for each practicum will consist of bi-monthly meetings totaling

fourteen hours. During the seminar, students will have multiple opportunities to connect theory and practice. Drawing on their teaching experiences, they will discuss the learning processes of English Language Learners as well as their own development as teachers of English Language Learners (3 credits).

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New York State Teacher Certification

Current Certifications available through the Department of Teacher Education programs:

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

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

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

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



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Faculty

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

Director

Professor of Teacher Education

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

Assistant Professor of Teacher Education

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

Associate Professor of Teacher Education

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

Assistant Professor of Teacher Education

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

Professor of Teacher Education

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

Associate Professor of Teacher Education

Sr. Margaret Egan, Ed.D.

Professor Emerita of Teacher Education



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M.S. in Nursing

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

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

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M.S. Family Nurse Practitioner Program

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

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

I. Nursing Core Courses

15 credits

NURS 501	Advanced Nursing Theory
NURS 502	Advanced Nursing Research
NURS 504	Dynamics of Nursing Leadership
NURS 505	Ethics and Health Care Policy
NURS 506	Advanced Nursing Research II

II. Nursing Support Courses

9 credits

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

III. Family Nurse Practitioner Courses

18 credits

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

IV. Supplemental Courses 3 credits

NURS 600	Continuous Practicum
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Sample Program

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

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

Year 1

Fall	Spring	Summer
NURS 501 Advanced Nursing Theory (3 credits)	NURS 506 Advanced Nursing Research II	NURS 505 Ethics and Health Care Policy (3 credits)
NURS 502 Advanced Nursing Research (3 credits)	NURS 530 Advanced Pathophysiology (3 credits)	NURS 532 Advanced Pharmacophysiology (3 credits)

Year 2

Fall	Spring	Summer
NURS 531 Advanced Health Assessment (3 credits)	NURS 650 Advanced Practice Theory I (3 credits)	NURS 652 Advanced Nursing Theory II (3 credits)
NURS 504 Dynamics of Nursing Leadership (3 credits)	NURS 651 Advanced Practice Seminar/Practicum I (3 credits)	NURS 653 Advanced Practice Seminar/Practicum II (3 credits)

Year 3

Fall

NURS 656 Family
Nurse Practitioner
Theory III (3 credits)

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

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

The M.S. Family Nurse Practitioner Program can be completed in 2 years of full-time study.

Year 1

Fall	Spring	Summer
NURS 501 Advanced Nursing Theory (3 credits)	NURS 506 Advanced Nursing Research II	NURS 505 Ethics and Health Care Policy (3 credits)
NURS 502 Advanced Nursing Research (3 credits)	NURS 532 Advanced Pharmacophysiology (3 credits)	NURS 531 Advanced Health Assessment (3 credits)
NURS 530 Advanced Pathophysiology (3 credits)	NURS 504 Dynamics of Nursing Leadership (3 credits)	

Year 2

Fall	Spring	Summer
NURS 650 Advanced Practice Theory I (3 credits)	NURS 652 Advanced Nursing Theory II (3 credits)	NURS 656 Family Nurse Practitioner Theory III (3 credits)
NURS 651 Advanced Practice Seminar/Practicum I (3 credits)	NURS 653 Advanced Practice Seminar/Practicum II (3 credits)	NURS 657 Family Nurse Practitioner Seminar/Practicum III (3 credits)



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Advanced Certificate Program – Family Nurse Practitioner

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

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

I. Nursing Support Courses

9 credits

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

II. Family Nurse Practitioner Courses

18 credits

NURS 650	Advanced Practice Theory I
NURS 651	Advanced Practice Seminar/Practicum II
NURS 652	Advanced Practice Theory II
NURS 653	Advanced Practice Seminar/Practicum II

NURS 656

Family Nurse Practitioner Theory III

NURS 657

Family Nurse Practitioner
Seminar/Practicum III

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Course Descriptions

Core Nursing Courses

15 credits provide core knowledge essential to advanced nursing practice.

NURS 501 ADVANCED NURSING THEORY

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

3-hour lecture

Corequisite: NURS 502

NURS 502 ADVANCED NURSING RESEARCH

This course analyzes the role of research in the development of nursing's body of knowledge. Students will obtain the skills necessary to understand research and utilize evidence based practice in making clinical decisions. The course is designed to guide graduate nurses to articulate relevant clinical-based questions, perform a review of the literature to identify relevant evidence, evaluate the quality of research on which the evidence is based, and discuss the application of the evidence in clinical practice to improve quality of care. The course culminates with the students' proposal of a Master's evidence based practice project with supporting evidence that show gap

credits)

3-hour lecture

Prerequisite: an Undergraduate-level statistics course

Corequisite: NURS 501

NURS 504 DYNAMICS OF NURSING LEADERSHIP

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

Students apply concepts from selected theories in the development of a philosophy of leadership. (3 credits)

3-hour lecture

Prerequisites: NURS 505 and NURS 532

Corequisite: NURS 531 and NURS 531C

NURS 505 ETHICAL AND POLICY ISSUES IN HEALTH CARE

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

3-hour lecture

Prerequisites: NURS 504 and NURS 530

Corequisite: NURS 532

NURS 506 ADVANCED NURSING RESEARCH II

This course is the second research course that will facilitate the students Master's evidence based practice project completion. The course provides students with practical information, various exercises on how to apply research and resources for successful manuscript preparation. The project will be presented in a conference in a poster and oral presentation format at the College's Research and Scholarship event as well as at the students organization of practice. This course further develops skills for scholarly writing including familiarity with professional journals and conferences, utilization of electronic resources for literature searches and citation management, writing process and organizational skills, and academic integrity. At the completion of the course the students are prepared for a lifelong approach to integrating scholarship into clinical practice. (3 credits)

Prerequisites: NURS 501 and NURS 502

Corequisite: NURS 530

NURS 530 ADVANCED

PATHOPHYSIOLOGY

This course is designed to investigate concepts and processes related to health care across the lifespan. Common pathophysiologic processes are

discussed in conjunction with recent research. Pathophysiology is examined for its use in implementing a nursing plan of care at the advanced practice level. This course focuses on disease processes encountered in the primary care setting (3 credits).

Prerequisites: NURS 501 and NURS 502

Corequisite: NURS 504

NURS 531 ADVANCED HEALTH ASSESSMENT/PRACTICUM AND NURS 531C Health Assessment Lab

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

2-hour lecture followed by 1-hour lab per week plus 60 practicum hours

Prerequisites: NURS 505 and NURS 532

Corequisites: NURS 531C and NURS 506

NURS 532 ADVANCED PHARMACOPHYSIOLOGY

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

3-hour lecture

Prerequisites: NURS 504 and NURS 530

Corequisite: NURS 505

Family Nurse Practitioner Courses

NURS 650 ADVANCED PRACTICE THEORY I

This course will explore the diagnosis and management of frequently occurring common health problems manifested in primary care. Health promotion and disease prevention strategies essential in providing holistic primary care to young, middle-aged, older adults, and elderly populations from underserved areas will be addressed. Assessment, diagnosis, and management of acute episodic illnesses and chronic health conditions are emphasized. Aspects of epidemiology and differential diagnosis are add

the skin, the eye, nose and throat, and the respiratory, and reproductive systems, as well as psychiatric disorders.

3-hour lecture

Prerequisites: NURS 531 and NURS 531C

Corequisite: 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 and elderly population. In a variety of ambulatory settings, the student will implement comprehensive skills in assessment, diagnosis, and management of wellness, and acute and chronic health problems. The seminar will focus on the collaborative role of the nurse practitioner in providing care to patients. (3 credits)

1-hour seminar per week plus 180 practicum hours

Prerequisites: NURS 531 and NURS 531C

Corequisite: NURS 650

NURS 652 ADVANCED PRACTICE THEORY II

This course will explore the diagnosis and management of frequently occurring common health problems manifested in primary care. Health promotion and disease prevention strategies essential in providing holistic primary care to young, middle-aged, older adults, and elderly populations from underserved areas will be addressed. Assessment, diagnosis, and management of acute episodic illnesses and chronic health conditions are emphasized. Aspects of epidemiology and differential diagnosis are addressed across the lifespan. Emphasis will be given to conditions that affect the gastrointestinal, genitourinary, renal, endocrine, neurological, and musculoskeletal systems as well as hematopoietic, and immune disorders. Teaching strategies essential in coordinating care for patients across the lifespan with a focus on common urgent problems, palliative care, and pain management. (3 credits)

3-hour lecture

Prerequisites: NURS 650 and NURS 651

Corequisite: NURS 653

NURS 653 ADVANCED PRACTICUM/SEMINAR II

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

1-hour seminar per week plus 180 practicum hours

Prerequisites: NURS 650 and NURS 651

Corequisite: NURS 652

NURS 656 FAMILY NURSE PRACTITIONER THEORY III

This course will explore the diagnosis and management of episodic, chronic, and developmental alterations of pediatrics patients. Strategies essential to the treatment and coordination of care of the pediatric population will be addressed. Further issues affecting families will be explored. (3 credits)

3-hour lecture

Prerequisites: NURS 652 and NURS 653

Corequisite: NURS 656

NURS 657 FAMILY NURSE PRACTITIONER PRACTICUM/SEMINAR III

This course will emphasize implementation of theory-based managed strategies for 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 pediatric client population. (3 credits)

1-hour seminar per week plus 180 practicum hours in pediatrics

Prerequisites: NURS 652 and NURS 653

Corequisite: NURS 656

Supplemental Courses

NURS 600 CONTINUOUS CLINICAL PRACTICUM

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

A clinical fee will be charged upon registration



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Faculty

[Susan Apold, Ph.D., M.S.N., B.S.N.](#)

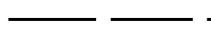
Dean and Professor of Nursing

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Undergraduate Faculty

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Associate Professor of Nursing

[Laura Garcia, D.N.P., R.N.](#)

Associate Professor of Nursing

[Katherine Irizarry, Ed.D., M.S.N., B.S.N., R.N.](#)

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[Diane Kelly, M.S.N., F.N.P., R.N.](#)

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Instructor of Nursing

[Carine McDonald, M.S.N., R.N.](#)

Instructor of Nursing

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Instructor of Nursing

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Assistant Professor of Nursing

Catherine Healy Sharbaugh, D.N.P., F.N.P., G.N.P. B-C

Assistant Professor of Nursing

Veronica Thompson, M.S., B.S.

Instructor of Nursing

Jordan Yakoby, D.N.P., M.S.N., A.C.N.P.-B.C., C.C.R.N.

Assistant Professor of Nursing

Nursing courses are taught primarily by our full-time faculty. Clinical courses are led by experienced, trained clinical nursing adjuncts, who bring their wealth of professional experience to our students throughout their clinical courses. Approximate numbers of part-time faculty are as follows:

- Baccalaureate program didactic adjuncts: 2-3 per term
- Baccalaureate program clinical adjuncts: 50-60 per term
- Graduate program didactic adjuncts: 1-3 per term

Barbara Cohen, Ed.D.

Professor Emerita of Nursing

Judith Erickson, Ph.D.

Dean Emerita of Nursing

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Professor of Graduate Nursing

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

Director for the Graduate Nursing Program

Instructor of Nursing

[Jason Lee, D.N.P., A.N.P.-B.C., R.N.-B.C., C.C.R.N.](#)

Assistant Professor of Graduate Nursing

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

Professor of Graduate Nursing

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

Please note: The content below is subject to change as this program is being revised.

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

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

Employment Outlook

As stated by the [United States Bureau of Labor Statistics](#), the employment of all professions in the psychology field, including applied behavior analysis, is

projected to rise 19 percent across the country by 2024. This rate is significantly faster than the average for all professions.

Admission Requirements

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

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

Curriculum Requirements for the ABA Credential

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

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Course Sequence

Summer

EDUC 527 Behavior Management and Social Skills Instruction

EDUC 712 Strategies for Inclusion of Special Learners

Fall

EDUC 570 Special Topics in Education: Ethics and Professionalism in ABA

EDUC 714 Practicum in Assessment and Instruction of Special Learners

Spring

EDUC 570 Special Topics Research in Special Education: Single-Case Design

EDUC 716 Life Span Education: Transition from Birth to Adulthood

Course Descriptions

EDUC 527 BEHAVIOR MANAGEMENT AND SOCIAL SKILLS INSTRUCTION

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

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

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

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

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

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

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

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

EDUC 712 STRATEGIES FOR INCLUSION OF SPECIAL LEARNERS

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

EDUC 714 PRACTICUM IN ASSESSMENT AND INSTRUCTION OF SPECIAL LEARNERS

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

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

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

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

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Accelerated Nursing

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

Key benefits of the program include:

- Start the program in the fall and complete it in a year and a half
- Study five days per week with as many as 36 hours of weekly class *and* clinical hours
- Gain the same rigorous nursing education enjoyed by students in our regular undergraduate program
- Study a curriculum that covers the full range of the profession, from health assessment and pathophysiology to maternity and leadership
- Study with highly qualified faculty who bring extensive professional nursing experience into the classroom
- Gain practical, real-world experience in clinicals—training at the patient's bedside

Contact

(718) 405-3322

gradstudies@mountsaintvincent.edu

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[Schedule a Visit](#)

Degree Requirements

The program requires completion of 64 credits:

Semester 1

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

Semester 2

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

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

Please note: *Courses are on the Riverdale Campus.

Prerequisites:

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

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

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

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Course Descriptions

Accelerated Nursing

NURS 110A INTRODUCTION TO PROFESSIONAL NURSING CONCEPTS

This course introduces students to the profession of nursing. Emphasis is placed on the core values and beliefs that are central to nursing including integrity, caring presence, ethical behaviors, self-development, and professional identity. Focus is placed on concepts necessary to provide safe, quality patient-centered care (1 credit).

Prerequisites: BIOL 109, 109L, and 109R; BIOL 110 and 110L; BIOL 211 and 211L; CHEM 109 and 109L

Corequisites: NURS 208A; NURS 210A; NURS 220A and 220AC; NURS 230A and 230AC

NURS 208A INTRODUCTION TO PATHOPHYSIOLOGY

This course introduces the student to altered processes of human physiology. An emphasis is placed on exploring changes of biological process of the body and the effects on homeostasis. Alterations of health problems are studied along with the associated clinical manifestations and treatments.

Manifestations of disease, risk factors for disease and the principles of pathology underlying illness and injury to therapeutic nursing interventions and outcomes will be discussed (2 credits).

Prerequisites: BIOL 109, 109L, and 109R; BIOL 110 and 110L; BIOL 211 and 211L; CHEM 109 and 109L

Corequisites: NURS 110A; NURS 210A; NURS 220A and 220AC; NURS 230A and 230AC

NURS 210A INTRODUCTION TO PHARMACOLOGY

This course provides an introduction to the principles of pharmacology, including: pharmacokinetics, pharmacodynamics, medication interactions and potential adverse medication reactions. Emphasis is placed on drug classifications and nursing care related to the safe administration of medication to clients (2 credits).

Prerequisites: BIOL 109, 109L, and 109R; BIOL 110 and 110L; BIOL 211 and 211L; CHEM 109 and 109L

Corequisites: NURS 110A; NURS 208A; NURS 220A and 220AC; NURS 230A and 230AC

NURS 220A GENERAL HEALTH ASSESSMENT

This course provides the framework for preparing students to perform comprehensive health assessments on adult clients. Emphasis is placed on taking a thorough nursing history, performing physiological, psychological, sociological, cultural, and spiritual assessments, as well as identification of stressors and health risks. This course will focus on concepts such as patient-centered care, caring presence, safety, communication, and professionalism (3 credits).

Prerequisites: BIOL 109, 109L, and 109R; BIOL 110 and 110L; BIOL 211 and 211L; CHEM 109 and 109L

Corequisites: NURS 110A; NURS 208A; NURS 210A; NURS 220AC; NURS 230A and 230AC

NURS 220AC GENERAL HEALTH ASSESSMENT LAB

This course provides the framework for preparing students to perform comprehensive health assessments on adult clients. Emphasis is placed on taking a thorough nursing history, performing physiological, psychological, sociological, cultural, and spiritual assessments, as well as identification of stressors and health risks. This course will focus on concepts such as patient-centered care, caring presence, safety, communication, and professionalism (1 credit).

Prerequisites: BIOL 109, 109L, and 109R; BIOL 110 and 110L; BIOL 211 and 211L; CHEM 109 and 109L

Corequisites: NURS 110A; NURS 208A; NURS 210A; NURS 220A; NURS 230A and 230AC

NURS 230A FUNDAMENTALS OF NURSING PRACTICE

This course provides an introduction to nursing and roles of the nurse in micro- and macro-systems, as well as the concepts of the profession related to patient centered care. Emphasis is placed on the role of caring presence in providing patient centered care in which the theoretical foundation for the nursing process is emphasized. An introduction to the nursing process provides a decision-making framework to assist students in developing effective clinical judgment (3 credits).

Prerequisites: BIOL 109, 109L, and 109R; BIOL 110 and 110L; BIOL 211 and 211L; CHEM 109 and 109L

Corequisites: NURS 110A; NURS 208A; NURS 210A; NURS 220A and 220AC; NURS 230AC

NURS 230AC FUNDAMENTALS OF NURSING PRACTICE CLINICAL

This clinical course builds on the theoretical concepts introduced in Fundamentals of Nursing Practice. Simulated and clinical experiences provide students the opportunity to practice basic nursing skills and a caring presence in which the theoretical foundation for the nursing process is emphasized (2 credits).

Prerequisites: BIOL 109, 109L, and 109R; BIOL 110 and 110L; BIOL 211 and 211L; CHEM 109 and 109L

Corequisites: NURS 110A; NURS 208A; NURS 210A; NURS 220A and 220AC; NURS 230A

NURS 318A ADULT HEALTH NURSING I

This is the first of three adult nursing courses which emphasizes the application of the nursing process to health promotion, health restoration and health maintenance for adults experiencing common health problems. The focus of this course is the care of the adult client with health alterations that require medical and/or surgical intervention. Emphasis is placed on the care of clients with alterations in selected body functions including individual self-determined level of optimal functionality. Concepts of patient centered care, therapeutic communication and caring presence, cultural sensitivity, informatics, safe practice, and professionalism are integrated throughout the course (4 credits).

Junior Level Course

Prerequisites: NURS 110A; NURS 208A; NURS 210A; NURS 220A and 220AC; NURS 230A and 230AC

Corequisites: NURS 318AC; NURS 323A; NURS 334A and NURS 334AC; NURS 456A and 456AC

NURS 318AC ADULT HEALTH NURSING I CLINICAL

This clinical course builds on the theoretical concepts introduced in Nursing Care of the Adult I. Simulated and clinical experiences provide students the opportunity to practice nursing skills and a caring presence of individuals and families from young adulthood to older adults in which the theoretical foundation for the nursing process is emphasized (2 credits).

Prerequisites: NURS 110A; NURS 208A; NURS 210A; NURS 220A and 220AC; NURS 230A and 230AC

Corequisites: NURS 318A; NURS 323A; NURS 334A and 334AC; NURS 456A and 456AC

NURS 323A NURSING RESEARCH AND EVIDENCE-BASED PRACTICE

This course is designed is to explore nursing research, theory, and evidence based practice. Emphasis is placed on research critique and theory utilization in professional nursing practice. Evidence is used to answer clinical questions relevant to nursing practice. Research utilization skills are explored with a focus on the integration of current scientific evidence, use of clinical reasoning, identification of patient preferences, within a caring presence framework (3 credits).

Prerequisites: NURS 110A; NURS 208A; NURS 210A; NURS 220A and 220AC; NURS 230A and 230AC

Corequisites: NURS 318A and 318AC; NURS 334A and 334AC; NURS 456A and 456AC

NURS 328A ADULT HEALTH NURSING II

This is the second of three adult nursing courses which emphasizes the application of the nursing process to health promotion, health restoration, and health maintenance for individuals and families across the lifespan with common acute and chronic health problems using a caring presence framework. Perioperative nursing care is also included in this course. Classroom and experiential learning will foster the integration and application

of newly acquired theoretical content as well as knowledge from previous courses (4 credits).

Prerequisites: NURS 318A and 318AC; NURS 323A; NURS 334A and 334AC; NURS 456A and 456AC

Corequisite: NURS 328AC; NURS 451A and 451AC; NURS 453A and 453AC

Pre or Corequisite: PSYC 326A

NURS 328AC ADULT HEALTH NURSING II CLINICAL

This is the second of three adult nursing courses which emphasizes the application of the nursing process to health promotion, health restoration, and health maintenance for individuals and families across the lifespan with common acute and chronic health problems using a caring presence framework. Perioperative nursing care is also included in this course.

Classroom and experiential learning will foster the integration and application of newly acquired theoretical content as well as knowledge from previous courses (2 credits).

Prerequisites: NURS 318A and 318AC; NURS 323A; NURS 334A and 334AC; NURS 456A and 456AC

Corequisites: NURS 328A; NURS 451A and 451AC; NURS 453A and 453AC

Pre or Corequisite: PSYC 326A

NURS 330A NURSING ELECTIVE HOLISTIC HEALTH (Sample)

A critical exploration of alternative modalities of healing that transcend the boundaries of conventional physical medicine and their implications for both the great Western and Eastern traditions. The topics range from classic faith-healing to the vibrational medicine of Richard Gerber using a caring presence framework (2 credits).

Prerequisites: NURS 328A and 328AC; NURS 451A and 451AC; NURS 453A and 453AC; PSYC 326A

Corequisites: NURS 331A; NURS 400A; NURS 410A; NURS 455A and 455AC

NURS 331A PATHOPHYSIOLOGY WITH RELATED PHARMACOTHERAPIES

This course builds on the introductory courses in Pharmacology and Pathophysiology to address nursing care of patients with complex multi-system disease processes (2 credits).

Prerequisites: NURS 328A and 328AC; NURS 451A and 451AC; NURS 453A and 453AC; PSYC 326A

Corequisites: NURS 330A; NURS 400A; NURS 410A; NURS 455A and 455AC

NURS 334A BEHAVIORAL HEALTH NURSING

This course focuses on the care of clients across the lifespan experiencing cognitive, mental and behavioral disorders. Emphasis is placed on management of patients facing emotional and psychological stressors as well as promoting and maintaining the mental health of individuals and families. Concepts of crisis intervention, therapeutic communication, caring presence,

and coping skills are integrated throughout the course (2.5 credits).

Prerequisites: NURS 110A; NURS 208A; NURS 210A; NURS 220A and 220AC; NURS 230A and 230AC

Corequisite: NURS 318A and 318AC; NURS 323A; NURS 334AC; NURS 456A and 456AC

NURS 334AC BEHAVIORAL HEALTH NURSING CLINICAL

This course focuses on the care of clients across the lifespan experiencing cognitive, mental and behavioral disorders. Emphasis is placed on management of patients facing emotional and psychological stressors as well as promoting and maintaining the mental health of individuals and families.

Concepts of crisis intervention, therapeutic communication, anger management, and coping skills are integrated throughout the course. The community as a site for care and support services is addressed (1.5 credits).

Prerequisites: NURS 110A; NURS 208A; NURS 210A; NURS 220A and 220AC; NURS 230A and 230AC

Corequisites: NURS 318A and 318AC; NURS 323A; NURS 334A; NURS 456A and 456AC

NURS 400A ADULT HEALTH NURSING III

This is the third of three adult nursing courses, which emphasizes the application of the nursing process on health promotion, health restoration and health maintenance for individuals and families from young adulthood to older adulthood experiencing common acute and chronic health problems associated with body systems. Critical care nursing is directed toward individuals and families whose normal functioning has been altered in both internal and external environments.

Theoretical knowledge is required for the safe and appropriate delivery of nursing care is the focus of this course along with the synthesis of nursing knowledge and advanced skill set necessary when caring for individuals who are critically ill. Emphasis is placed on the care of clients with alterations in selected body functions including individual self-determined level of optimal functionality. Concepts of patient centered care, therapeutic communication and caring presence, cultural sensitivity, informatics, safe practice, and professionalism are integrated throughout this course (3 credits).

Prerequisites: NURS 328A and 328AC; NURS 451A and 451AC; NURS 453A and 453AC; ; PSYC 326A

Corequisites: NURS 330A; NURS 331A; NURS 410A; NURS 455A and 455AC

NURS 410A LEADERSHIP AND MANAGEMENT IN NURSING

This course focuses on the knowledge and skills needed to be a nursing leader who can function as a contributing member of the inter-professional team. The development of transformational leadership skills and management techniques needed to coordinate the provision of safe, quality patient-centered care are highlighted using a caring presence framework. Emphasis is placed on professional behaviors, communication that supports information

exchange, collaboration and conflict negotiation, ethical comportment and the establishment and provision of evidence based practice (3 credits).

Prerequisites: NURS 328A and 328AC; NURS 451A and 451AC; NURS 453A and 453AC; ; PSYC 326A

Corequisites: NURS 330A; NURS 331A; NURS 400A; NURS 455A and 455AC

NURS 451A NURSING CARE OF THE CHILDBEARING FAMILY

This course provides an integrative, family-centered approach to the care of women and newborns. Emphasis is placed on normal and high-risk pregnancies, growth and development, family dynamics and the promotion of healthy behaviors in patients, caring presence in the management from pregnancy to birth, and application of theoretical concepts and critical thinking related to women and newborns (2 credits).

Prerequisites: NURS 318A and 318AC; NURS 323A; NURS 334A and 334AC; NURS 456A and 456AC

Corequisites: NURS 328A and 328AC; NURS 451AC; NURS 453A and 453AC

Pre or Corequisite: PSYC 326A

NURS 451AC NURSING CARE OF THE CHILDBEARING FAMILY CLINICAL

This course provides an integrative, family-centered approach to the care of women and newborns. Emphasis is placed on normal and high-risk pregnancies, growth and development, family dynamics and the promotion of healthy behaviors in patients, and caring presence in the management from pregnancy to birth. Clinical experiences provide the student an opportunity to apply theoretical concepts and implement safe patient care to women and newborns in the clinical settings (2 credits).

Prerequisites: NURS 318A and 318AC; NURS 323A; NURS 334A and 334AC; NURS 456A and 456AC

Corequisites: NURS 328A and 328AC; NURS 451A; NURS 453A and 453AC

Pre or Corequisite: PSYC 326A

NURS 453A NURSING CARE OF THE CHILDBEARING FAMILY

This course provides an integrative, family-centered approach to the care of children with a focus on utilizing a caring presence. Emphasis is placed on fostering normal growth and development, family dynamics, developmentally appropriate communication theory, common pediatric health alterations and the promotion of healthy behaviors in children and families (2 credits).

Prerequisites: NURS 318A and 318AC; NURS 323A; NURS 334A and 334AC; NURS 456A and 456AC

Corequisites: NURS 328A and 328AC; NURS 451A and 451AC; NURS 453AC

Pre or Corequisite: PSYC 326A

NURS 453AC NURSING CARE OF THE CHILDBEARING FAMILY CLINICAL

This course incorporates the theoretical concepts introduced in Nursing Care of the Childbearing Family. Experiential learning experiences provide the

student an opportunity to demonstrate a caring presence, apply theoretical concepts and implement safe patient care to children (2 credits).

Prerequisites: NURS 318A and 318AC; NURS 323A; NURS 334A and 334AC; NURS 456A and 456AC

Corequisites: NURS 328A and 328AC; NURS 451A and 451AC; NURS 453A

Pre or Corequisite: PSYC 326A

NURS 455A SENIOR SEMINAR

This course reviews contemporary issues in professional practice, including social, political, organizational, and professional issues. The politics of health care is discussed within the context of the health care delivery system.

Current issues are critically analyzed in relation to their influence on the nursing profession and nursing practice. Students will analyze, plan, discuss and develop collaborative plans of care for patients initially through case studies and then while delivering care to patients at clinical sites. Emphasis is placed on a caring, collaborative and interdisciplinary approach to the management of health care needs. The understanding of the role of leadership in the profession of nursing will be enhanced (3 credits).

Prerequisites: NURS 328A and 328AC; NURS 451A and 451AC; NURS 453A and 453AC; PSYC 326A

Corequisites: NURS 330A; NURS 331A; NURS 400A; NURS 410A; NURS 455AC

NURS 455AC SENIOR SEMINAR PRACTICUM

The purpose of this course is to provide the student the opportunity to function as a contributing member of the inter-professional team and collectively apply the knowledge and practice the skills acquired in previous courses. Students will be given the opportunity to provide care to a caseload of patients that is safe, evidence-based, patient-centered, and focused on promoting positive patient outcomes. Emphasis is placed on demonstration of caring professional behaviors, communication that supports information exchange, collaboration and conflict mediation, ethical comportment and the ability to effectively use leadership skills.

A concentrated 120-hour clinical experience, which emphasizes the transition from the role of nursing student to that of graduate professional nurse is an integral part of this course. Healthcare settings used for this experience provide an opportunity for students to apply knowledge, integrate relevant nursing research, collaborate with members of the interdisciplinary healthcare team, evaluate one's development in this transitional process, and initiate a plan for self-growth in real time. Students' experience may consist of a one to one preceptorship experience or a small group model experience to satisfy the 120-hour requirement. In addition, students will have the opportunity to prepare for employment as a professional nurse, appreciate the importance of

lifelong learning, and prepare for the NCLEX licensing exam (3 credits).

Prerequisites: NURS 328A and 328AC; NURS 451A and 451AC; NURS 453A and 453AC; PSYC 326A

Corequisites: NURS 330A; NURS 331A; NURS 400A; NURS 410A; NURS 455A

NURS 456A NURSING CARE OF THE COMMUNITY

This course is intended to introduce students to nursing care of individuals, families, aggregates, communities, and populations. Principles and practices of community health are discussed. Emphasis is placed on assessing factors that influence the health of populations and the use of evidence-based practices in the delivery of spiritually, caring presence and culturally appropriate health promotion and disease prevention interventions (2 credits).

Prerequisites: NURS 110A; NURS 208A; NURS 210A; NURS 220A and 220AC; NURS 230A and 230AC

Corequisites: NURS 318A and 318AC; NURS 323A; NURS 334A and 334AC; NURS 456AC

NURS 456AC NURSING CARE OF THE COMMUNITY CLINICAL

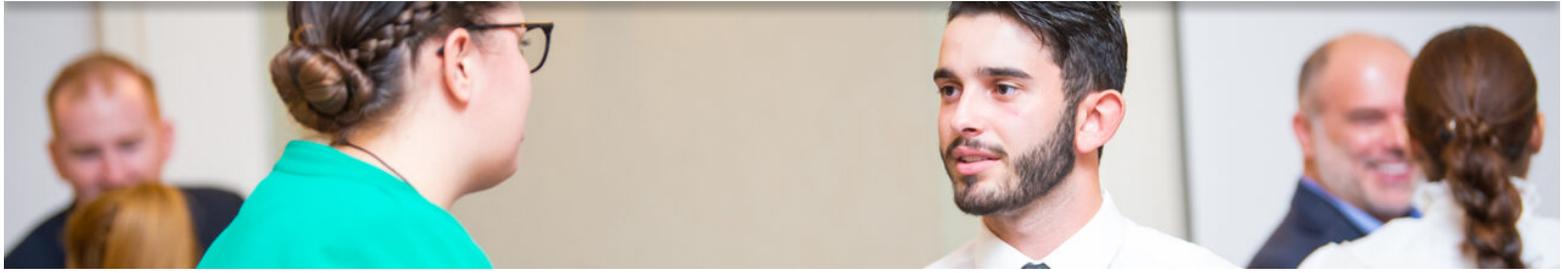
This course builds on the theoretical concepts introduced in Nursing Care of the Community. Clinical experiences provide students the opportunity to assess the community needs, address identified problems, and provide health related interventions and information to clients, families, aggregates, and populations. Emphasis is placed on assessing factors that influence the health of populations and the use of evidence-based practices in the delivery of spiritually, caring presence and culturally appropriate health promotion and disease prevention interventions (2 credits).

Prerequisites: NURS 110A; NURS 208A; NURS 210A; NURS 220A and 220AC; NURS 230A and 230AC

Corequisites: NURS 318A and 318AC; NURS 323A; NURS 334A and 334AC; NURS 456A

NURS 470 INDEPENDENT STUDY

This is an elective course which allows for the pursuit of a special topic or project within diverse community settings under the guidance of a faculty member. This opportunity combines the research process with an opportunity to integrate previous learning and apply it to the study of some elective area of interest in nursing. This course is available for honor students or by special permission of the Dean of Nursing (1-3 credits).



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

Bachelor of Business Administration and Bachelor of Professional Studies Online Courses

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

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

Current Mount Saint Vincent Students

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

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

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

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

Visiting Students

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

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

- Undergraduate students who are unable to attend in-seat, on campus classes at Mount Saint Vincent or at another college due to health concerns or travel restrictions.
- Undergraduate students looking to advance with additional course work.
- Career changers who need refresher courses.
- Individuals interested in professional development or enrichment opportunities.
- High School students looking to gain college experience and credit.

Questions?

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



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Bridge Program

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

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

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

- The Bridge Program community classes are open to the larger community and not specific for students with disabilities
- All Bridge Program participants are encouraged to participate in college-level courses

- The Bridge Program community classes are not credit bearing

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

Contact

(718) 405-3241

bridge@mountsaintvincent.edu

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How to Join the Bridge Program

Currently, the cohort for the 2021-2022 academic year has filled. If you would like to apply and potentially be placed on our waiting list, we encourage you to do so. Students who are waitlisted will be given an option to enroll if/when a seat becomes available.

The Bridge Program is currently accepting applications for Fall 2022. The deadline to apply for Fall 2022 admission is October 1, 2021. Interviews and admissions decisions will be granted by November 30, 2021.

Required submissions include:

IEP, if applicable

Vineland II Scores

Two professional and/or educational references

Bridge Program Application Form (by request)

High School Transcript

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Bridge Program Curriculum Classes and Workshops

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

All Bridge Program courses are non-credit.

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

Room and Board Fees for Spring 2021

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

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

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

Fall 2020

Freshman

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

Sophomore

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

Junior

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

Spring 2021

Freshman

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

Sophomore

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

Junior

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

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[Professional Programs](#) / Center for International Teacher Training

Center for International Teacher Training

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

- A blend of professional development experiences
- Graduate level coursework in urban and multicultural education
- Directed school visits linked to schools throughout the New York metropolitan area
- A variety of cultural field trips

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

The College of Mount Saint Vincent has long been a provider of professional training and educational credentials for its graduates entering the teaching profession in schools throughout the New York metropolitan area. The College's relationships with area schools, school districts, professional teacher associations, and the City's educational agencies are rich and longstanding. Through these alliances, the School of Professional and

Graduate Studies is proud to offer, through its Center for International Teacher Training, an opportunity for teachers from other countries to study the concepts, practices, institutions, policies, and learning strategies embedded within the educational systems of the United States, particularly of New York City.

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

A Humanistic Learning Experience

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

Contact

(718) 405-3322

gradstudies@mountsaintvincent.edu

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Certified Financial Planning Program

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

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

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

Eligibility

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

Curriculum

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

Course offerings include:

- Principles of Financial Planning

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

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

Transfer Credits

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

Contact

(718) 405-3322

gradstudies@mountsaintvincent.edu

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Program Cost

Payment Options

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

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

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CFP® Course Sequence

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

Spring 2019 Cohort (with summer courses)

Principles of Financial Planning (Spring 2019 Session A)

Risk Management and Insurance Planning (Spring 2019 Session B)

Investment Planning (Fall 2019 Session A)

Tax Planning (Fall 2019 Session B)

Retirement Savings and Income Planning (Spring 2020 Session A)

Estate Planning (Spring 2020 Session B)

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

Spring 2019 Cohort (without summer courses)

Principles of Financial Planning (Spring 2019 Session A)

Risk Management and Insurance Planning (Spring 2019 Session B)

Investment Planning (Fall 2019 Session A)

Tax Planning (Fall 2019 Session B)

Retirement Savings and Income Planning (Spring 2020 Session A)

Estate Planning (Spring 2020 Session B)

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

Fall 2019 Cohort (with summer courses)

Investment Planning (Fall 2019 Session A)

Principles of Financial Planning (Fall 2019 Session B)

Risk Management and Insurance Planning (Spring 2020 Session A)

Estate Planning (Spring 2020 Session B)

Tax Planning (Summer 2020 Session A)

Retirement Savings and Income Planning (Summer 2020 Session B)

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

Fall 2019 Cohort (without summer courses)

Investment Planning (Fall 2019 Session A)

Tax Planning (Fall 2019 Session B)

Retirement Savings and Income Planning (Spring 2020 Session A)

Estate Planning (Spring 2020 Session B)

Principles of Financial Planning (Fall 2020 Session A)

Risk Management and Insurance Planning (Spring 2021 Session A)

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

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Course Descriptions

CFP 301/311 GENERAL PRINCIPLES OF FINANCIAL PLANNING

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

CFP 302/312 RISK MANAGEMENT AND INSURANCE PLANNING

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

CFP 303/313 INVESTMENT PLANNING

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

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

CFP 304/314 TAX PLANNING

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

CFP 305/315 RETIREMENT SAVINGS AND INCOME PLANNING

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

CFP 306/316 ESTATE PLANNING

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

CFP 307/317 CAPSTONE COURSE IN FINANCIAL PLANNING

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

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

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Executive Leadership Academy

The ANIMA Executive Leadership Academy

The College of Mount Saint Vincent partnered with Changing Our World and Soulful Impact to host several ANIMA Executive Leadership Academies welcoming industry leaders and academic professionals exploring themes including:

- SDG Goal Zero: ANIMAting the Common Good | April 25, 2019
- Leading for the Common Good | April 11, 2018
- Global Healthcare and Sustainable Well-Being | November 1, 2017
- Global Philanthropy and Social Entrepreneurship June 19-21 2017

In a global, increasingly interconnected society, the leaders who create the greatest impact will be those who serve, mentor, and inspire others. The College of Mount Saint Vincent is honored to welcome such leaders as part of this valuable model.

The ANIMA Model

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

A soulful leader seeks to provide more benefits than simply profit to his or her stakeholders. A premium is placed on treating employees as co-entrepreneurs; on conservancy of the environment; on local, as well as global outreach; and on an intentional strategy for operation that serves the common

good. If the leadership of an organization conducts every transaction according to the Golden Rule: treating everyone as they, themselves wish to be treated; they will achieve the fullest potential of their vocation.

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