



UNIVERSITY OF MOUNT SAINT VINCENT

**Graduate Academic Catalog
2025 – 2026**

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Table of Contents

GRADUATE PROGRAMS	1
Graduate Academic Policies	2
Academic Grievance Procedure	2
Academic Honesty	3
Academic Standing	3
Satisfactory Academic Progress (SAP) Policy	5
Master of Science in Nursing	11
MS in Family Nurse Practitioner Program	11
Master of Science Physician Assistant Program	18
SCHOOL OF BUSINESS	31
Master’s in Business Administration (30-36 credits)	31
Program Requirements for General MBA with No Specialization (30-36 credits)	32
MBA with Specialization in Healthcare Management (30-36 credits)	36
MBA with specialization in International Business (30-36 credits)	37
MBA in Nonprofit Management(30-36 credits)	38
MBA with specialization in in Risk Management (30-36 credits)	39
SCHOOL OF EDUCATION	44
MS in Childhood Education and Teaching English to Speakers of Other Languages (Dual Certification) (45 credits)	52
MS in Early Childhood Education and Special Education (Dual Certificate Birth-Grade 2) (46 credits)	55
MS in Special Education (All Grades Pre-K Through 12): Professional Program (for Certified Teachers) (30 credits)	58
MS in Special Education (All Grades Pre-K Through 12) with Certificate: Initial Certification Program (36 credits)	61
MS in Teaching English to Speakers of Other Languages (30-36 credits)	63
ESOL Additional Certificate (12 credits)	66
Certificate Programs	67
Advanced Certificate – Diversity, Equity, and Inclusion (12 credits)	67
Advanced Certificate – Risk Management (12 credits)	68

The curriculum for programs leading to licensure at the University of Mount Saint Vincent are designed to meet licensure requirements in New York State only.

Each state and territory may have different professional licensure and certification requirements. Other states may require individuals to obtain additional coursework, additional fieldwork, background checks, the passage of additional state licensing exams, additional fees, or other requirements.

The state professional licensing boards determine whether or not an individual will be eligible to obtain licensure and/or sit for any licensure examinations based on the state rules and regulations in place when the individual submits his or her application for licensure.

GRADUATE PROGRAMS

The College of Professional and Graduate Studies at the University 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 University of Mount Saint Vincent's combination of liberal arts 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.

(last reviewed Fall 2025)

Graduate Academic Policies

Academic Grievance Procedure

All academic grievances, including dissatisfaction with a grade, must be addressed first to the faculty member, then to the Department Chairperson, and subsequently to the Dean of the University or the Dean of Nursing for Nursing courses.

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

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

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

Composition of the Grievance Committee

The Grievance Committee is composed of:

- Two members of the faculty, one chosen by the student/complainant and one chosen by the Dean of the School of Business, School of Education or the Dean of Nursing
- One other member of the University community, either an Academic Affairs or Student Affairs administrator

Charge of the Committee

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

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

Academic Honesty

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

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

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

Examinations, papers, laboratory work, oral reports, logs, and any other materials submitted in fulfillment of course requirements must be the student's work. All documented types of academic fraud committed—including the illicit giving and receiving of information on tests, the presentation of false data, plagiarism, and multiple submissions— by a graduate student may result in academic dismissal from the University. Second-degree nursing students enrolled in the B.S. Nursing program may be subject to this policy as well.

Academic Standing Policy

Graduate students are expected to maintain a minimum 3.0 (B) grade point average (GPA), except Accelerated Second-Degree nursing students who must, at a minimum, maintain a 2.67 GPA to enter the clinical phase of their program.

Students who receive a grade below B in any graduate course are required to repeat the course and must seek and receive permission to repeat or waive the course from their Department Chairperson/Director or Dean.

- In the case of Accelerated Second-Degree nursing students, only one nursing course may be repeated and all course repeats must be authorized by the Dean of Nursing.
- For preclinical students in the Masters in Physician Assistant program, a "C-" course grade and/or a GPA below 3.0 will require academic remediation.
- For students in the School of Education and the School of Business, a course with a B- will not need to be repeated unless the overall GPA is below 3.0.

All graduate students with a cumulative grade point average below 3.0 at the end of a semester will be placed on academic probation. Graduate students on probation are limited to 6 credits per session. Students who fail to earn a cumulative grade point average of 3.0 by the end of the second consecutive semester will be dismissed from the University.

Any appeals to such action will be considered by the Chairperson/Director, Dean or their designee.

Matriculant

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

Conditional Matriculant

A conditional matriculant is a student who has applied to matriculate, obtains approval to enroll by the University, but must satisfy a set of specified matriculation requirement before or upon completion of 6 credits.

Non- Matriculant

A student who has not applied to matriculate to a particular program, obtains approval to enroll, and is limited to a maximum of 6 credits.

Continuous Matriculation

Any matriculated student who has failed to enroll for continuous sessions or is on an approved Leave of Absence, may appeal for reinstatement. All appeals for reinstatement must be approved by the Dean of the College of Professional and Graduate Studies prior to return to full or part-time study at the University.

Termination of Matriculation/Registration

The College of Professional and Graduate Studies in collaboration with Chairpersons, Directors and Deans reserves the right, at any time, to terminate matriculation if a student fails to make satisfactory academic progress towards completion of a degree or clinical requirements, or to cancel a student's registration if the student is registered for courses for which she/he does not have the required pre-requisites.

Generative AI Policy

The policy outlines expectations for students, faculty, and staff. It defines acceptable and prohibited uses of AI tools and addresses key issues such as data privacy, academic integrity, and responsible implementation. It also provides access to training and support resources, fostering a campus-wide culture of informed and ethical AI use. Most importantly, it lays a foundation for continued innovation while ensuring our approach remains rooted in equity, transparency, and sound human judgment.

The full policy can be found in the **IT section of the University intranet** at <https://my.umsv.edu>.

If you have any questions, please contact us at it@umsv.edu

University of Mount Saint Vincent

College of Professional and Graduate Studies

Satisfactory Academic Progress (SAP) Policy

1. Purpose

The purpose of this policy is to ensure that graduate students maintain satisfactory academic progress toward the completion of their degree while upholding the academic standards of the University of Mount Saint Vincent.

2. Scope

This policy applies to all graduate students enrolled in degree and certificate programs at the University of Mount Saint Vincent. Compliance with this policy is required to maintain good academic standing and eligibility for financial aid, and continued enrollment.

3. Criteria for Satisfactory Academic Progress

To remain in good academic standing, graduate students must meet the following requirements:

a. Minimum Grade Point Average (GPA)

Graduate Students in the Master's in Science, Nursing (M.S.N) program and the M.S. in Physician Assistant Studies programs must maintain a minimum cumulative GPA of 3.0 on a 4.0 scale.

Graduate students in the Master's of Education (M.S. Ed), Master's of Business (M.B.A.), and Master's of Management (M.S.M) programs must maintain a minimum cumulative GPA of 2.67 on a 4.0 scale.

b. Course Completion Rate

Students must successfully complete at least 67% of attempted coursework each academic term. A grade of Incomplete (I) must be resolved by the end of the subsequent term; otherwise, it may be converted to an "F" as per university policy.

c. Timely Progress Toward Degree Completion

Master's students must complete degree requirements within five years of initial enrollment. Students must meet program-specific benchmarks, including successful completion of qualifying or comprehensive exams, and clinical requirements as outlined by their department or school.

d. Academic Standing

Students who fail to meet SAP requirements will be placed on Academic Warning for one semester. If SAP is not restored by the following semester, students are ordinarily dismissed from the University for

failure to meet the required academic standards of their graduate program. Without a successful appeal, these students are also no longer eligible for any federal financial aid.

4. Appeal Process

A student who fails to meet SAP standards after their Academic Warning semester has the option to appeal their status to the Dean, and the Office of Financial Aid if they are seeking federal financial aid. A successful appeal would require a detailed academic improvement plan approved by the student's advisor and the Dean of the School of Nursing, the Dean of the School of Business, the Dean of the School of Education, or the Dean of the College of Professional and Graduate Studies. This appeal will ordinarily involve extenuating circumstances (e.g. illness, family emergency) and would ordinarily include a statement explaining the circumstances that affected academic performance along with any supporting documentation (e.g. medical records, letters of support). Written appeals must be received within 10 days of the notification that the student is no longer eligible to continue in the program. The appropriate office(s) (Dean and if applicable Financial Aid) will review the appeal and issue a decision within 15 business days.

5. Reinstatement of SAP

Students who regain good academic standing by meeting SAP criteria will have their probationary status removed. Those dismissed for failing SAP may apply for readmission after one academic year, subject to department and College of Professional and Graduate Studies approval.

6. Policy Review and Amendments

This policy will be reviewed annually and may be revised as necessary to align with institutional and accreditation standards.

Credit and Contact Hours

The Federal definition of a semester credit hour stipulates that one semester credit hour be awarded for 15 periods of 50-minute classroom lecture, each requiring 2 hours of outside preparation by the student. The University of Mount Saint Vincent adheres to the federal definition for Graduate Classes as follows:

In any semester, 15 periods of instruction of 165 minutes each normally constitutes three credit hours:
 $165 \text{ Minutes} \times 15 \text{ weeks} = 2475 \text{ minutes per term.}$

Variations from this standard are indicated in the descriptions for affected courses.

Examinations and quizzes are included within the 15 periods. In addition to the periods of instruction, at least 60 hours of supplementary assignments are also required per credit.

Hybrid and Online Courses

Courses taught in a hybrid and online format comply with New York State rules, which define time on tasks roughly equivalent to the time spent by a successful student in an "in seat" class as follows:

"Instruction" is provided differently in online courses than in classroom-based courses. Despite the difference in methodology and activities, however, the total "learning time" online can be counted. Rather than try to distinguish between "in-class" and "outside-class" time for students, the faculty member teaching the online course will calculate how much time a student doing satisfactory work would take to complete the work of the course, including:

- Reading course presentations/"lectures"
- Reading other materials
- Participation in online discussions
- Doing research
- Writing papers or other assignments
- Completing all other assignments (e.g. projects)

The total time spent on these tasks will be roughly equal to that spent on comparable tasks in a classroom-based course. Time spent downloading or uploading documents, troubleshooting technical problems, or in chat rooms (unless on course assignments, such as group projects) will not be counted.

For more information, please visit: <https://www.nysed.gov/college-university-evaluation/distance-education-programs>.

Grades and Transcripts

A	93-100	4.0		D+	67-69	1.33
A-	90-92	3.67		D	60-66	1.0
B+	87-89	3.33		F	0-59	0.0
B	83-86	3.0		P	Passing	0.0
B-	80-82	2.67		NC	No Credit	0.0
C+	77-79	2.33		IP	In Progress	0.0
C	73-76	2.0		I	Incomplete	0.0
C-	70-72	1.67		W	Withdrew/Permission	0.0

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

In-Progress (IP grade) may be used only for completion of an acceptable master's project or thesis. The criteria for applying for an IP grade are available from the Deans or Program Directors of the Graduate Programs.

Grade Reports

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

Transcripts

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

International Students

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

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

Master's Degree Requirements

Degree Requirements

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

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

Degree Time Limits

All degree requirements for programs of 36 credits or less must be completed within five years from the initial semester of matriculation. All degree requirements for programs of more than 36 credits must be

completed within eight years. The initial semester of matriculation is the semester in which the student is approved for matriculation. Extension of this time limit may be granted due to unusual circumstances upon written request to the Director of the Graduate Program. Candidates are responsible for planning their programs to assure the completion of all requirements within the stipulated period.

Conferral of Degrees

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

Application for a Degree

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

Registration

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

Transfer Credit

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

The University of Mount Saint Vincent does not accept transfer credits for undergraduate or graduate nursing courses.

- For credits previously earned either at the University of Mount Saint Vincent or at another institution: A course in a University of Mount Saint Vincent's master's degree program may be

waived if a graduate course(s) previously taken is sufficiently similar to a course in the University of Mount Saint Vincent's graduate program.

- Usually, a maximum of six graduate credits previously earned in a graduate program may be transferred into a University of Mount Saint Vincent graduate degree program, provided the course(s) are approved for transfer credit by the director of the graduate program as part of the admission process. No more than three of these credits can be applied during a single semester.
- A specified number of graduate credits earned at the University of Mount Saint Vincent while a student is completing the requirements for a bachelor's degree at the University of Mount Saint Vincent may also be applied toward a graduate degree, provided the specific courses are accepted by the director of the graduate program upon admission.
- Decisions on the transfer of credits into a graduate program under these rules require, in every case, the approval of the Dean or Director of the program on a course-by-course basis. The director's review and determination will take into account such factors as course content, the time elapsed since the course was completed, the unique characteristics of the University of Mount Saint Vincent program, and the total number of credits to be completed at the University of Mount Saint Vincent.

Course Changes and Withdrawal Procedures

Academic Advising

A faculty advisor will be made available to the student for academic matters (e.g., registration, selection of courses during the course of the graduate program). Students are encouraged to meet with their academic advisor at least once a semester.

Course Changes

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

Withdrawal from a Course

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

Licensure Requirements

Pre-licensure programs are designed to fulfill licensure requirements in New York State.

Please note: The information was created on September 14, 2018. These disclosures are required by the U.S. Department of Education.

Master of Science in Nursing

The MS 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 healthcare, health policy, and the advancement of the nursing profession.

Students can find more detailed information about nursing programs on the Nursing program webpage: <https://mountsaintvincent.edu/academics/undergraduate-college/areas-of-study/all-areas-of-study/nursing/>

MS in 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 MS 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

Sample Program

MS degree in Family Nurse Practitioner (42 credits). The MS in 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 (3 credits)	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)		

MS degree in Family Nurse Practitioner (42 credits). The MS in 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 (3 credits)	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)

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
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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 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

L. COURSE DESCRIPTIONS

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 gaps in the literature and practice applications to improve quality of care. (3 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 HEALTHCARE

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

Support Courses

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 addressed across the lifespan. Emphasis will be given to conditions that affect the skin, the

eye, nose and throat, and the respiratory, cardiovascular, 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. (3credits)

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 (as applicable)

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, this course requires special permission from the Assistant Dean of Graduate Nursing to enroll.

Master of Science Physician Assistant Program

The University of Mount Saint Vincent Master of Science Physician Assistant Program trains you to practice as a physician assistant in a broad range of clinical settings. It is a 28-month program designed to prepare students for clinical practice at top healthcare facilities. The program consists of 16-month didactic phase in four semesters and 12-month clinical phase in three semesters. Students will learn how

to care for patients in many settings. The program offers seven required core and one elective rotation in the clinical year.

Students can find more information about the Physician Assistant program on the program webpage: <https://mountsaintvincent.edu/graduate-adult/graduate-programs/pa-studies-program/>

Program Requirements by Semester/Didactic Course Descriptions

Fall Semester | First Semester

PAS 601 Healthcare Policy Law, Ethics, Professionalism, and Physician Assistant History

This is a one semester course that focuses on the historical development of the PA profession; licensure, professional organizations, professional competencies and professional certification. The PA's role in healthcare policy, law, professional and ethical behavior are topics that are covered. Topics affecting the Physician-PA interprofessional team collaboration and political issues affecting PA practice will also be examined. This also begins the program-long awareness and discussion of professional topics and practice as related to the PA. This course will also concentrate on ethical decision-making strategies and ethical principles as they pertain to the physician assistant. Students will engage in discussions and case-based activities to explore moral, philosophical, and social dilemmas in healthcare. Topics include issues in beginning and end-of-life care, and the role of culture, religion and the law in clinical practice.

This course explores all aspects of the PA Profession including, but not limited to, PA licensure, credentialing, historical, and professional organizational topics along with laws, regulations, and current trends regarding PA practice. Attention is placed upon team-based and interprofessional collaboration. This also begins the program-long awareness and discussion of professional topics and practice as related to the PA.

This course will also delineate the physician assistant's role in identifying, promoting and maintaining quality in varying healthcare settings. Students learn about the role of accrediting agencies in establishing and evaluating standards and in promoting and maintaining quality as well as the PA's role in identifying, promoting and maintaining quality in varying healthcare settings. Students learn about the legal issues surrounding various practice settings within which PAs function and the most common liability related to PA practice. Students learn about grounds for disciplinary action, define due process and what constitutes medical malpractice (4 credits).

PAS 602 Clinical Human Anatomy Lecture

An integrated lecture-laboratory course in gross anatomy designed to provide an understanding of the structural and functional anatomy of the human body essential to the practicing Physician Assistant. Clinical problems are used to highlight the importance of anatomy to the understanding of the clinical sciences. Regional sections to be covered include general anatomical concepts, central nervous system, upper extremities and back, head and neck, thorax and abdomen, perineum, pelvis, and lower extremities (5 credits).

PAS 604 Health History and Physical Diagnosis I Lecture and Lab

This is the first part of a 2-semester course consisting of both lecture and lab. The lecture component introduces the student to the concepts and techniques of medical interviewing, obtaining an accurate history, and performing a complete and thorough physical examination. The course covers the practical terminology utilized to record a medical history and physical examination. The laboratory portion emphasizes the hands-on skills necessary to perfect the techniques of the physical exam. These sessions are taught in a small group setting by the PA faculty. Emphasis is also placed on perfecting the written history and physical/SOAP note (5 credits).

PAS 605 Clinical Pathophysiology

This course is designed to provide the PA students with a fundamental understanding of abnormal tissue and organ structure and the pathological changes that occur during disease. This course utilizes an organ systems approach to build a knowledge base of the key concepts of the evolution and expression of diseases commonly seen by primary care providers for specific organ system. This course is designed to provide students with an in-depth knowledge of Pathology with emphasis on cell, tissue, and organ changes, and dysfunction that lead to the processes of disease and how these diseases present themselves clinically. Since disease originates in cell and tissue change and dysfunction, understanding the normal structure and function of tissues gives insight regarding mechanisms of disease across the ages (5 credits).

Spring Semester | Second Semester

PAS 609 Health History and Physical Diagnosis II Lecture and Lab

This is the second part of a 2-semester course consisting of both lecture and lab. The lecture component introduces the student to the concepts and techniques of medical interviewing, obtaining an accurate history, and performing a complete and thorough physical examination. The course covers the practical terminology utilized to record a medical history and physical examination. The laboratory portion emphasizes the hands-on skills necessary to perfect the techniques of the physical exam. These sessions are taught in a small group setting by the PA faculty. Emphasis is also placed on perfecting the written history and physical/SOAP note (5 credits).

PAS 610 Clinical Medicine I Dermatology, EENT, Pulmonology, Gastrointestinal

This is the first course of a series of three-semester courses focusing on the study of disease. This intensive medicine course that covers the etiology, clinical manifestations, diagnosis, treatment, and prognosis of common diseases in the modules of dermatology, ophthalmology, otolaryngology, pulmonology, and gastrointestinal medicine. The course builds on lectures from clinical anatomy and pathophysiology and coincides with the in-depth instruction of treatment modalities in Medical Pharmacology I. Areas of concentration include the cardiovascular, pulmonary and gastrointestinal systems across the life span (5 credits).

PAS 611 Clinical Correlations I Dermatology, EENT, Pulmonary, Gastroenterology

This is the first course of a series of three semester courses that involves interactive practical integration and application of knowledge and skills acquired from Physical Assessment I, Clinical Medicine I, Pathophysiology, and Medical Pharmacology. It is designed to develop critical thinkers and solidify medical concepts through collaborative learning and simulation laboratory experiences. Professionalism

and technical competencies are also emphasized. Areas of concentration include the cardiovascular, pulmonary and gastrointestinal systems across the life span (1 credit).

PAS 612 Medical Pharmacology I

This is the first course in a series of three-semester courses, which introduces physician assistant students to the basic principles of pharmacokinetics and pharmacodynamics, and their application to clinical medicine. It will also explore the influence and mechanisms of action of drugs upon the body. Classes of pharmaceuticals with a focus on mechanisms of drugs, common side effects, drug-drug interactions and interactions of drugs with disease states under treatment are discussed. Clinical case studies and problem-solving sessions are introduced. The classes of pharmaceuticals introduced will parallel the organ system being studied in Clinical Medicine I. Pharmaceuticals for the treatment of the disorders of the dermatology, EENT, pulmonary and gastrointestinal systems across the life span (2 credits).

PAS 613 Laboratory Medicine, Microbiology, and Immunology

This lecture only course provides the student with an understanding of the use of the clinical laboratory as an aid to the diagnosis, treatment and management of disease. This includes instruction focused on the biochemistry of disease processes and related pharmacology, genetics and immunology and pathogenic categories including bacteria, virology, rickettsia, mycobacteria, viruses, fungi and parasites. Normal diagnostic values, risk factors associated with diagnostic studies, procedures and differential diagnosis formulations are presented along with patient education regarding diagnostic studies. Practical field experiences to clinical diagnostic laboratories will reinforce the course materials with an emphasis on the practical application and utilization of laboratory diagnostic testing (2 credits).

PAS 614 Medicine in Medically Underserved Areas and the Healthcare Needs of Special Populations

The course is designed to bring into focus the practice of delivering quality, cost effective and timely primary healthcare to the culturally diverse and medically underserved populations. These areas of need include, but are not limited to, rural, inner-city, military, Native American, indigent, prison as well as a growing number of undocumented individuals who are in need of a vibrant healthcare system designed for their specific healthcare population. Further focus will be placed on individuals who are elderly, disabled, victims of domestic violence, HIV/AIDS, children and adults with special needs including individuals who suffer from problems relating to behavioral health concerns. Students will learn how to identify factors that impact the lives of the healthcare challenged population both socioeconomically and culturally. Students will undertake an active role in planning, defining, delivering and educating these special need populations. Firsthand student experiences will be outlined and documented by the student and presented to the class where active problem-based learning will be addressed (2 credits).

PAS 615 Radiology and Diagnostic Modalities

This lecture course provides an overview of common radiologic and diagnostic procedures utilized in primary care. The student is introduced to imaging modalities and their role in clinical medicine. Included are studies of the chest and abdomen, GI series, GU radiology, examination of extremities, and mammography. This includes instruction in basic ECG interpretation, radiographs, mammography, CAT scan, MRI, ultrasound and FAST, PET and nuclear medicine imaging. Through combined lectures and

case discussions students will learn how to order and interpret a variety of diagnostic radiologic studies as well as basic EKG interpretation (2 credits).

Summer Semester | Third Semester

PAS 616 Clinical Medicine II Cardiology, Hematology-Oncology, Infectious Disease

This is the second course of a series of three-semester courses focusing on the study of disease. This lecture only course utilizes an organ systems approach to build a knowledge base of the diagnosis and management of common clinical conditions seen by primary care providers. The course builds on lectures in Clinical Anatomy and Pathophysiology, and Clinical Medicine I and coincides with the in-depth instruction of treatment modalities in presented Medical Pharmacology II. Emphasis is placed on application of new medical knowledge to clinical situations, on diagnostic problem-solving and differential diagnosis, and on issues of patient education and preventive medicine. Students refine their ability to reason independently in developing treatment and management plans for various patient presentations. Areas of study include hematologic systems, infectious diseases and cardiology across the life span (5 credits).

PAS 617 Clinical Correlations II Cardiology, Hematology-Oncology, Infectious Disease

This is the second course of a series of three that involves interactive practical integration and application of knowledge and skills acquired from History and Physical Diagnosis I, II, Clinical Medicine I, II, Pathophysiology, Medical Pharmacology I, II and Clinical Correlations I. It is designed to develop critical thinkers and solidify medical concepts through collaborative learning and simulation laboratory experiences. Professionalism and technical competencies are also emphasized. Areas of concentration include the cardiology, hematologic/Oncologic, infectious diseases across the life span (1 credit).

PAS 618 Medical Pharmacology II Cardiology, Hematology-Oncology, Infectious Disease

This is the second course of a series of three-semester courses, which introduces physician assistant students to the study of the general principles of pharmacology, pharmacokinetics, dosage forms and dose-response of common medications encountered in the primary care setting. Classes of pharmaceuticals with a focus on mechanisms of drugs, common side effects, drug-drug interactions and interactions of drugs with disease states under treatment are discussed. The classes of pharmaceuticals introduced will parallel the organ system being studied in Clinical Medicine II. Pharmaceuticals for the treatment of the disorders of the Cardiology, Hematologic-Oncologic and Infectious Diseases across the life span (2 credits).

PAS 620 Obstetrics, Gynecology, Women's Health

Obstetrics/Gynecology and Women's Health will cover aspects of the female reproductive system with an emphasis on normal anatomy and female physiology. The student will learn how to perform a complete and focused gynecological and obstetrical history and physical. Emphasis will be directed on the management of a normal pregnancy including pre-natal care, labor along with the stages of delivery. Clinical manifestations of pregnancy including associated complications will also be stressed along with the appropriate treatment and follow-up treatment plans. Clinical manifestations and treatment of common gynecological problems such as venereal diseases, menstrual disorders, and neoplasms are considered. Patient education is stressed as a crucial part of the management plan (2 credits).

PAS 621 Surgery

The course deals with general surgical concepts. The purpose of this course is to introduce the student to the general aspects of Surgery which is essential to the practicing Physician Assistant. The course will provide the student with the fundamentals of basic surgical science as applied to the practice of clinical surgery. In addition, the students will learn about general surgical care. The course will also be encompassing the care and management of the surgical patient from the pre-admission stage through the immediate postoperative period. The course structure will detail the different aspects of in-patient and outpatient surgical care and considerations as well as providing the students with a core understanding of mechanisms of wound healing and surgical techniques. Included are illnesses that require surgical intervention, their signs and symptoms, diagnostic modalities, and outcomes. Students learn about critical care management and how to function as members of a critical care team. An essential focus of the course is the development of skills in clinical reasoning, self-directed learning, teamwork, and communication. Emphasis is placed on the application of new medical/surgical knowledge to clinical situations (3 credits).

PAS 622 Musculoskeletal, Rheumatology

Musculoskeletal and Rheumatology is an intensive medicine course that covers the etiology, clinical manifestations, diagnosis, treatment, and prognosis of musculoskeletal and rheumatologic diseases and disorders. This lecture only utilizes a clinical approach to build a knowledge base of the diagnosis and management of common clinical conditions seen by primary care providers for musculoskeletal and rheumatologic diseases and disorders. Emphasis is placed on the process and application of acquiring new medical knowledge in regard to clinical situations which may be encountered. Students will refine their ability to reason independently while developing treatment and management plans for various patient presentations. The course builds on lectures in Clinical Anatomy. Areas of study include the musculoskeletal and rheumatological areas of clinical medicine (2 credits).

PAS 626 Epidemiology, Biostatistics, and Evidence-Based Practice

The use of data in making clinical decisions is a core skill for the practicing healthcare professional. This data can be from expert opinion, textbooks, online aids or the medical literature. This course will introduce the physician assistant student to clinical problem solving assisted by the application of the medical literature. Identifying, evaluating and applying medical evidence is essential to the professional development of a physician assistant. This course will attempt to make the students fluent in 'information mastery.' This course will also explore health issues from a population-based perspective and look at the role that epidemiology has on the care provided to individuals and populations. We will apply the evidence-based medicine principles learned in the core part of the course to clinical problems as they apply at an epidemiologic level.

This course is intended for students to acquire and develop both the knowledge and the skills for evidence-based medicine (EBM). During this course students will use concepts obtained in previous courses as they are applied to help solving clinical problems.

The course will provide students with the basic concepts in biostatistics, such as measures of disease frequency, measures of effect, and statistical significance. Students will become familiar with standard

techniques of data collection and analysis, and the content of vital statistics and mass data of the health field.

Finally, the course will work on critical scientific writing as a means to synthesize the skills learned in assessing and applying the medical literature (3 credits).

PAS 628 Introduction to Interprofessional Education

This course is designed for healthcare profession students at the University of Mount Saint Vincent. Students will be integrated and explore the principles and practices of interprofessional collaboration. Delivered in a unique and formative format and supported by online resources that will have as its main focus facilitated group discussions the students will be introduced to a variety of healthcare professions that they will encounter during their future clinical practices. Content to be stressed will include a thorough understanding of the importance of team building, quality effective interprofessional communication, collaboration and decision making that will allow these future clinicians to enhance the delivery of quality cost effective patient care across the ages.

Within the context of Interprofessional Education the students will have the opportunity to partake in a real-life Interprofessional Workshop scenario to enhance their understanding of interprofessional collaboration. Students will be broken up into 10-15 groups and will be partnered with other healthcare professionals (Nursing, Occupational, Physical, and Speech Therapists, Social Workers, etc.) in simulated patient encounters. Students will work as a member of the healthcare team to develop a treatment plan that encompasses the different medical disciplines in designing a valid and workable medical treatment plan for the simulated patient (1 credit).

Fall Semester | Fourth Semester

PAS 619 Emergency Medicine

This course is designed to prepare students to evaluate and treat patients in an emergency room setting. Students will learn the pathophysiology, clinical presentation, diagnosis, evaluation, and management of urgent and emergent medical problems commonly encountered in emergency departments. Students will develop an understanding of the fundamental workings of an emergency department. Students will be introduced to the pre-requisite skill set needed to function as a member of the interprofessional healthcare team within an emergency department setting (3 credits).

PAS 623 Clinical Medicine III Genitourinary, Endocrinology, Neurology

This is the third course in a series of three courses focusing on the study of disease. This lecture only course utilizes an organ systems approach to build a knowledge base of the diagnosis and management of common clinical conditions seen by primary care providers for specific organ system. The course builds on lectures in Clinical Anatomy and Physiology, and Clinical Medicine I, Clinical Medicine II and coincides with the in-depth instruction of treatment modalities presented in Medical Pharmacology III. Areas of concentration include the genitourinary, endocrine and neurological systems across the life span (5 credits).

PAS 624 Clinical Correlations III Genitourinary, Endocrinology, Neurology, Psych-Behavioral Health

This is the third course of a series of three that involves interactive practical integration and application of knowledge and skills acquired from History and Physical Diagnosis I, II, Clinical Medicine I, II, and III, Pathophysiology, Medical Pharmacology I, II, and III along with Clinical Correlations I and II. It is designed to develop critical thinkers and solidify medical concepts through collaborative learning and simulation laboratory experiences. Professionalism and technical competencies are also emphasized. Areas of concentration include the genitourinary, neurological and endocrine systems as well as psychiatry/behavioral health across the life span (1 credit).

PAS 625 Medical Pharmacology III

This is the third course of a series of three-semester courses, which introduces physician assistant students to the study of the general principles of pharmacology, pharmacokinetics, dosage forms and dose-response of common medications encountered in the primary care setting. Classes of pharmaceuticals with a focus on mechanisms of drugs, common side effects, drug-drug interactions and interactions of drugs with disease states under treatment are discussed. The classes of pharmaceuticals introduced will parallel the organ system being studied in Clinical Medicine III. Pharmaceuticals for the treatment of the disorders of the Genitourinary, Neurological, Endocrine systems across the life span (2 credits).

PAS 627 Essential Diagnostic Modalities and Clinical Procedures and Ultrasound

This course enables the student to develop and perfect skills that will be required on clinical rotations. The course enhances clinical experiences, clinical procedures, and further expands upon their knowledge base. Students have a lecture and skills demonstration which introduces each skill. Then students have a practice session and are subsequently tested on the technical skills utilizing laboratory models and aids. During the technical skills and diagnostic procedure module, students will learn the principles of sterile technique and develop a greater understanding of universal precaution protocol. There are practical sessions devoted to phlebotomy, IV infusion and injection (IM, Sub-Q, intra-dermal) techniques and in developing the proper technique for urinary catheters and nasogastric tubes insertions. Students learn to perform procedures such as hand washing, sterile technique, intravenous and arterial insertions, injection techniques, suturing, wound care, nasogastric tube placement and Foley catheter insertion. Casting and splinting, surgical scrub, gloving and gowning, minor surgical procedures, chest tube placement, and endotracheal intubation.

The Clinical Education Simulation Labs offer additional opportunities for our students to improve and hone their procedural skills. The labs have a full complement of supplementary simulation models to increase student proficiency in this area.

Included within this module will be training in Basic Life Support; Advanced Cardiac Life Support and Pediatric Advanced Life Support and Modules on New York State Mandated Infection Control and Child Abuse and Recognition which are required by clinical facilities prior to a student's clinical affiliations (3 credits).

PAS 629 Pediatrics

This course will focus on the study of disease within the pediatric population. Students learn how to recognize the fundamentals of the pediatric population as it pertains to neurological development from infant through adolescence into adulthood. Students will learn the basic skills necessary to complete a

well-baby, routine follow-up and focused pediatric history and physical. Topics to be covered include neonatology, infant and adolescent medicine, nutritional requirements, preventative immunization schedules, well-baby development and growth milestones. Students will also be introduced to child abuse and childhood injuries. Pediatric documentation and charting will be covered. Childhood illnesses will be covered utilizing a systems approach with emphasis on signs and symptoms, treatment and family, patient education. Developmental and congenital abnormalities will be introduced (2 credits).

PAS 630 Pre-Clinical Comprehensive Assessment

The Pre-Clinical Comprehensive Assessment course is designed to review course content from the didactic phase of the curriculum. Written summative examinations, a practical Objective Structured Clinical Examination (OSCE)/Objective Structured Long Examination Record (OSLER) examination, and a Professional Development Assessment Tool (P-DAT) will be administered to ensure the student has integrated the course content and demonstrates readiness for entry into the clinical phase of program (1 credit).

PAS 631 Behavioral Health, Human Sexuality, and Counseling

This lecture course is an overview of the principles of behavioral medicine and counseling, including the normal and abnormal psychological development and pathologies of pediatric, adult and geriatric patients. It provides an introductory approach to the interviewing and treatment, counseling of patients with behavioral and psychiatric problems across the life span. The role of psychotherapy will be explained, the concept of personality development and disorders, as well as disorders of childhood and adolescence will be discussed and identified. Gender identity will also be discussed across cultures and society. Death and dying will be covered including personal beliefs, values across the life span, legal and ethical topics will also be discussed and identified. This course also introduces the students to the principles of prevention and healthy behavior, the importance of nutrition; including obesity; and physical activity, smoking cessation, and public health issues across the life span.

This lecture will address a specific module to enhance the communication skills needed for health promotion, disease prevention, end of life and palliative care. The module will develop a student's skill in motivational interviewing as well as preparing the student to discuss the importance of health promotion and disease prevention with the patient, the patient's family or guardian. The student, if they so desire, will be able to discuss within a community setting the importance of health promotion, disease prevention, end of life and palliative care. End of life care is discussed taking into consideration cultural, spiritual and ethical issues. Palliative care is discussed and reviewed across special patient populations such as children and the elderly. Additionally, the Health Promotion and Disease Prevention module of this course develops counseling skills through strategies that the clinician can employ to help address health behavior issues in a patient centered culturally sensitive way to provide on-going support of patients' behavioral changes. Students learn techniques to improve the effectiveness of patient education and counseling, including smoking cessation, exercise and nutritional counseling (2 credits).

Required Clinical Courses and Course Descriptions

PAS 701 Behavioral Medicine and Healthcare

During this six-week clinical clerkship the student will be exposed to and actively participate as a member of the behavioral health team, and function under the direct supervision of the assigned clinical preceptor, supervision of attending physicians, house staff, physician assistants or other credentialed providers for the specialty. The goal of clinical clerkship is to provide the student with practical clinical exposure to patients, including common behavioral health conditions, diagnostic procedures, interviewing and counseling techniques and treatments and technologies that are common for the behavioral health specialty addressing patients across the life span. Preceptors will guide the students' learning activities to assist them in achieving the course learning objectives. It is likely that not all clinical conditions required for the mastery of this content area will be encountered during the clerkship. Student self-directed learning activities and clinical clerkship support materials will complement the preceptor directed activities (6 credits).

PAS 702 Emergency Medicine

During this six-week clinical clerkship the student will be exposed to and actively participate as a member of the facility's emergency healthcare team and function under the direct supervision of the assigned clinical preceptor, supervision of attending physicians, house staff and physician assistants. The goal of this clinical clerkship is to provide the student with practical clinical exposure to patients with emergent or urgent medical conditions, diagnostic procedures, treatments and technologies that are specific to the Emergency Medicine specialty addressing patients across the life span. Preceptors will guide the students' learning activities to assist them in achieving the course learning objectives. It is likely that not all clinical conditions required for the mastery of this content area will be encountered during the clerkship. Student self-directed learning activities and clinical clerkship support materials will complement the preceptor directed activities (6 credits).

PAS 703 Family Medicine

During this six-week clinical clerkship the student will be exposed to and actively participate as a member of a facility's Family Medicine healthcare team and function under the direct supervision of the assigned clinical preceptor, attending physicians, supporting medical staff and physician assistants. The Family Medicine clinical clerkship will provide the student with practical clinical exposure to primary care patients, including common medical conditions, diagnostic procedures, treatments and technologies common to the Family Medicine healthcare environment. Preceptors will guide student learning activities to assist them in achieving course goals, learning outcomes and objectives. It is likely that not all clinical conditions required for the mastery of this content area will be encountered during the clerkship. Student self-directed learning activities and clinical clerkship support materials will enhance the learning experience of this course and complement the preceptor directed activities (6 credits).

PAS 704 Internal Medicine

During this six-week clinical clerkship the student will be exposed to and actively participate as a member of the facility's Internal Medicine healthcare team and function under the direct supervision of the assigned clinical preceptor, supervision of attending physicians, house staff and physician assistants. The goal of clinical clerkship is to provide the student with practical clinical exposure to patients, including common medical conditions, diagnostic procedures, treatments and technologies that are common for the healthcare environment specific to the Internal Medicine specialty. Preceptors will

guide the students' learning activities to assist them in achieving the course learning objectives. Students will be provided an education module regarding the management of patients with end-of-life conditions, addressing issues and concerns of patients, family and the multidisciplinary team involved in the palliative care planning and care of the terminally ill patient. It is likely that not all clinical conditions required for the mastery of this content area will be encountered during the clerkship. Student self-directed learning activities and clinical clerkship support materials will complement the preceptor directed activities (6 credits).

PAS 705 Pediatrics

During this six-week clinical clerkship the student will be exposed to and actively participate as a member of the facility's pediatric healthcare team and function under the direct supervision of the assigned clinical preceptor, supervision of attending physicians, house staff and physician assistants. The goal of clinical clerkship is to provide the student with practical clinical exposure to pediatric patients, including common medical conditions, diagnostic procedures, treatments, and technologies common for the healthcare environment specific to the pediatrics specialty. The student will be exposed to not only the ill child, but also to the well child development and growth within the family unit and in peer interactions. Preceptors will guide the students learning activities to assist them in achieving the course learning objectives. It is likely that not all clinical conditions required for the mastery of this content area will be encountered during the clerkship. Student self-directed learning activities and clinical clerkship support materials will complement the preceptor directed activities (6 credits).

PAS 706 Surgery

During this six-week clinical clerkship the student will be exposed to and actively participate as a member of the facility's general surgery healthcare team and function under the direct supervision of the assigned clinical preceptor, supervision of attending physicians, house staff and physician assistants. The goal of clinical clerkship is to teach the student to perform a thorough rapid and methodical assessment, evaluate acutely ill and potentially surgical patients. The student will work as a member of the medical team providing immediate pre- and post-op care as well as gaining hands-on experience in the operating room setting, including the common diagnostic procedures, treatments and technologies common for the general surgery specialty. Preceptors will guide the students' learning activities to assist them in achieving the course learning objectives. It is likely that not all clinical conditions required for the mastery of this content area will be encountered during the clerkship. Student self-directed learning activities and clinical clerkship support materials will complement the preceptor directed activities (6 credits).

PAS 707 Women's Health-OB/GYN

During this six-week clinical clerkship the student will be exposed to and actively participate as a member of the facility's Women's Healthcare team and function under the direct supervision of the assigned clinical preceptor, supervision of attending physicians, house staff and physician assistants. The goal of clinical clerkship is to provide the student with practical clinical skills and participate in the care of a variety of patients with obstetric or gynecological complaints. The student will become proficient in accurate assessment of the obstetric patient with emphasis on pre- and post- natal care. The student will also become involved with the practice of "preventive" obstetrics and gynecology as well as common gynecologic disorders. Preceptors will guide the students' learning activities to assist them in

achieving the course learning objectives. It is likely that not all clinical conditions required for the mastery of this content area will be encountered during the clerkship. Student self-directed learning activities and clinical clerkship support materials will complement the preceptor directed activities (6 credits).

PAS 708 Elective

Students may choose to seek specialty clinical clerkship to augment their clinical experience or choose to perform additional time to build a great foundation of one of the core clinical clerkships. During this six-week clinical clerkship, the student will be exposed to and actively participate as a member of the healthcare team of the elective clerkship and function under the direct supervision of the assigned clinical preceptor, supervision of attending physicians, house staff and physician assistants. The goal of elective clinical clerkship is to provide students either an experience in a new clinical area or additional exposure to patients, including common medical conditions, diagnostic procedures, treatments and technologies that are common for the healthcare environment specific to the clerkship or elective specialty. Preceptors will guide student learning activities to assist them in achieving the course learning objectives. It is likely that not all clinical conditions required for the mastery of this content area will be encountered during the clerkship. Student self-directed learning activities and clinical clerkship support materials will complement the preceptor directed activities (6 credits).

PAS 709 Seminar Capstone

Although the UMSV PA Program is a non-thesis master's degree, it is expected that the student will research and write a final paper or prepare poster presentation suitable for display at state or national PA conference that will be thoroughly researched. The final project will include writing a clinical review article suitable for publication in JAAPA or similar publication or poster presentation at PA state or national organization.

Students will collaborate with their assigned faculty advisor and the course coordinator (1 credit).

PAS 710 Advanced Clinical Assessment

This course is designed to assist the PA student to be successful in clinical clerkships and transition into common professional workplace environments. This course is presented in a seminar style that will also include self-directed learning modules. Topics will include interprofessional education (communication and PA healthcare team relations); reimbursement, billing and coding; electronic medical record, information technology for patient/health education and preventive care; systems-based practice; insurance systems and prior authorization; patient safety and quality improvement, include preparing for employment (licensing, credentialing and finding employment); workplace stress and provider burnout; medico-legal and risk management; and current issues, professional and current events in medicine and trends facing the PA Profession. In addition to scheduled topics, students will be responsible for reviewing assigned topic related readings, researching topic related items and/or presenting case or topic related materials

This seminar course will provide students with an orientation to clinical practice including preparation for the National Commission of the Certification of Physician Assistants examination and information requirements for licensure. The course requires attendance and participation at ALL call back days and other scheduled learning days throughout the clinical year. Formative examinations will be administered

to assess medical knowledge basic and skill sets acquired prior graduation and entering the clinical practice of medicine. Written summative examinations, a practical (Objective Structured Clinical Experience-OSCE/Objective Structured Long Examination Record – OSLER) examination, and a Professional Assessment Evaluation Tool (P-DAT) will be administered to ensure the student has integrated the course content and demonstrates readiness for entry into clinical practice. Students will have the opportunity to further develop and foster the physician assistant student's ability to think critically through patient simulation experiences, which will help prepare the student for the summative culminate in a formal OSCE/OSLER examination required to pass the course. Student must successfully pass both the end of curriculum exam and the OSCE/OSLER exam in order to pass this course.

PASR 711 Pre-Clinical Remediation

Remediation is an intensive 6-week remediation course that reviews the etiology, clinical manifestations, diagnosis, treatment, and prognosis of medical and surgical conditions. The pathophysiology of the organ systems in relation to the various disease processes is integrated into clinical presentations, historical and physical findings, and laboratory and radiographic test results. Emphasis is placed on application of a review of clinical situations, on diagnostic problem-solving, and differential diagnosis, as well as issues of patient education and preventive medicine. Students refine their ability to reason independently in developing treatment and management plans for various patient presentations. Clinical remediation is intended to address the student's deficiency of knowledge and/or skills. The course will teach the student clinical decision-making related to the prevention, diagnosis, treatment and prognosis of medical disorders. Students are instructed on how to obtain information, what clinical exams to perform, how to generate a reasonable differential diagnosis, and how to discriminate among diagnoses when dealing with various medical issues. Students prepare and deliver topic presentations in the National Commission on Certification of Physician Assistants (NCCPA) medical content blueprint areas (0 credits).

PASR 712 Remediation of Clinical Deficiencies (Clinical Remediation)

Clinical remediation is an intensive course that reviews the etiology, clinical manifestations, diagnosis, treatment, and prognosis of medical and surgical conditions. The pathophysiology of the organ systems in relation to the various disease processes is integrated into clinical presentations, historical and physical findings, and laboratory and radiographic test results. Emphasis is placed on application of a review of clinical situations, on diagnostic problem-solving, and differential diagnosis, as well as issues of patient education and preventive medicine. Students refine their ability to reason independently in developing treatment and management plans for various patient presentations. Clinical remediation is intended to address the student's deficiency of knowledge and/or skills. The course will teach the student clinical decision-making related to the prevention, diagnosis, treatment and prognosis of medical disorders. Students are instructed on how to obtain information, what clinical exams to perform, how to generate a reasonable differential diagnosis, and how to discriminate among diagnoses when dealing with various medical issues. Students prepare and deliver topic presentations in the National Commission on Certification of Physician Assistants (NCCPA) medical content blueprint areas (0 credits).

SCHOOL OF BUSINESS

Master's in Business Administration (30-36 credits)

General Program Requirements

Leveling Courses (6 credits)

These following required courses can be waived for applicants with an undergraduate degree in business.

MBA 512 Foundations of Accounting, Finance & Economics Credit Hours: 2

This provides a summary or overview of three of the core subjects associated with a program of study in Business: Accounting, Finance and Economics. The course provides a comprehensive review of the foundational material associated with an undergraduate business degree program. The three leveling courses ensure that students are leveled to the program of study as they start the MBA degree program. This course is completed by entering MBA students holding a bachelor's degree in a non-business field.

MBA 513 Foundations of Management, Human Resources, & Business Law Credit Hours: 2

This provides a summary or overview of three of the core subjects associated with a program of study in Management, Human Resources Management and Business Law. The course provides a comprehensive review of the foundational material associated with an undergraduate business degree program. The three leveling courses ensure that students are leveled to the program of study as they start the MBA degree program. This course is completed by entering MBA students holding a bachelor's degree in a non-business field.

MBA 514 Foundations of Marketing & the Management of Information Systems Credit Hours: 2

This provides a summary or overview of two of the core subjects associated with a program of study in Business: Marketing and the Management of Information Systems. The course provides a comprehensive review of the foundational material associated with an undergraduate business degree program. The three leveling courses ensure that students are leveled to the program of study as they start the MBA degree program. This course is completed by entering MBA students holding a bachelor's degree in a non-business field.

Management Competencies (6 credits)

MBA 504 Data Analysis and Modeling for Managers Credit Hours: 3

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

MBA 511 Operations and Production Management Credit Hours: 3

In a globalized era, management executives need to understand the role of operations function and its impact on competitiveness. This course provides an understanding of manufacturing and service operations and their role in the organization. Students will learn how organizations effectively organize and manage the resources in producing goods or services that satisfy customer requirements. In addition, this course focuses on informed decision making using specific analytical tools. The course covers topics such as process flow analysis, project management, supply chain management, capacity planning, facilities location, total quality management, materials management, scheduling and quality control, manufacturing and service strategy, inventory management and forecasting.

Capstone Courses (6 credits)

MBA 702 Strategic Management Credit Hours: 3

This course is intended as a capstone course in the MBA program, integrating the various courses in the curriculum as the learning accomplished through the core courses and the electives in the student's area of concentration are applied to the process of strategy formation and case review. As students study the process of strategic management, they will focus on the tasks of crafting, implementing, and executing an organization's strategy. Strategy is grounded in the array of competitive moves and business approaches management depends on to produce successful performance. The study of strategy, then, considers management's game plan for strengthening the organization's position, pleasing its customers, and achieving performance targets. Students will learn how managers devise strategies to guide how the company's business will be conducted and to help them make reasoned, cohesive choices among alternative courses of action.

MBA 703 Competing in a Global Business Environment Credit Hours: 3

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

Program Requirements for General MBA with No Specialization (30-36 credits)

Students can choose any six 600-level courses:

MBA 641 International Marketing Credit Hours: 3

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

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

MBA 642 International Financial Management Credit Hours: 3

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

MBA 643 International Management and Cross-Cultural Communication | Credit Hours: 3

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

MBA 644 International Economics Credit Hours: 3

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

MBA 645 International Political Relations Credit Hours: 3

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

MBA 646 International Trade Credit Hours: 3

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

MBA 651 Health Care Administration Credit Hours: 3

This course serves as an overview of the issues, practices, and responsibilities facing the healthcare administrator. The course investigates each of the important aspects of healthcare administration and introduces students to the topics which constantly challenge health care executives. Areas covered

include hospital and physician reimbursement, managed care, multi-provider systems, integrated health systems, business ventures in health care, and stakeholder management. This is a course providing the application of organizational management techniques to health care institutions.

MBA 652 Health Care Finance Credit Hours: 3

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

MBA 653 Law for Health Care Professionals Credit Hours: 3

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

MBA 654: Marketing for Health Care Programs Credit Hours: 3

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

MBA 655 The Health Care System Credit Hours: 3

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

MBA 656 Health Care Policy Credit Hours: 3

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

MBA 691 Theory and Practice of Nonprofit Management Credit Hours: 3

As the general foundation course for the nonprofit concentration, this course focuses on management and administrative issues relating to nonprofit organization. Administrative structure and other subjects related to the difference between nonprofit and for-profit organizations will be addressed. Subjects covered include constituencies, boards strategic planning, marketing, financial management, human

resources, volunteer management, and resource development. This course is designed to provide the student with a clear understanding of the most important management issues in the nonprofit sector and to provide the student with a firm foundation in nonprofit administrative concepts and theories. The student will learn to appreciate the difference between the for-profit and nonprofit organization and related management techniques and issues specific to the nonprofit organization as compared to the for-profit or public sector.

MBA 692 Fundraising and Institutional Advancement Credit Hours: 3

The purpose of this course is to introduce students to a variety of fundraising methods, provide the context in which these methods might be used, and provide an understanding of how fundraising operates within public and not-for-profit organizations. The course is directed at students pursuing a management career in the not-for-profit section as well as other graduate students interested in fundraising within public and nonprofit organization.

MBA 693 Accounting and Financial Management for Nonprofit Organizations Credit Hours: 3

With the increase in the sense of social responsibility in society has come a corresponding increase in the number of nonprofit organizations and in the volume of their activities. Approximately one third of the volume of business in the United States is conducted by governmental units and charitable organizations. As such organizations play an increasingly significant role, accounting for these organizations is receiving more and more attention. For example, a Governmental Accounting Standards Board (GASB), similar to the Financial Accounting Standards Board (FASB), has been proposed. This body would be responsible for establishing accounting standards for state and local governmental units. Accounting for other nonprofit organizations, such as churches and hospitals, is also receiving attention by the American Institute of Certified Public Accountants and other professional accounting groups. The accounting systems for all nonprofit organizations must provide financial data to internal management for use in planning and controlling operations, and to external parties, such as taxpayers and donors, for use in determining the effectiveness of operations. Thus, the focus of this course is both management control and financial accounting for nonprofit organizations.

MBA 694 The Law and Governance of Nonprofit Organizations Credit Hours: 3

This course is designed to provide an overview of governance issues as well as basic contract, labor, and tax law issues within the area of nonprofit corporation law. Ethics in nonprofits is included with specific emphasis directed towards self-dealing, fiduciary responsibility, and human resource management. Legal issues covered include a variety of legal problems that nonprofit executive directors or their staff are likely to face, including board organization and management problems.

MBA 695 Marketing for Nonprofit Organizations Credit Hours: 3

Nonprofit marketing has become a major, legitimate field of study. Today, nonprofit organizations actively employ marketing techniques, including advertising, personal selling, public relations, and product design to reach their goals. This course is designed to study the marketing strategies used by organizations in education, the arts, social services, libraries, and public services. Through case studies and practical examples, the student will be introduced to the special needs of the nonprofit sector and the process for solving marketing problems, as well as the tools and techniques to make effective marketing decisions in specific areas.

MBA 697 Social Entrepreneurship and Sustainability Credit Hours: 3

This course explores social entrepreneurship by investigating such questions as: Who are social entrepreneurs? How does social entrepreneurship differ from traditional business entrepreneurship? Can the impact of social entrepreneurship be assessed? In exploring these issues, two foundational elements emerge as critical components in a working understanding of the nature of social entrepreneurship in today's society: who are social entrepreneurs, and what does it take to be successful?

MBA with Specialization in Healthcare Management (30-36 credits)

Required Courses:

MBA 651 Health Care Administration Credit Hours: 3

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

MBA 652 Health Care Finance Credit Hours: 3

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

MBA 653 Law for Health Care Professionals Credit Hours: 3

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

MBA 654 Marketing for Health Care Programs | Credit Hours: 3

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

MBA 655 The Health Care System | Credit Hours: 3

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

MBA 656 Health Care Policy | Credit Hours: 3

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

MBA with specialization in International Business (30-36 credits)

Required Courses:

MBA 641 International Marketing Credit Hours: 3

In an environment in which a large portion of income of U.S. firms is earned in foreign markets, foreign competitors increase their market share in the United States, and national economies have become interdependent in the global market, most marketing strategies become international in scope. This course is designed to investigate the implications of the global market for U.S. companies and how it affects their marketing strategies as they are competing in markets around the world. Attention will be focused on problems such as identifying and evaluating opportunities in overseas markets, developing and adapting marketing strategies in relation to specific national market needs and constraints.

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MBA 644 International Economics | Credit Hours: 3

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and international economic relations. Emphasis is placed on the general economic analysis of these issues.

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MBA 646 International Trade | Credit Hours: 3

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

MBA in Nonprofit Management(30-36 credits)

Required Courses:

MBA 691 Theory and Practice of Nonprofit Management Credit Hours: 3

As the general foundation course for the nonprofit concentration, this course focuses on management and administrative issues relating to nonprofit organization. Administrative structure and other subjects related to the difference between nonprofit and for-profit organizations will be addressed. Subjects covered include constituencies, boards strategic planning, marketing, financial management, human resources, volunteer management, and resource development. This course is designed to provide the student with a clear understanding of the most important management issues in the nonprofit sector and to provide the student with a firm foundation in nonprofit administrative concepts and theories. The student will learn to appreciate the difference between the for-profit and nonprofit organization and related management techniques and issues specific to the nonprofit organization as compared to the for-profit or public sector.

MBA 692 Fundraising and Institutional Advancement Credit Hours: 3

The purpose of this course is to introduce students to a variety of fundraising methods, provide the context in which these methods might be used, and provide an understanding of how fundraising operates within public and not-for-profit organizations. The course is directed at students pursuing a management career in the not-for-profit section as well as other graduate students interested in fundraising within public and nonprofit organization.

MBA 693 Accounting and Financial Management for Nonprofit Organizations | Credit Hours: 3

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MBA 694 The Law and Governance of Nonprofit Organizations | | Credit Hours: 3

This course is designed to provide an overview of governance issues as well as basic contract, labor, and tax law issues within the area of nonprofit corporation law. Ethics in nonprofits is included with specific emphasis directed towards self-dealing, fiduciary responsibility, and human resource management. Legal issues covered include a variety of legal problems that nonprofit executive directors or their staff are likely to face, including board organization and management problems.

MBA 695 Marketing for Nonprofit Organizations | Credit Hours: 3

Nonprofit marketing has become a major, legitimate field of study. Today, nonprofit organizations actively employ marketing techniques, including advertising, personal selling, public relations, and product design to reach their goals. This course is designed to study the marketing strategies used by organizations in education, the arts, social services, libraries, and public services. Through case studies and practical examples, the student will be introduced to the special needs of the nonprofit sector and the process for solving marketing problems, as well as the tools and techniques to make effective marketing decisions in specific areas.

MBA 697 Social Entrepreneurship and Sustainability | | Credit Hours: 3

This course explores social entrepreneurship by investigating such questions as: Who are social entrepreneurs? How does social entrepreneurship differ from traditional business entrepreneurship? Can the impact of social entrepreneurship be assessed? In exploring these issues, two foundational elements emerge as critical components in a working understanding of the nature of social entrepreneurship in today's society: who are social entrepreneurs, and what does it take to be successful?

MBA with specialization in in Risk Management (30-36 credits)

Courses:

MSM 601 Managing Risks and Internal Processes Credit Hours: 3

This course examines information technology related business risk management and the methodology that includes risk identification, evaluation and response. The course describes the principles of information technology risk management, the responsibilities and accountability for information technology risk, how to build risk awareness, and how to communicate risk scenarios, business impact and key risk indicators. Included in the course is the opportunity to create a business focused, process oriented and measurement driven risk response plan. This course provides a solid foundation for identifying and managing risks through an established process which incorporates cross functional disciplines as well as the design and implementation of efficient but effective internal controls. The course will address all five components of the COSO Framework for evaluating internal controls, namely: the control environment, risk assessment, control activities, information and communication, and ongoing monitoring activities. The skills acquired in this course will enable students to assist businesses in identifying and mitigating critical risks.

MSM 604 Data Analytics: Enhancing Business Insight & Reporting | Credit Hours: 3

This course is an introduction to Business Analytics. It covers managerial statistical tools in descriptive analytics and predictive analytics, including regression. Other topics covered include forecasting, risk analysis, simulation, and data mining, and decision analysis. This course provides students with the fundamental concepts and tools needed to understand the emerging role of business analytics in organizations and shows students how to apply basic business analytics tools in a spreadsheet environment, and how to communicate with analytics professionals to effectively use and interpret analytic models and results for making better business decisions. Emphasis is placed on applications, concepts and interpretation of results, rather than theory and calculations. Students use a computer software package for data analysis.

MSM 605 Forensic Accounting: Use of Data Analytics & Information Technology | Credit Hours: 3

Use of Forensic Accounting tools and techniques to review detail transactions to identify control weaknesses and potentially fraudulent activities. Application of IT general computer and application controls to prevent control weaknesses and mitigate risk. Introduction and application of auditing technology (e.g., Data Analytics / Visualization, RPA, AI and Blockchain). Use of system risk monitoring processes and tools. The course also introduces the many professional opportunities available to forensic accountants. Students enrolling in this graduate course should have a thorough understanding of the business transaction cycle and, at a minimum, a background in both financial accounting and auditing, obtained through either prior course work or professional experience.

MSM 607 Financial Statement Analysis Credit Hours: 3

Professionals in the business world are often required to perform an in-depth financial review and analysis of a company's financial statements. Independent study allows the student to explore a topic of interest under the close supervision of a faculty member. The course will include directed readings, applied work, performing a financial analysis of a company, including: trend analysis, fluctuation analysis, and ratio analysis. This project will require the student to review all financial information available for the company to be found in the 10K, Annual Report, Stock Market Company and Industry Research Reports, news releases and other information to be found on their website and other SEC Reports. Eventually, in this course, students have the opportunity to review, grasp, and learn the advanced tools such as various models on financial distress and earning manipulation prediction.

MBA 608 Insurance | Credit Hours: 3

Insurance is an integral tool for the management of risk. The appropriate and efficient transfer of risk enables individuals and businesses to focus reducing downside exposure within budgetary limits. This course is designed to introduce the student to the insurance industry, the economics, regulations, contracts and functions of insurance. Topics covered will also include life, health, and individual and commercial property & casualty insurance. Attention will also be paid to employee benefits, Social Security, and annuities.

MBA 609 Logistics & Supply Chain Management Credit Hours: 3

Globalization and international trade have contributed to economic growth, while also tying together economies of many countries. Recent financial and economic crises have also brought to light the potential downside of such integration. This course is a study of globalization, trade, and the logistics of inventory management and product delivery. This course is designed to introduce the student to theory and application of logistics and supply-chain management, including a focus on risk management. Topics covered will include trade, supply chains, transport & international freight flows, inventory management, warehousing, sustainability and managing vulnerabilities.

SCHOOL OF EDUCATION

Additional information about Teacher Education can be found on the Teacher Education website <https://cmsv.instructure.com/courses/20548>

MS in Adolescent Education (Grades 7 Through 12) and Special Education (All Grades Pre-K Through 12) Dual Certification (45 credits)

Methods Courses | Select one of the following methods courses based on undergraduate major:

EDUC 510 Teaching English in Middle and Secondary School Credit Hours: 3

Each course provides students with the knowledge and skills necessary to teach an academic discipline effectively in middle school 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. The course emphasizes the unique nature of the adolescent learner and explores developmentally appropriate strategies to meet the needs of diverse learners. Emphasis will be placed on the role of New York State and Next Generation Learning Standards in planning and implementing instruction.

EDUC 511 Teaching Social Studies in Middle and Secondary School Credit Hours: 3

Each course provides students with the knowledge and skills necessary to teach an academic discipline

effectively in middle school 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. The course emphasizes the unique nature of the adolescent learner and explores developmentally appropriate strategies to meet the needs of diverse learners. Emphasis will be placed on the role of New York State and Next Generation Learning Standards in planning and implementing instruction.

EDUC 512 Teaching Mathematics in Middle and Secondary School | Credit Hours: 3

Each course provides students with the knowledge and skills necessary to teach an academic discipline effectively in middle school 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. The course emphasizes the unique nature of the adolescent learner and explores developmentally appropriate strategies to meet the needs of diverse learners. Emphasis will be placed on the role of New York State and Next Generation Learning Standards in planning and implementing instruction.

EDUC 514 Teaching Science in the Middle and Secondary School | Credit Hours: 3

Each course provides students with the knowledge and skills necessary to teach an academic discipline effectively in middle school 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. The course emphasizes the unique nature of the adolescent learner and explores developmentally appropriate strategies to meet the needs of diverse learners. Emphasis will be placed on the role of New York State and Next Generation Learning Standards in planning and implementing instruction.

Core Courses:

EDUC 502 Foundations in Urban and Multicultural Education | | Credit Hours: 3

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. .

EDUC 506 Language, Cognitive Development, and Cultural Diversity | Credit Hours: 3

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.

EDUC 513 Psychology of Teaching and Learning | | Credit Hours: 3

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.

EDUC 712 Strategies for Inclusion of Special Learners | | Credit Hours: 3

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. Fieldwork required.

EDUC 515 Practicum in Adolescent Education | | Credit Hours: 3

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

EDUC 526 Student Teaching in Adolescent Education | | Credit Hours: 3

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 participate in seminar activities 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. Supervised teaching hours.

EDUC 527: Classroom Management and Social Skills Development | | Credit Hours: 3

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. Fieldwork required.

EDUC 602 Research for Classroom Teachers | Credit Hours: 3

Upon completion of this course the student will be able to understand and apply the results of educational research for use in a variety of educational settings, and the student will be aware of the impact of current research studies on educational practices. The student will investigate the basic nature of educational research along with relevant methods of data collection and analysis. Emphasis will be placed on research problems and findings in student-selected areas of concentration. All students will choose an area for individual classroom research. Findings will be presented in multiple forms. In addition to learning about research, students in this class will share a variety of different resources for classroom use. Field-related project required.

EDUC 620 Teaching Literacy in Inclusive Middle and High School Classrooms | Credit Hours: 3

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 Next Generation 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.

EDUC 714 Assessment and Instruction of Special Learners | Credit Hours: 3

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). Fieldwork required.

EDUC 716 Life Span Education: Transition from Birth to Adulthood | | Credit Hours: 3

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).”

EDUC 728 Teaching Across the Content Areas: Pedagogy in English Language Arts and Social Studies | | Credit Hours: 3

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. Fieldwork required.

EDUC 729 Teaching Across the Content Areas: Pedagogy in Mathematics and Science | | Credit Hours: 3

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. Fieldwork required.

EDUC 760 Student Teaching in Special Education Credit hours: 3

Students teach for one semester under the supervision and mentorship of cooperating teachers and School of 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.

MS in Childhood Education (Grades 1 Through 6) and Special Education (All Grades Pre-K Through 12) Dual Certification (45 credits)

Required Courses:

EDUC 502 Foundations in Urban and Multicultural Education Credit Hours: 3

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. Fieldwork required.

EDUC 506 Language, Cognitive Development, and Cultural Diversity | Credit Hours: 3

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. .

EDUC 513 Psychology of Teaching and Learning | Credit Hours: 3

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.

EDUC 522 Teaching Mathematics in Inclusive Classrooms | Credit Hours: 3

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.

EDUC 523 Practicum in Childhood Education | | Credit Hours: 3

The student will meet regularly with the field supervisor at the school site as well as a seminar activities 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 536 course syllabi. Practicum hours required.

EDUC 524 Teaching Science & Social Studies in Inclusive Classrooms | | Credit Hours: 3

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 Next Generation Mathematics, English Language Arts, and New York State Science Learning Standards. An emphasis of this course is on developing an awareness of and respect for cultural diversity and multiple perspectives.

EDUC 527 Classroom Management and Social Skills Development | | Credit Hours: 3

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. Fieldwork required.

EDUC 530 Student Teaching in General Education | | Credit Hours: 3

Students teach for one semester under the supervision of cooperating teachers and teacher education faculty. Placements are in an inclusive or general setting appropriate to certification area. 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. Supervised teaching hours.

EDUC 536 Teaching Literacy in the Inclusive Elementary Classroom | | Credit Hours: 3

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 Next Generation English Language Arts Standards. 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. Fieldwork required.

EDUC 602 Research for Classroom Teachers | s | Credit Hours: 3

Upon completion of this course the student will be able to understand and apply the results of educational research for use in a variety of educational settings, and the student will be aware of the impact of current research studies on educational practices. The student will investigate the basic nature of educational research along with relevant methods of data collection and analysis. Emphasis will be placed on research problems and findings in student-selected areas of concentration. All students will choose an area for individual classroom research. Findings will be presented in multiple forms. In addition to learning about research, students in this class will share a variety of different resources for classroom use. Field-related project required.

EDUC 628 Assessment and Remediation of Literacy Disabilities | Credit Hours: 3

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. Field experience required.

EDUC 712 Strategies for Inclusion of Special Learners | Credit Hours: 3

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. Fieldwork required.

EDUC 714 Assessment and Instruction of Special Learners | Credit Hours: 3

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). Fieldwork required.

EDUC 716 Life Span Education: Transition from Birth to Adulthood | | Credit Hours: 3

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)."

EDUC 760 Student Teaching in Special Education | | Credit Hours: 3

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. Supervised teaching hours.

MS in Childhood Education and Teaching English to Speakers of Other Languages (Dual Certification) (45 credits)

Required Courses:

EDUC 502 Foundations in Urban and Multicultural Education | Credit Hours: 3

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.

EDUC 506 Language, Cognitive Development, and Cultural Diversity | Credit Hours: 3

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. .

EDUC 507 Linguistic Analysis | | Credit Hours: 3

This course examines the components of language in order to define the nature of language and its connection to the 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. Fieldwork required.

EDUC 508 Structure of American English Credit Hours: 3

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

EDUC 513 Psychology of Teaching and Learning | Credit Hours: 3

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.

EDUC 523 Practicum in Childhood Education | | Credit Hours: 3

The student will meet regularly with the field supervisor at the school site as well as a seminar activities 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 536 course syllabi. Practicum hours required.

EDUC 530 Student Teaching in General Education | | Credit Hours: 3

Students teach for one semester under the supervision of cooperating teachers and teacher education faculty. Placements are in an inclusive or general setting appropriate to certification area. 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. Supervised teaching hours.

EDUC 536 Teaching Literacy in the Inclusive Elementary Classroom | | Credit Hours: 3

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 Next Generation English Language Arts Standards. 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. Fieldwork required.

EDUC 522 Teaching Mathematics in Inclusive Classrooms | | Credit Hours: 3

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.

EDUC 712 Strategies for Inclusion of Special Learners | Credit Hours: 3

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. Fieldwork required.

EDUC 722 Teaching English as a Second Language I | | Credit Hours: 3

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, sociolinguistic and psycholinguistic 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. Fieldwork required.

EDUC 725 Teaching Across the Content Areas: Methods of TESOL, Grades Pre-K-12 | Credit Hours: 3

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.

EDUC 726 Assessment in English as a Second Language | Credit Hours: 3

This course includes an examination of procedures and instruments, standardized and classroom-based, used in literacy, language proficiency, and content-area assessments. Instruction in design and use of instruments and rubrics will be addressed. In addition, analysis and interpretation of assessment results will be explored to make informed instructional decisions.

EDUC 602 Research for Classroom Teachers | | Credit Hours: 3

Upon completion of this course the student will be able to understand and apply the results of educational research for use in a variety of educational settings, and the student will be aware of the impact of current research studies on educational practices. The student will investigate the basic nature of educational research along with relevant methods of data collection and analysis. Emphasis will be placed on research problems and findings in student-selected areas of concentration. All students will choose an area for individual classroom research. Findings will be presented in multiple forms. In addition to learning about research, students in this class will share a variety of different resources for classroom use. Field-related project required.

EDUC 752 Supervised Student Teaching in TESOL (All Grades) | | Credit Hours: 3

Student teaching requires teaching students learning English as a New Language (ENL) for one semester under the supervision and mentorship of cooperating teachers and teacher education faculty. Faculty observe and confer with student teachers individually. In addition, student teachers 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).

MS in Early Childhood Education and Special Education (Dual Certificate Birth-Grade 2) (46 credits)

Required Courses:

EDUC 340 Introduction to Special Education | | Credit Hours: 3

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. .

EDUC 506 Language, Cognitive Development, and Cultural Diversity | | Credit Hours: 3

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.

EDUC 513 Psychology of Teaching and Learning | | Credit Hours: 3

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.

EDUC 522 Teaching Mathematics in Inclusive Classrooms | | Credit Hours: 3

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.

EDUC 524 Teaching Science & Social Studies in Inclusive Classrooms | Credit Hours: 3

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 Next Generation Mathematics, English Language Arts, and New York State Science Learning Standards. An emphasis of this course is on developing an awareness of and respect for cultural diversity and multiple perspectives.

EDUC 527 Classroom Management and Social Skills Development | | Credit Hours: 3

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. Fieldwork required.

EDUC 528 Strategies for Inclusion, Differentiation and UDL | | Credit Hours: 3

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. Field experience may be required based on program specialization. Fieldwork required.

EDUC 530 Student Teaching in General Education | | Credit Hours: 3

Students teach for one semester under the supervision of cooperating teachers and teacher education faculty. Placements are in an inclusive or general setting appropriate to certification area. 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. Supervised teaching hours.

EDUC 509 Working with Systems, Teams, and Culturally Diverse Families Credit hours: 2

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 will be covered. This course emphasizes strength 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.

EDUC 535 Introduction to Assistive Technology Credit hours: 2

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. EDUC 602 Research for Classroom Teachers | | Credit Hours: 3

Upon completion of this course the student will be able to understand and apply the results of educational research for use in a variety of educational settings, and the student will be aware of the impact of current research studies on educational practices. The student will investigate the basic nature of educational research along with relevant methods of data collection and analysis. Emphasis will be placed on research problems and findings in student-selected areas of concentration. All students will choose an area for individual classroom research. Findings will be presented in multiple forms. In addition to learning about research, students in this class will share a variety of different resources for classroom use. Field-related project required.

EDUC 621 Early Literacy Methods I | | Credit Hours: 3

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. Fieldwork required.

EDUC 622 Early Literacy Methods II | | Credit Hours: 3

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. Fieldwork required.

EDUC 675 Assessment of Young Children | | Credit Hours: 3

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. Fieldwork required.

EDUC 710 Practicum in Teaching Early Literacy and Mathematics | | Credit Hours: 3

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 literacies, 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. Fieldwork required.

EDUC 760 Student Teaching in Special Education | | Credit Hours: 3

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. Supervised teaching hours.

MS in Special Education (All Grades Pre-K Through 12): Professional Program (for Certified Teachers) (30 credits)

Required Courses:

EDUC 502 Foundations in Urban and Multicultural Education | Credit Hours: 3

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.

EDUC 506 Language, Cognitive Development, and Cultural Diversity | | Credit Hours: 3

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.

EDUC 729 Teaching Across the Content Areas: Pedagogy in Mathematics and Science | | Credit Hours: 3

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. Fieldwork required.

EDUC 728 Teaching Across the Content Areas: Pedagogy in English Language Arts and Social Studies | | Credit Hours: 3

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. Fieldwork required.

EDUC 714 Assessment and Instruction of Special Learners | | Credit Hours: 3

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). Fieldwork required.

EDUC 527 Classroom Management and Social Skills Development | | Credit Hours: 3

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. Fieldwork required.

EDUC 760 Student Teaching in Special Education | | Credit Hours: 3

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. Supervised teaching hours.

EDUC 716 Life Span Education: Transition from Birth to Adulthood | | Credit Hours: 3

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)."

EDUC 628 Assessment and Remediation of Literacy Disabilities | | Credit Hours: 3

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. Field experience required.

602 Research for Classroom Teachers | | Credit Hours: 3

Upon completion of this course the student will be able to understand and apply the results of educational research for use in a variety of educational settings, and the student will be aware of the impact of current research studies on educational practices. The student will investigate the basic nature of educational research along with relevant methods of data collection and analysis. Emphasis will be placed on research problems and findings in student-selected areas of concentration. All students will choose an area for individual classroom research. Findings will be presented in multiple forms. In addition to learning about research, students in this class will share a variety of different resources for classroom use. Field-related project required.

MS in Special Education (All Grades Pre-K Through 12) with Certificate: Initial Certification Program (36 credits)

Required Courses:

EDUC 513 Psychology of Teaching and Learning | | Credit Hours: 3

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.

EDUC 712 Strategies for Inclusion of Special Learners | | Credit Hours: 3

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. Fieldwork required.

EDUC 502 Foundations in Urban and Multicultural Education | | Credit Hours: 3

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.

EDUC 506 Language, Cognitive Development, and Cultural Diversity | | Credit Hours: 3

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.

EDUC 729 Teaching Across the Content Areas: Pedagogy in Mathematics and Science | Credit Hours: 3

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. Fieldwork required.

EDUC 728 Teaching Across the Content Areas: Pedagogy in English Language Arts and Social Studies
Credit Hours: 3

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. Fieldwork required.

EDUC 714 Assessment and Instruction of Special Learners | | Credit Hours: 3

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). Fieldwork required.

EDUC 527 Classroom Management and Social Skills Development | Credit Hours: 3

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. Fieldwork required.

EDUC 760 Student Teaching in Special Education | Credit Hours: 3

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. Supervised teaching hours.

EDUC 716 Life Span Education: Transition from Birth to Adulthood | | Credit Hours: 3

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)."

EDUC 628 Assessment and Remediation of Literacy Disabilities | | Credit Hours: 3

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. Field experience required.

EDUC 602 Research for Classroom Teachers | | Credit Hours: 3

Upon completion of this course the student will be able to understand and apply the results of educational research for use in a variety of educational settings, and the student will be aware of the impact of current research studies on educational practices. The student will investigate the basic nature of educational research along with relevant methods of data collection and analysis. Emphasis will be placed on research problems and findings in student-selected areas of concentration. All students will choose an area for individual classroom research. Findings will be presented in multiple forms. In addition to learning about research, students in this class will share a variety of different resources for classroom use. Field-related project required.

MS in Teaching English to Speakers of Other Languages (30-36 credits)

Required Courses:

EDUC 502 Foundations in Urban and Multicultural Education | | Credit Hours: 3

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.

EDUC 506 Language, Cognitive Development, and Cultural Diversity | | Credit Hours: 3

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.

EDUC 507 Linguistic Analysis | | Credit Hours: 3

This course examines the components of language in order to define the nature of language and its connection to the 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. Fieldwork required.

EDUC 508 Structure of American English | | Credit Hours: 3

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

EDUC 605 Curriculum and Materials in TESOL | | Credit Hours: 3

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. Fieldwork required.

EDUC 722 Teaching English as a Second Language I | | Credit Hours: 3

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, sociolinguistic and psycholinguistic 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. Fieldwork required.

EDUC 725 Teaching Across the Content Areas: Methods of TESOL, Grades Pre-K-12 | | Credit Hours: 3

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. Fieldwork required.

EDUC 726 Assessment in English as a Second Language | Credit Hours: 3

This course includes an examination of procedures and instruments, standardized and classroom-based, used in literacy, language proficiency, and content-area assessments. Instruction in design and use of instruments and rubrics will be addressed. In addition, analysis and interpretation of assessment results will be explored to make informed instructional decisions.

EDUC 602 Research for Classroom Teachers | | Credit Hours: 3

Upon completion of this course the student will be able to understand and apply the results of educational research for use in a variety of educational settings, and the student will be aware of the impact of current research studies on educational practices. The student will investigate the basic nature of educational research along with relevant methods of data collection and analysis. Emphasis will be placed on research problems and findings in student-selected areas of concentration. All students will choose an area for individual classroom research. Findings will be presented in multiple forms. In addition to learning about research, students in this class will share a variety of different resources for classroom use. Field-related project required.

EDUC 752 Supervised Student Teaching in TESOL (All Grades) | | Credit Hours: 3

Student teaching requires teaching students learning English as a New Language (ENL) for one semester under the supervision and mentorship of cooperating teachers and teacher education faculty. Faculty observe and confer with student teachers individually. In addition, student teachers 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).

Students without a teaching license must complete these two additional courses:

EDUC 536 Teaching Literacy in the Inclusive Elementary Classroom | | Credit Hours: 3

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 Next Generation English Language Arts Standards. 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. Fieldwork required.

EDUC 712 Strategies for Inclusion of Special Learners | Credit Hours: 3

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. Fieldwork required.

ESOL Additional Certificate (12 credits)

Required Courses:

EDUC 507 Linguistic Analysis | Credit Hours: 3

This course examines the components of language in order to define the nature of language and its connection to the 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. Fieldwork required.

EDUC 508 Structure of American English | Credit Hours: 3

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

EDUC 722 Teaching English as a Second Language I | | Credit Hours: 3

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, sociolinguistic and psycholinguistic 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. Fieldwork required.

EDUC 725 Teaching Across the Content Areas: Methods of TESOL, Grades Pre-K-12 | | Credit Hours: 3

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. Fieldwork required.

Certificate Programs

Advanced Certificate – Diversity, Equity, and Inclusion (12 credits)

Required Courses:

DEI 507 Introduction to Diversity, Equity and Inclusion | 7 weeks | Credit Hours: 3

This course equips participants with a sound knowledge base in critical multicultural principles and strategies. It provides both definition and rationale. Employing historical perspective, and through the use of lecture, video analysis and class reflection, it traces the development of cultures, prejudices, and stereotypes in American society and relates them to economic and political factors. Participants apply this information and knowledge to many different communities and formulate a personal philosophy and perspective of multiculturalism that apply specifically to create, support and advance diversity, inclusion and equity.

DEI 508 Cross-Cultural Communications | : 7 weeks | Credit Hours: 3

This course equips students with a sound knowledge base in cross cultural communication. It provides both definition and rationale. Employing a theoretical approach, and through the use of lecture, video analysis and class reflection, the course considers the dynamics and influence of cultural diversity in everyday communication. Students will apply this to a variety of settings, such as the urban classroom and the workplace. They will formulate a personal and professional strategy for engaging in cross cultural communication. Modifications of the syllabus may be necessary, and will be announced by the instructor to the class. This course focuses on self-awareness, group dynamics, effective communication and conflict resolution with an emphasis on cross cultural interactions and prejudice reduction.

DEI 509 Diversity and Inclusion Organizational and Self-Assessments | : 7 weeks | Credit Hours: 3

The first step organizations can take to become more culturally competent and aware of their goals related to diversity and inclusion is to complete an organizational assessment. These tools allow for organizations to examine their current status and then set a plan to move forward.

DEI 510 Building Communities of Participation | | Credit Hours: 3

This course builds on the work done and considered in the previous courses in the DEI Certificate Program (DEI 507,508, and 509) with the goal of developing and honing the possibilities for “building community” based on the principles, values and strategies embraced throughout the course work of the DEI Certificate Program. Through an analysis and discussion of different approaches to community dynamics and interactions, this course will offer participants the opportunity to explore, develop and implement a program of “transformation” and “change” for the community they participate in and serve."

Advanced Certificate – Risk Management (12 credits)

Required Courses:

MSM 601 Managing Risks and Internal Processes | Credit Hours: 3

This course examines information technology related business risk management and the methodology that includes risk identification, evaluation and response. The course describes the principles of information technology risk management, the responsibilities and accountability for information technology risk, how to build risk awareness, and how to communicate risk scenarios, business impact and key risk indicators. Included in the course is the opportunity to create a business focused, process oriented and measurement driven risk response plan. This course provides a solid foundation for identifying and managing risks through an established process which incorporates cross functional disciplines as well as the design and implementation of efficient but effective internal controls. The course will address all five components of the COSO Framework for evaluating internal controls, namely: the control environment, risk assessment, control activities, information and communication, and ongoing monitoring activities. The skills acquired in this course will enable students to assist businesses in identifying and mitigating critical risks.

MSM 604 Data Analytics: Enhancing Business Insight & Reporting | | Credit Hours: 3

This course is an introduction to Business Analytics. It covers managerial statistical tools in descriptive analytics and predictive analytics, including regression. Other topics covered include forecasting, risk analysis, simulation, and data mining, and decision analysis. This course provides students with the fundamental concepts and tools needed to understand the emerging role of business analytics in organizations and shows students how to apply basic business analytics tools in a spreadsheet environment, and how to communicate with analytics professionals to effectively use and interpret analytic models and results for making better business decisions. Emphasis is placed on applications, concepts and interpretation of results, rather than theory and calculations. Students use a computer software package for data analysis.

MSM 605 Forensic Accounting: Use of Data Analytics & Information Technology | Duration: | Credit Hours: 3

Use of Forensic Accounting tools and techniques to review detail transactions to identify control weaknesses and potentially fraudulent activities. Application of IT general computer and application controls to prevent control weaknesses and mitigate risk. Introduction and application of auditing technology (e.g., Data Analytics / Visualization, RPA, AI and Blockchain). Use of system risk monitoring processes and tools. The course also introduces the many professional opportunities available to forensic accountants. Students enrolling in this graduate course should have a thorough understanding of the business transaction cycle and, at a minimum, a background in both financial accounting and auditing, obtained through either prior course work or professional experience.

MSM 607 Financial Statement Analysis | | Credit Hours: 3

Professionals in the business world are often required to perform an in-depth financial review and analysis of a company's financial statements. Independent study allows the student to explore a topic of interest under the close supervision of a faculty member. The course will include directed readings, applied work, performing a financial analysis of a company, including: trend analysis, fluctuation

analysis, and ratio analysis. This project will require the student to review all financial information available for the company to be found in the 10K, Annual Report, Stock Market Company and Industry Research Reports, news releases and other information to be found on their website and other SEC Reports. Eventually, in this course, students have the opportunity to review, grasp, and learn the advanced tools such as various models on financial distress and earning manipulation prediction.

ESOL Additional Certificate (12 credits)

Required Courses:

EDUC 507 Linguistic Analysis | | Credit Hours: 3

This course examines the components of language in order to define the nature of language and its connection to the 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. Fieldwork required.

EDUC 508 Structure of American English | | Credit Hours: 3

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

EDUC 722 Teaching English as a Second Language I | | Credit Hours: 3

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, sociolinguistic and psycholinguistic 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. Fieldwork required.

EDUC 725 Teaching Across the Content Areas: Methods of TESOL, Grades Pre-K-12 | | Credit Hours: 3

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. Fieldwork required.

For more information about the Advanced Certificate Program, Family Nurse Practitioner, please see the Graduate Nursing section of this Graduate Catalog.

Professional & Graduate Tuition and Fees

Academic Year 2025-2026	
Graduate Programs	
<u>MS in Education Adolescent Education and Special Education – Dual Certification</u> (full-time) (per term, program is four terms)	\$5,500
<u>MS in Education Childhood Education and Special Education – Dual Certification</u> (full-time) (per term, program is four terms)	\$5,500
MS in Education Childhood Education and TESOL – Dual Certification (full-time) (per term, program is four terms)	\$5,500
MS in Education (part-time) (per credit hour)	\$625
MBA (per credit hour)	\$850
MS in Nursing (per credit hour)	\$980
Nursing 600 (per billing hour)	\$980
Fees	
Technology Fee (full-time) (per term) <i>Effective Summer 2025</i>	\$340
Technology Fee (part-time) (per credit/billing hour) <i>Effective Summer 2025</i>	\$27
Clinical Fee (per clinical nursing course)	\$200
Housing Charge (per month; excludes meals) (for new annual	\$1,250

rental agreements effective on or after June 1, 2023)	
Meal Plan (per term)	\$270
Student Teaching Fee (per course)	\$750
Certificate Programs	
Certified Financial Planner (per course)	\$695
Certified Financial Planner (per program, 7 courses)	\$3,995
Conditionally Accepted English Language Program	
Per Session	\$3,975
Student Health Insurance*	
Full-Time Graduate Students (per year, student only)	\$5,049

Tuition and fee costs are subject to change and are determined annually. Please be aware that future tuition costs and fees may differ from year to year. Updated figures will be published on our website each year.

**Passthrough to student. Premium is determined by health insurance carrier. Student is exempt from this fee if documentation of appropriate health insurance coverage is provided.*

Health Profession Tuition/Fees

Academic Year 2025-2026	
Accelerated BS in Nursing Ground Program	
Full-Time Tuition (per term) <i>Cohorts starting in academic year 2024-2025 and 2025-2026</i>	\$16,900
Full-Time Tuition (per term) <i>Cohorts starting in academic year 2022-2023 and 2023-2024</i>	\$16,250
Full-Time Tuition (per term) <i>Cohorts starting before 2022-2023</i>	\$13,625
Technology Fee (per term) <i>Effective Summer 2025</i>	\$340
Nursing Program Fee (per term) <i>Effective Summer 2025</i>	\$1,125
Academic Service Fee (per term) <i>Effective Summer 2025</i>	\$320
Accelerated BS in Nursing Hybrid Program	
Full-Time Tuition (per term) <i>Cohorts starting in academic year 2024-2025 and 2025-2026</i>	\$16,900
Full-Time Tuition (per term) <i>Cohorts starting in academic years 2022-2023 and 2023-2024</i>	\$16,250
Technology Fee (per term) <i>Effective Summer 2025</i>	\$340
Nursing Program Fee (per term) <i>Effective Summer 2025</i>	\$1,125

Academic Service Fee (per term) <i>Effective Summer 2025</i>	\$320
Physician Assistant Program	
Full-Time Tuition (per term) <i>Cohort starting in Fall 2024 and Fall 2025</i>	\$16,900
Full-Time Tuition (per term) <i>Cohort starting in Fall 2023</i>	\$16,250
Full-Time Tuition (per term) <i>Cohort starting in Fall 2022</i>	\$13,850
Technology Fee (per term) <i>Effective Summer 2025</i>	\$340
PA Program Fee (per term) (for clinical fee and various student resources)	\$1,535
Academic Service Fee (per term) <i>Effective Summer 2025</i>	\$320
Student Activities Fee (per year) (billed in Fall term)	\$400
Housing and Food (For students at Riverdale campus)	
Housing Charge (per month; excludes meals) (for new annual rental agreements effective on or after June 1)	\$1,250
Meal Plan (per term)	\$270
Student Health Insurance*	
Full-Time Undergraduate Students (per year, student only)	\$3,056
Full-Time Graduate Students (per year, student only)	\$5,049

Learn more about the ABSN Tuition and Fees.

Tuition and fee costs are subject to change and are determined annually. Please be aware that future tuition costs and fees may differ from year to year. Updated figures will be published on our website each year.

**Passthrough to student. Premium is determined by health insurance carrier. Student is exempt from this fee if documentation of appropriate health insurance coverage is provided.*

Academic Calendar for Graduate Teacher Education and Business Programs 2025-2026

