



# MARIA

COLLEGE

2014-2015  
Academic  
Catalog



# MARIA

COLLEGE

*Aspire. Achieve. Become.™*

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# A MESSAGE FROM THE PRESIDENT

Dear Students,

Welcome to Maria College! As Maria College president it gives me great pleasure to welcome you to our fine institution – a college known for excellence throughout the Capital Region. Recently the New York Board of Regents approved Maria's new charter – a charter change that established Maria College as a baccalaureate degree institution. While we will continue to offer our popular two-year degrees, the college has become a four-year college. This means a number of four-year degrees will be sent to the New York Department of Education for approval, and once the approval process is completed, our students will be able to select from an interesting array of four-year degree options.



I am often asked, with so many colleges and universities to choose from, what separates Maria College from the rest? The answer is simply three words: Affordability, Access, and Opportunity. As Maria College offers one of the lowest tuitions of any four-year private college in the United States, our affordability is highly attractive to families and returning students. Access, because our College goes out of its way to provide flexible scheduling – offering classes during the day, evening, weekends, and online. And as a College of Opportunity, our programs are high demand and relevant educational offerings that prepare students for meaningful lives and careers.

I wish you great future success as you begin your journey at Maria College. Your years at Maria are years you will remember the rest of your life.

Sincerely,

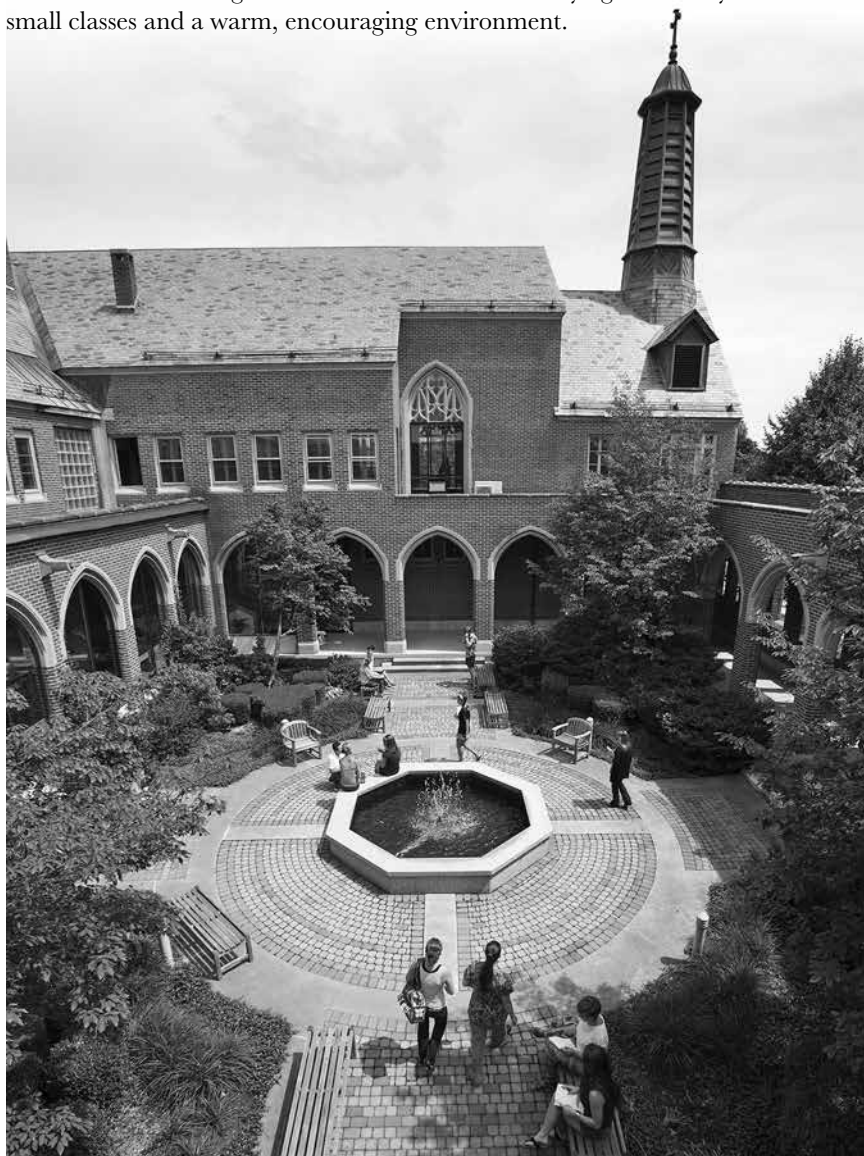
Dr. Lea Johnson, President



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*Service to others...*  
**THE MARIA MISSION**

The mission of Maria College is to instill in our graduates a respect for the dignity of each person and the ability to transform learned skills into caring service. The ideal of “service to others” is rooted in the Judeo-Christian tradition and the ideals of the Sisters of Mercy, who founded and sponsor the College. The intent of the College is to provide educational programs with high academic standards, convenient scheduling and formats for students of any age who may benefit from small classes and a warm, encouraging environment.





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# MARIA'S CORE VALUES

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## SERVICE

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|--|--|
| We...    ~seek to translate learned skills into competent and caring service.                                | ~use our personal and professional gifts for life enhancement.                     |
| ~cultivate awareness and a sensitive response to persons in need, particularly the poor and disenfranchised. | ~deepen and assimilate more conscious practices of peace, justice and nonviolence. |

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## SCHOLARSHIP

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| We...    ~strive for academic excellence.                       | ~develop intellectual curiosity and the practice of critical thinking. |
| ~nurture a reverence for learning.                              | ~recognize education as an ongoing process.                            |
| ~maintain high standards of scholarship and academic integrity. |  |

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## COMMUNITY

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| We...    ~advocate the fostering of meaningful relationships.           | ~seek out possibilities of creative connections.                        |
| ~stand in solidarity with others, both in suffering and in celebration. | ~create opportunities for communication and communion.                  |
| ~are hospitable to all persons, lifestyles and ideas.                   | ~manifest values of complementarity, collaboration and interdependence. |
| ~develop a global perspective.  |   |

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## INTEGRITY

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| We...    ~seek to develop congruence in word and deed.            | ~strive for honesty in all spheres of life and work. |
| ~take responsibility for our own choices.                         | ~are impeccable with our word.                       |
| ~are mindful of the connectedness of body, mind, soul and spirit. |  |

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## RESPECT

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| We...    ~reverence the dignity of all persons and the beauty of creation.           | ~increase our awareness of the sacredness of the earth and work more effectively toward the sustainability of life and the dignity of all persons. |
| ~practice reverence.   |  |
| ~maintain a spirit of openness to persons, ideas and new ways of thinking and being. |  |

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## COMPASSION

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| We...    ~respond to suffering with sensitivity and loving care. | ~are kind and considerate.                   |
| ~learn to observe with the eyes and ears of the heart.           | ~seek to forgive rather than harbor grudges. |
| ~reach out to others in need.                                    | ~are not judgmental.                         |

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# EVOLUTION OF A COLLEGE

In 1958, the Religious Sisters of Mercy founded Maria as a Sister Formation and Liberal Arts college with a student body of 52. Today we serve just over 1,000 students, men and women, who attend our day, evening and weekend classes, and are enrolled in our online course offerings. From its founding, the mission of the College has been to educate for service — service to the greater Capital Region and to the communities in which its graduates live and work. Although Maria was established to educate the Sisters of Mercy, the vision soon broadened with the College's first degree program with enrollment open to the community: Early Childhood Education. All degree programs were opened to coeducational enrollment in 1971, and today male enrollment accounts for more than 20% of Maria's student body.

To demonstrate its conviction that the opportunity to learn should be made available to the serious student, Maria established innovative flexible scheduling formats. These formats serve those who want to learn — from recent high school graduates and those seeking to advance or change careers, to older students returning to school from the home — and whose personal schedules have excluded them from further education. In 1971, the College established an active Evening Division, which offers degrees in a three-year sequence. In 1981, Maria created the first Weekend College in northeastern New York, with classes every other weekend. The Weekend College, which makes it possible to earn an associate degree in a two-year time frame, best serves the needs of the mature student who must coordinate family and career responsibilities with educational opportunity.

The Learning Resource Center, which was created in 1982 and has become a major support service for Maria students, has two goals. The first is to provide tutorials for development/remediation in math computation and concepts, study skills and language arts; the second is to provide the general student body with supplemental learning materials. The center's resources include computers and audiovisual equipment, and it is staffed and available to students in all divisions.

## THE CAMPUS

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The College's intimate campus helps create an academic atmosphere that embraces both the timeless and the contemporary: timeless because of the commitment to humanities-based learning, and contemporary because of the modern environment in which these classic convictions of the human spirit are nurtured. Maria's main building was constructed in 1959 and today houses classrooms, computer and information processing laboratories, multimedia and learning resource centers, administrative and faculty offices, and a working library with more than 60,000

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volumes and on- and off-campus Internet access.

The cloistered convent of a Dominican order that abutted the campus was purchased from the Catholic Diocese of Albany in 1970 to house Maria's health care programs. In 1984, the convent was transformed into a state-of-the-art allied health facility. The convent — renamed Marian Hall — had been renovated to preserve architectural integrity, and in 1986, was designated an historic building by the Historic Albany Foundation.

## **MARIA TODAY**

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Maria has enjoyed more than five decades of growth due in great part to the success of its graduates, but underlying this success is the delicate balance the College has maintained between its commitment to the liberal arts and the highly contemporary, career-oriented degrees it offers. This balance breathes life into an educational philosophy that seeks to instill in its graduates respect for the dignity of the individual, as well as the ability to transform learned skills into vehicles of service.

The College, a nonprofit, independent, coeducational institution, offers a variety of bachelor degrees, associate degrees and certificate programs. Students can currently pursue the following degrees: Bachelor of Science in Nursing, Bachelor of Science in Psychology, Associate in Applied Science (Accounting, Early Childhood Education, Management, Nursing, Occupational Therapy Assistant and Paralegal); Associate in Arts (Education Transfer Program and Liberal Arts – Concentrations in English, Psychology and Religious Studies/Philosophy); and Associate in Science (General Studies). Because a Maria education has from its founding been grounded in the liberal arts, Maria's degrees qualify for transfer to four-year institutions — a cost-effective benefit that increasing numbers of its graduates elect. The wide range of associate degree programs is therefore both a gateway to a professional career and preparation for further education. Professional Certificate programs, which are especially attractive to students already in the workforce who wish to advance their careers, are available in the following: Bereavement Studies, Gerontology, Paralegal, Practical Nurse (LPN Training) and Teaching Assistant.

Maria's commitment to the needs of the individual student is nowhere more evident than in its guidance and counseling programs: academic guidance through a faculty advisor assigned each student; personal counseling through the Counseling Center; spiritual guidance through the Campus Ministry Office; and career guidance through the College's Office of Career Services, a service that is available to alumni as well. A student/faculty ratio of 14:1 ensures personal attention and meaningful interaction with faculty and staff.

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# GOALS AND LEARNING OUTCOMES

## **MARIA COLLEGE WILL:**

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- Provide high quality career and transfer programs for a student population diverse in age and background, and deliver these programs without discrimination at moderate costs, with flexible time scheduling, while maintaining high academic standards.
- Design methods of instruction that provide quality education, which includes maintaining an expert faculty and integrating the latest technological developments into the curriculum.
- Be alert for the needs of the student population that can best be served by a small college with close faculty/student relationships.
- Deliver all programs in a cost-effective, fiscally sound manner.

## **MARIA COLLEGE GRADUATES WILL BE ABLE TO:**

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- Use ethical reasoning and critical thinking to make reflective and discerning decisions in their personal and professional lives.
- Demonstrate career skills supported by a broad general education.
- Speak and write technically correct English and read for meaning in a wide range of materials.
- Demonstrate competency in the use of contemporary forms of technology.
- Obtain, manage and evaluate information effectively using the library and other information resources.
- Synthesize material from multiple academic disciplines, which develops and inspires the desire for life-long learning.
- Analyze scientific, qualitative and quantitative evidence.

*Reaffirmed by the Board of Trustees February 7, 2012.*



# ACADEMIC CALENDAR

## 2014-2015

DAY & EVENING DIVISION	WEEKEND COLLEGE
<b>August 2014</b>	<b>September 2014</b>
25 Fall Semester Begins	6 Fall Semester Begins
29 Last Day to Add Classes	21 Last Day to Add Classes
<b>October 2014</b>	<b>November 2014</b>
31 Last Day to Withdraw	3 Last Day to Withdraw
<b>December 2014</b>	<b>December 2014</b>
9-12 Final Examinations (D)	21 Final Examinations
8-11 Final Examinations (E)	
<b>January 2015</b>	<b>January 2015</b>
12 Spring Semester Begins	17 Spring Semester Begins
16 Last Day to Add Classes	25 Last Day to Add Classes
<b>March 2015</b>	<b>March 2015</b>
27 Last Day to Withdraw	27 Last Day to Withdraw
<b>May 2015</b>	<b>April 2015</b>
5-8 Final Examinations (D)	26 Final Examinations
4-7 Final Examinations (E)	

### ***Commencement - May 17, 2015***

#### **Holidays & Vacations**

September 1, 2014	Labor Day
October 13, 2014	Columbus Day
November 26-28, 2014	Thanksgiving Recess
December 22, 2014 - January 11, 2015	Christmas Recess
January 19, 2015	Martin Luther King Day
March 16-20, 2015	Spring Recess
April 3, 2015	Good Friday



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## ACCREDITATION AND MEMBERSHIP

*Maria College is chartered by the Board of Regents of the University of the State of New York and its programs are registered with the New York State Education Department, Room 981, Education Building Annex, Albany, New York 12234, Phone: (518) 486-3633.*

*Maria College is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104, Phone: (267) 284-5000. The Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Commission on Recognition of Postsecondary Accreditation.*

### THE COLLEGE HOLDS MEMBERSHIP IN:

- ~ Accreditation Commission for Education in Nursing
- ~ Accreditation Council for Occupational Therapy Education
- ~ Albany-Colonie Regional Chamber of Commerce
- ~ American Association of Collegiate Registrar and Admissions Officers
- ~ American Association of Community and Junior Colleges
- ~ American Association for Higher Education
- ~ American Council on Education
- ~ American Counseling Association
- ~ American Library Association
- ~ Association of Catholic Colleges and Universities
- ~ Capital District Counseling Association
- ~ Capital District Library Council
- ~ Capital Region Career Consortium
- ~ Catholic Library Association
- ~ College Entrance Examination Board
- ~ Commission on Independent Colleges and Universities of the State of New York
- ~ Conference for Mercy Higher Education
- ~ Council of Independent Colleges
- ~ Environmental Consortium of Colleges and Universities
- ~ Middle States Association of Collegiate Registrar and Admissions Officers
- ~ National Association for Education of Young Children
- ~ National Association of Colleges and Employers
- ~ National Association of Independent Colleges and Universities
- ~ National Catholic Education Association
- ~ New York Counseling Association
- ~ New York State Associate Degree Nursing Council
- ~ New York State Disabilities Services Council
- ~ New York State Library Association
- ~ National Council of Associate Degree Programs
- ~ Phi Theta Kappa International Honor Society

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# ACADEMIC REGULATIONS

## CREDIT HOUR DEFINITION

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### **Maria College Credit Hour Policy:**

The credit hour policy at Maria College is based on a strict application of the U.S. Department of Education definition of a credit hour and in accordance with New York State Department of Education credit hour regulations and in compliance with the policies set forth by the Middle States Commission on Higher Education. Specifically, the College applies the federal definition of a credit hour: “the amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates –

- (1) Not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
- (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.”

All credit-bearing courses at Maria College must comply with Section 50.1 (o) of the New York State Commissioner of Education Regulations: “Semester hour means a credit, point, or other unit granted for the satisfactory completion of a course which requires at least 15 hours (of 50 minutes each) of instruction and at least 30 hours of supplementary assignments, except as otherwise provided pursuant to section 52.2(c)(4) of this Subchapter. This basic measure shall be adjusted proportionately to translate the value of other academic calendars and formats of study in relation to the credit granted for study during the two semesters that comprise an academic year.”

### **Application of the Credit Hour**

**Policy:** The Maria College credit hour policy applies to all courses that award academic credit regardless of the mode of delivery including but not limited to lecture, seminar, laboratory, online, hybrid, and self-paced. Academic departments and the Academic Affairs Committee are responsible for ensuring that credit hours are awarded only for academic work that meets the requirements outlined in this policy. The expectation of contact time inside the classroom and student effort outside the classroom is the same in all formats of a course regardless of mode of instructional delivery whether fully online, hybrid of in-person and online delivery, or delivered in lecture or seminar format. Courses that have less structured classroom formats such as independent study, internships,

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cooperative learning, practica, clinical, fieldwork or other academic work leading to the awarding of credit hours must clearly state learning objectives and expected outcomes as well as workload expectations that meet the federal and state standards specified above.

### **Credit Hour Awarding and**

**Review Process:** Maria College follows a semester format with fall and spring semesters having a minimum of 15 weeks with an additional week for final examinations. Summer semester terms consist of fewer weeks of instruction and weekend terms consist of fewer days of instruction but both formats still adhere to federal and state credit hour regulations in terms of instructional time, amount of work required and expected outcomes. The academic calendar for each of these configurations must provide a minimum of 750 minutes of instruction per credit hour. The standard meeting times for courses at Maria College are three 50-minute classes, two 75-minute classes and one 150-minute class per week (170 minutes with breaks included) which over a 15 week semester plus a 120 minute exam period provide at least 750 minutes of instructional time per credit hour. The academic calendar is prepared by the Registrar for approval by the Vice President for Academic Affairs and College President to assure compliance with federal and state credit hour regulations. The academic calendar for 2014-2015 is found at [\[files/faculty%2014-15%20sched%20final\\\_kb.pdf\]\(http://www.mariacollege.edu/sites/default/files/faculty%2014-15%20sched%20final\_kb.pdf\).](http://www.mariacollege.edu/sites/default/</a></p></div><div data-bbox=)

The faculty and academic program chairs have responsibility for developing, maintaining and evaluating the curricula comprising specific academic programs. Existing courses are evaluated for adherence to federal and state credit hour regulations on an annual basis with findings reported to the Academic Affairs Committee chaired by the Vice President for Academic Affairs. New courses are developed and approved at the program level and are subsequently submitted to the Academic Affairs Committee for approval or denial. The Committee is responsible for certifying that all proposed new or revised courses conform to the federal and state credit hour regulations. Syllabi submitted with proposals for new or revised courses are examined by the Committee for contact time and for verifying that the expected student learning outcomes for the courses meet the credit hour standard.

### **Credit Hour Specifications:**

Courses consisting of lecture or seminar based learning environments have students who meet in person or online to participate in various forms of group instruction provided by a faculty member. For lecture and seminar courses, one credit is awarded for a minimum of 50 contact minutes per week or 750 contact minutes for the entire semester. The minimum out-of-class student work for one credit is 100 minutes per week or 1500 minutes

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for the entire semester as mandated by federal regulations. There are 2250 minutes or 37.5 hours of total instructional contact time and out-of-class student work per credit for the entire semester.

Laboratory courses involve experiential learning in group settings under direct supervision of a faculty member with students conducting laboratory experiments or studies. The minimum contact time per credit for laboratory courses is twice that of a lecture-based course. For laboratory courses, one credit is awarded for a minimum of 100 contact minutes per week or 1500 contact minutes for the entire semester. The minimum out-of-class student work for one credit of a laboratory course is 50 minutes per week or 750 minutes for the entire semester. There are 2250 minutes or 37.5 hours of total instructional contact time and out-of-class student work per credit for the entire semester.

Clinicals are courses which involve experiential learning under direct supervision of a faculty member with students performing work in a clinical setting. The minimum contact time per credit for a clinical course is two times that of a lecture but may vary depending on the amount of outside work assigned. For clinical courses, one credit is awarded for a minimum of 120 contact minutes per week or 1800 contact minutes for the entire semester. With an additional minimum of 30 minutes per week or 450 minutes per semester of out-of-class student work for clinical courses, there are 2250 minutes

or 37.5 hours of total instructional contact time and out-of-class student work per credit for the entire semester.

Fieldwork courses involve experiential learning in a professional setting under direct supervision of fieldwork educators who serve as site supervisors and performance evaluators. The total amount of required hours may be mandated by professional accrediting organizations. The minimum contact time per credit for fieldwork courses is 160 minutes per week or 2400 minutes or 40 hours for the entire semester. Similarly, internship courses involve experiential learning under the direct supervision of a site supervisor or preceptor and require a minimum of 160 minutes per week or 2400 minutes or 40 hours per credit for the entire semester.

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## ACADEMIC CLASSIFICATIONS

### **Matriculated Students:**

A matriculated student is one who is enrolled full or part time in a degree or certificate program.

**Non-matriculated Students:** A non-matriculated student is one who does not intend to seek a degree from Maria College but wishes to take less than 12 credits of course work at Maria for the purpose of personal fulfillment or to obtain academic credit. An individual who wishes to become a non-matriculated student at Maria must complete an application through the Office of Admission prior to registering for classes. The

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non-matriculated student will be assigned a user name and password for Web Services and Blackboard and is expected to become familiar with student orientation materials available on Web Services. The same policies and procedures apply regardless of student status. The non-matriculated student benefits from all institutional support services related to the learning experience but is not eligible for financial aid.

**Full-time Students:** A full-time student must carry a minimum of 12 credits per semester. Students who wish to take more than 19 credits in a semester must complete a change of status form with signatures of approval from the department chair and their academic advisor.

**Part-time Students:** A part-time student carries fewer than 12 credits a semester. Part-time students may change their status to full-time by applying for full-time admission. Provided a student is eventually accepted into a degree program, credits earned before formal matriculation may be used toward a degree.

**Transfer of Credit Policy:** Maria College will accept transfer credit for courses taken at other accredited institutions of higher education provided:

- The course is required for the student's enrolled degree or certificate program at Maria College.
- The content of the course to be transferred is equivalent to the content of the course required at Maria College.
- The level of the course to be transferred is equivalent to the level of the course required at Maria College.
- The length, credit hours and contact hours of the course to be transferred is equivalent to the length, credit hours and contact hours of the course required at Maria College.
- Transfer credit may only be granted once for any given course.
- A grade of C or better has been earned (at least 2.0 on a 4.0 grading scale).
- There is a seven-year limit on transfer credit for Anatomy and Physiology and Microbiology, and a five-year limit on all Computer Science courses.
- Students wishing to take a course(s) at another college and apply them to their academic program at Maria must complete a change of status form in advance with signatures of approval from the department chair or program director and their academic advisor, and must attach a course description to the form.

**Foreign School Transfer Credit Evaluation:** Students who have attended a postsecondary institution outside the United States and desire



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transfer credit must submit a Comprehensive Course-by-Course Evaluation Report of their foreign school academic record from the World Education Service (WES). Once Maria College has received the course-by-course evaluation report from WES, the College will review the report and grant appropriate transfer credit.

World Education Services, Inc. (WES)  
Bowling Green Station  
P.O. Box 5087  
New York, N.Y. 10274-5087  
[www.wes.org/students/index.asp](http://www.wes.org/students/index.asp)  
Phone: (212) 966-6311  
Fax: (212) 739-6100

**Auditing Courses:** A student may audit courses with the permission of the instructor and his/her advisor and only on a space-available basis. Regulations governing the auditing of courses are as follows:

- All courses except online and hybrid courses can be audited.
- A maximum of two courses per semester may be audited.
- Audited courses do not count in determining a student's course load.
- Audited courses do not count toward full-time status.
- Audited courses are not eligible for financial aid.
- Students auditing a course are prohibited from taking course learning assessments, examinations

and quizzes unless approval is granted by course instructor.

- No credits are given and no letter grade is recorded for an audited course.
- Students are charged one-half tuition for the audited course.
- Senior citizens (62 years and older) may audit one course per semester tuition-free.
- Students are expected to comply with all college and course-related codes of behavior as specified in the course syllabus.
- Students cannot change to credit status after the add/drop period.
- All audited courses are designated "AU" on the transcript.

## **SPECIAL CREDIT PROVISIONS**

**Advanced Placement:** Maria College recognizes college-level courses taken by students while they are still attending high school. Advanced Placement scores of 5, 4 and 3 normally earn college credit. Courses given such credit may not be taken at the College. Application for credit must be made with the Director of Admissions at the time of application.

**Challenge Examinations:** Students may have a course requirement waived by receiving credit based on a proficiency examination. There is a fee charged

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for testing and a prorated fee for credit earned. Permission for this is given by the department/program chair.

**Credit for Life Experience:**

Maria College recognizes that certain adult students may have gained valuable knowledge in their life from diverse experiences. Some of this learning experience may qualify as college-level course work. The guidelines for obtaining life experience credits are available from the Office of the Vice President for Academic Affairs. A fee is required.

**Cross Registration:** Area colleges and universities sponsor a cross registration program that allows full-time students the opportunity to enroll in courses at other institutions. Enrollment is on a space-available basis and is not permitted if the course is offered on the home campus. The majority of credits must be taken at Maria College each semester. There is no extra fee for this opportunity. Permission of the advisor and Registrar's Office is required prior to registration at another campus. Visiting students from other colleges may register for classes during the add/drop period provided there is available space. Cross registration is not permitted at the bachelor level and cross registration in online and/or science lab courses may be limited or prohibited.

**Independent Study:** Each academic area offers an opportunity for students in their final year of

study and with an overall average of "B" or better to undertake an independent project under the supervision of a faculty member. Students must submit a detailed written proposal and approval must be obtained from the Office of the Vice President for Academic Affairs, the student's program chairperson, his or her academic advisor, and the supervising faculty member. The credit hour designation for each independent study project can vary from one to six hours, and students are limited to a maximum of nine credit hours of independent study in their total college program. The grading of independent study projects is either pass-fail or A-F, as agreed upon prior to registration for the course. Forms for independent study proposals may be obtained from the Office of the Vice President for Academic Affairs.

**Proficiency Examinations:**

Maria College grants credit for the Excelsior College Proficiency Examinations and the College Level Examination Programs (CLEP), when these examinations cover material comparable to that given in courses at the College. Proficiency credits are treated as transfer credits and must be for a required course. If credit has been granted through examination prior to application to Maria, an official transcript must be sent to the Registrar.

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## GRADES

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**Class Attendance:** Students are expected to attend all assigned classes. If illness or other extenuating circumstances prevent attendance, it is the student's responsibility to make up the work. To expedite this, the student should contact the instructor. If the absence, for whatever reason, makes it impossible for the student to complete the work, withdrawal from the course may be necessary.

### Grades and Quality Points:

Grades are issued at midterm and at the end of each semester using a letter system and quality point values as follows:

PERCENT	PERCENT	GRADE	QUALITY POINTS*
92.6 - 100	(93-100)	A	(4.0)
89.6 - 92.5	(90-92)	A-	(3.7)
86.6 - 89.5	(87-89)	B+	(3.3)
82.6 - 86.5	(83-86)	B	(3.0)
79.6 - 82.5	(80-82)	B-	(2.7)
76.6 - 79.5	(77-79)	C+	(2.3)
72.6 - 76.5	(73-76)	C	(2.0)
69.6 - 72.5	(70-72)	C-	(1.7)
66.6 - 69.5	(67-69)	D+	(1.3)
62.6 - 66.5	(63-66)	D	(1.0)
59.6 - 62.5	(60-62)	D-	(0.7)
59.5 & lower	(<60)	F	(0.0)

\* Quality points computed by dividing the total number of quality points by total credits completed.

### Grade designations are defined as follows:

**A** represents outstanding distinction, superior achievement of learning outcomes, demonstrating comprehensive, in-depth understanding of subject matter.

**B** signifies levels of solid accomplishment, very good understanding of subject matter and very good demonstration of learning outcomes.

**C** signifies average, adequate demonstration of learning outcomes and satisfactory understanding of subject matter.

**D** represents marginal demonstration of learning outcomes, fragmented and mediocre understanding of subject matter.

**F** is failure, unacceptable demonstration of learning outcomes, failed understanding of subject matter.

**P** is used for acceptable academic work when a course is graded on a pass/fail basis; no quality points are assigned to this grade designation.

**I** designates an incomplete grade and is assigned to a student who for acceptable reasons is unable to complete the course work. In order to receive this grade, a student must be passing the course (grade of D- or higher) and must obtain permission from the instructor and department chair or program director. If work is not completed within three months

after the end of the semester, the grade will automatically change to a grade of F, unless an extension is granted by the department chair or program director.

**S** is given for satisfactory work comparable to a grade of C or better in developmental courses where no academic credit is assigned.

**U** is given for unsatisfactory work comparable to a grade of C- or lower in developmental courses where no academic credit is assigned.

**W** is used for a student who withdraws from a course within the established timeframe for course withdrawal.

**WS** is used for a student who withdraws from a course and who at the time of withdrawal is performing at the course-specific standard of performance required for an academic program (for example, grade of C or better in BIO 205).

**WU** is used for a student who withdraws from a course and who at the time of withdrawal is not performing at the course-specific standard of performance required for an academic program (for example, grade of C- or lower in BIO 205).

**Change of Grade:** The instructor of a course has the sole and final responsibility for any grade reported for that course. Any change of grade (except removal of an “Incomplete”)

after the grade is on record in the Registrar’s Office must be requested within three months after the end of the semester in which the original grade was issued.

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## HONORS

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- **President’s List:** Any student who earns 9 or more degree credits during a semester is eligible if a 4.0 average is attained and no grade other than an “A” is received. The grades of “W” or “S” will not remove a student from the President’s List if the student has met all other requirements.
- **Dean’s List:** Any student who earns 9 or more degree credits during a semester is eligible if a 3.2 average is attained with no grade less than “C”. The grades of “W” or “S” will not remove a student from the Dean’s List if the student has met all other requirements.
- **Graduation Honors:** Honors are awarded to degree recipients on the basis of attainment in scholarship during the entire college program as reflected in the cumulative quality point average:

Highest Honors	3.8
High Honors	3.5
Honors	3.2

### Phi Theta Kappa Honor

**Society:** Phi Theta Kappa is an international honor society of two-year colleges and two-year academic programs offered by four-year colleges. The American

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Association of Community Colleges recognizes Phi Theta Kappa as the official honor society for community colleges. Founded in 1918, it is the largest honor society in American higher education, with more than two million members located in all 50 states and abroad. Phi Theta Kappa is also one of the largest collegiate honor societies worldwide. The Beta Rho Kappa Chapter at Maria College recognizes and encourages outstanding academic achievement among part-time and full-time students. The invitation to join the Society is extended to students enrolled at the College who have successfully completed a minimum of 12 credits that could be applied toward an associate degree, and who have a cumulative grade point average (GPA) of 3.5 or higher (not including transfer credits, remedial, or non-credit coursework). One-time local, regional, and international fees are required to be paid at the time of induction into the society. Members enjoy unique opportunities to apply for scholarships from Phi Theta Kappa, partnering senior colleges, universities and foundations.

## **ACADEMIC PROCESSES**

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**Course Enrollment:** Students may add or drop courses during the first five days of a semester with prior approval of their academic advisors. Students can only add courses in which space is still available unless approval is granted by the instructor.

Course changes after classes begin must be done in writing at the Registrar's Office.

Students may repeat a course to raise a grade. All grades are recorded but only the higher grade carries credit and quality points.

### **Withdrawal from a Course:**

Students may withdraw from courses upon consultation with their academic advisors. To officially withdraw from a course, students must complete and submit a Course Withdrawal form with the required signatures of their advisor and the Business Office and must submit to the Registrar's office by the end of the tenth week of the semester. A grade of W will be recorded for the course(s) listed on the withdrawal form. When program policies require a minimum standard of performance in a course, a grade of WS or WU will be assigned. Students who withdraw from a course after the ten week course withdrawal period and before completing final examinations will receive a grade of W, WS or WU if there are documented extenuating circumstances of record at this time. These must be stated in writing and they require the signature of the advisor and the Vice President for Academic Affairs. Students who do not follow the official withdrawal process are considered enrolled students and their grades will be recorded. This regulation may be waived by the Vice President for Academic Affairs when circumstances warrant.

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**Change of Program:** Students who wish to change their academic program after having completed some coursework in their original program must complete and submit a change of status form to the Office of the Registrar after having obtained required signatures. Students wishing to change their program to nursing must also consult with the Director of Advisement for Nursing who will certify that all entry requirements have been met prior to obtaining department chair approval/signature on the change of status form.

**Leave of Absence:** A student who wishes to take a leave of absence must complete and submit the request for withdrawal/leave of absence form with all necessary signatures. This form is only available at the Registrar's Office. Financial aid regulations stipulate that a leave of absence must not exceed a total of 180 days in any 12-month period. Students can only request a leave of absence for one academic semester. If students take a leave from the College for two semesters or more, excluding the summer academic sessions, they must complete the Re-Enrollment Application and be readmitted by the Admission Office.

A student who does not return at the end of a leave of absence will be considered withdrawn from the College, and this withdrawal will be effective as of the beginning date

of the leave of absence. It is the responsibility of the student on leave to be aware of registration dates and to make arrangements with an advisor to enroll for the semester after the leave period.

**Withdrawal from College:** To officially withdraw from the college, students must complete the request for withdrawal/leave of absence form and obtain the signatures of the Vice President for Academic Affairs, Chair of Program or their academic advisor, the Business Office and the Financial Aid Office. Students withdrawing from college must participate in an official exit interview with the financial aid office after having completed the form. Withdrawn students will be sent a follow up survey by email and postal mail.

Students who withdraw from college during the course withdrawal period (the first ten weeks of the semester) will receive grades of W, WS or WU in all semester-length courses. Students who withdraw from college after the ten week course withdrawal period and before completing final examinations will receive a grade of W, WS or WU if there are documented extenuating circumstances of record at this time. These must be stated in writing and they require the signature of the advisor, and the Vice President for Academic Affairs. Students who do not follow the official withdraw process are considered enrolled



students and their grades will be recorded. This regulation may be waived by the Vice President for Academic Affairs when circumstances warrant.

**Academic Standing:** Students pursuing study at Maria College are expected to achieve a required level of performance in their classes in order to complete their academic programs and graduate. College standards of performance and associated categories of academic standing are listed below. Program-specific standards are provided in the catalog section with program descriptions.

**Academic Standing Based on Cumulative Grade Point Average (GPA):**

Total Credits Attempted	Academic Dismissal
19 or fewer	-----
20-38	Less than 1.00
39-57	Less than 1.50
58 or more	Less than 1.75

Total Credits Attempted	Academic Suspension
19 or fewer	Less than 1.00
20-38	1.00 to 1.49
39-57	1.50 to 1.74
58 or more	1.75 to 1.89

Total Credits Attempted	Academic Probation
19 or fewer	1.00 to 1.49
20-38	1.50 to 1.74
39-57	1.75 to 1.89
58 or more	1.90 to 1.99

Total Credits Attempted	Good Academic Standing
19 or fewer	1.50 or higher
20-38	1.75 or higher
39-57	1.90 or higher
58 or more	2.00 or higher

**Total Credits Attempted:** The number of credits attempted includes credits for all courses completed at Maria College, credits attempted for course(s) from which a student has withdrawn, and transfer credits.

**Academic Probation:** The maximum permissible credit load for a student on probation is 14 credit hours per semester. Any exceptions to this credit load maximum must be approved by using the change of status form.

**Academic Suspension:** Suspended students may pursue part-time study with a maximum of 7 credits per semester and must achieve at least the minimum cumulative GPA for academic probation status in order to be eligible for reinstatement to full time study. Students remaining

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on academic suspension for two consecutive semesters are subject to academic dismissal.

### **Reinstatement to Full Time**

**Status:** Students who have been suspended from full time study must achieve a cumulative GPA that is at the level required for academic probation status to be eligible for reinstatement to full-time study. Students who are reinstated to full time status will be on academic probation until the GPA is at or above the minimum cumulative GPA standards for good academic standing.

**Academic Dismissal:** Dismissed students are prohibited from registering for any courses. Dismissed students may not reapply to the College for readmission for a period of one calendar year.

### **Readmission after Dismissal:**

Students dismissed from Maria College for academic reasons may apply for readmission after one calendar year. Dismissed students must demonstrate improved potential for academic success through successful completion of at least six credits per semester with all grades of C or better at an alternate college to be considered for readmission.

**Program Dismissal:** Students are dismissed from an academic program if they do not achieve the minimum standard of performance as provided in the program descriptions. Students who are

dismissed from a program are not necessarily subject to college dismissal and may choose to pursue another program of study as long as they achieve the required level of performance for college retention. Students may request readmission to a program in writing to the department chair.

**Student Conduct Code:** Maria College expects that its students, as members of an intellectual community, will maintain standards of personal and academic honesty in all course work and examinations.

Further, the College expects that its students will act as responsible, courteous and law-abiding citizens, and to refrain from any activity that infringes on the safety and welfare of fellow students, faculty and staff, and members of the broader community. Possession of alcohol or illegal substances is not allowed on campus.

Violators of the Student Conduct Code will be afforded a fair hearing, with penalties imposed including letters of warning or dismissal from the college.

## **DEGREE AND GRADUATION REQUIREMENTS**

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### **Associate Degree Requirements:**

No degree shall be conferred unless the candidate has:

- Completed at least 24 credit hours at Maria College and earned a cumulative grade point average

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of at least 2.0.

- Completed the college requirements, including three credits of Religious Studies, three credits of Philosophy (or an additional three credits of Religious Studies), and three credits of English (English 111).
- Completed the required Liberal Arts core:
  - For an Associate in Arts Degree (AA) 48 credits
  - For an Associate in Science Degree (AS) 32 credits
  - For an Associate in Applied Science Degree (AAS) 22 credits
- Completed all course requirements for the program in which he or she is matriculated with at least an overall 2.0 cumulative grade point average.
- Completed at least 64 college credits through courses at Maria, transfer credit, or credit through approved proficiency examinations.
- Completed two credits of First Year Experience, unless having successfully completed at least 24 college credits prior to enrollment or having previously completed a comparable course at another college.

**Second Degree:** A second associate degree may be conferred upon the successful completion of an additional 30 credits necessary to

fulfill the graduation requirements for the additional degree.

### **Bachelor of Science Degree**

**Requirements:** No degree shall be conferred unless the candidate has:

- Completed at least 36 credits at Maria College with 15 credits in the final year of study and earned a cumulative grade point average of at least 2.0.
- Completed at least 15 credits at the 300/400 level at Maria College, excluding clinical or coop/ internship credits.
- Completed at least two full time semesters of study at Maria College prior to coop/internship.
- Completed all course requirements for the program in which he/she is matriculated.
- Completed at least 60 credits of coursework in liberal arts and sciences.
- Completed 2 credits of First Year Experience unless having successfully completed at least 24 college credits prior to enrollment or having previously completed a comparable course at another college.

**Graduation Requirements:** A candidate for graduation with the degree of Bachelor of Science, Associate in Arts, Associate in Science, Associate in Applied Science, or certificate of study must fulfill the following requirements:

- Application for graduation by the end of the fourth week of the semester in which the student expects to complete matriculation requirements.
- Payment of the \$60 graduation fee.
- The payment of all College bills and the return of all College property in satisfactory condition.

Exceptions to degree and graduation requirements are made only by the Vice President for Academic Affairs, but in no event can any exception be made to the total degree credits or minimum grade point average required.

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## **STUDENT RIGHT TO KNOW INFORMATION**

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### **Student Right to Know Completion/Graduation Rate:**

The Four-Year Average Student Right to Know Completion/Graduation Rate is based on the number of full-time, first-time, degree- and certificate-seeking undergraduate students who entered Maria College from 2004 through 2007. It indicates the percentage of students who entered as full-time degree- or certificate-seeking students and graduated within 150% of the normal time necessary to complete their program of study. This rate was 23%.

**Student Right to Know  
Transfer-out Rate:** The Four-Year Average Student Right to Know

Transfer-out Rate is based on the number of full-time, first-time, degree- and certificate-seeking undergraduate students who entered Maria College from 2004 through 2007. It indicates the percentage of students who entered as first-time, full-time or certificate-seeking students and transferred out to other colleges or institutions before completing their program of study. This rate was 24%.

### **Campus Crime Reporting:**

Federally required campus crime reporting statistics may be obtained through the U.S. Office of Postsecondary Education Campus Security Statistics website at <http://ope.ed.gov/security> or by submitting a request to the Registrar's Office at (518)438-3111 or at [registrar@mariacollege.edu](mailto:registrar@mariacollege.edu).

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## **MARIA COLLEGE FERPA POLICY STATEMENT**

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The Family Educational Rights and Privacy Acts of 1974 (commonly referred to as "FERPA" or the "Buckley Amendment") is designed to protect the confidentiality of the records that educational institutions maintain on their students, and to give students access to their records to ensure the accuracy of their contents. The Act affords students certain rights with respect to their education records. FERPA applies to the academic records of persons who are, or have been, in attendance at Maria College. FERPA does not

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apply to records of applicants who are denied admittance or, if accepted, do not attend Maria College. The Act applies to all education records maintained by Maria College, and all parties acting for Maria College, which are directly related to a student. Records containing a student's name, identification number, or other personally identifiable information, in whatever medium, are covered by FERPA unless identified in one of the Act's excluded categories.

**Enforcement and Penalties:** The Registrar's Office is responsible for College compliance with this policy. Responsibility for administering the Act by the federal government has been assigned to the Family Policy Compliance Office within the United States Department of Education. This office reviews and investigates complaints and attempts to bring compliance through voluntary means.

**Annual Notification Required:** Maria College will provide an annual notification to currently enrolled students concerning their rights under FERPA by publication in the appropriate catalog.

The annual notice will contain the following information:

- The right of the student to inspect and review academic records.
- The right of the student to petition Maria College to amend or correct any part of the academic record

believed to be inaccurate, misleading, or in violation of the privacy rights of the student.

- The right of the student to control the disclosure of personally identifiable information contained in the student's educational records, except as otherwise authorized by law.
- The right of any person to file a complaint with the Family Policy and Regulations Office, U.S. Department of Education, Washington, DC, 20202, if Maria College violates this law.
- The right of the student to obtain a copy of this policy.

**Right of the College to Refuse Access:** Maria College reserves the right to refuse to permit a student to inspect the following records:

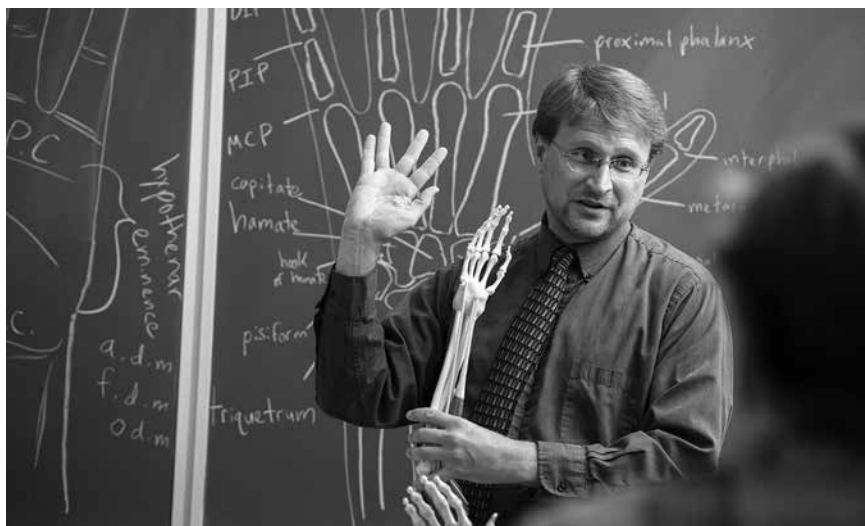
- The financial statements and tax returns of the student's parents.
- Letters and statements of recommendation that the student has waived his or her right to access, or which were placed in the file before January 1, 1975.
- Records connected with an application to attend Maria College, or a component of the College, if that application was denied.
- Those records which are not educational records as defined by FERPA.

Maria College reserves the right to deny access to students' academic records in any of the following situations:

- The student is in default under any federal loan program.
- The student has an unpaid financial obligation to the College.
- There is an unresolved disciplinary action against the student.
- There is an unresolved litigation between the student and the College.
- Other cases as determined by College policy on registration and academic holds, or as determined appropriate by the College.

- Records that are made by faculty, staff, administrative or auxiliary personnel for personal use, which are unavailable to any other individual. These personal notes are to be referred to in departmental and administrative records policies as “sole possession” records.

- An employment-related record that does not result from student status.
- Parents' confidential financial statements, income tax records, and reports received by the College.
- Records maintained by Maria College counseling services, available only to those individuals providing the diagnosis and treatment.





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- Alumni records that do not relate to the person as a student.

**Fees for Copies of Records:** The fees for copies at the Registrar's Office will be \$.50 per page unless otherwise specified. Maria College will not charge for search and retrieval of the records; however, it may charge for copy costs and postage.

**Disclosure of Student Academic Records (without written consent of the student):**

Maria College will disclose student academic records without the written consent of the student in the following limited circumstances:

- To school officials and to specified agents of the College who have a legitimate educational interest in the records.
- To certain officials in the U.S. Department of Education, the Comptroller General, the Attorney General of the United States, and state and local educational authorities, in connection with certain federally or state-supported education programs.
- In situations where a student has sued the College, or the College has taken legal action against a student, as necessary to proceed with legal action as a plaintiff or to defend itself.
- In connection with student's request for, or receipt of, financial aid as necessary to determine eligibility, amount, or conditions of the financial aid, or to enforce the terms or conditions of the aid.

- To organizations conducting certain studies for or on behalf of Maria College. These studies may not permit the personal identification of any student by anyone other than the organizations' representatives. Additionally, all information provided must be destroyed by the requesting organizations when no longer needed for the study's purpose.
- To accrediting organizations to carry out their functions.
- To comply with a judicial order or a lawfully issued subpoena. Maria College will make a reasonable attempt to notify the student in advance of the disclosure when nondirectory information is released in response to subpoenas or court orders.
- To appropriate parties in the case of a health or safety emergency.
- Directory information as designated by Maria College.

**Record of Request for Disclosure:** The record will indicate the name of the party making the request, any additional party to whom it may be redisclosed, and the legitimate interest the party has in requesting or obtaining the information. The record of the request for disclosure may be reviewed by an eligible student.

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**Directory Information:** Maria College designates the following items as directory information:

- Name
- Address
- Major/Minor fields of study
- Participation in officially recognized activities
- Pictures
- Academic Honors and Class Standing
- Enrollment status (full time, part time, less than half time)
- Degrees/Awards received

Any student who does not wish to have designated directory information disclosed may file a written notification with the Registrar's Office on or before the 10th day of a semester, or the sixth day of a term. Forms for this purpose will be made available at that office on request.

## **SERVICES TO STUDENTS WITH DISABILITIES**

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The Dean of Student Services coordinates support services for students who identify themselves as having a physical, psychological or learning disability. Maria College is proud to be an educational institution that welcomes and supports a diverse student body. It is committed to providing a supportive environment for students with disabilities. Students who seek "reasonable

accommodations" under the ADA or Section 504 are responsible for notifying the College of their disability and for documenting the disability.

## **PROTOCOL FOR POLICY MODIFICATIONS**

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Maria College reserves the right to declare a moratorium on the offering of a course or program for insufficient enrollment, and to change courses, the requirements for graduation, tuition, fees, charges and regulations affecting the student body.

Such changes will apply to all enrolled and new students and will be effective on the day promulgated or on such subsequent date as might be established. Fees and charges are nonrefundable except as qualified by the College's refund policy.

*It is the responsibility of each student to be informed of the content of all notices concerning such changes.*

## **STUDENT GRIEVANCE PROCEDURES**

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A grievance may involve any area of student life on campus. A student having a grievance should first request a conference with the instructor or other College personnel involved. Should no solution be reached, a formal grievance procedure may be inaugurated. Details are included in the Student Handbook or from the Vice President for Academic Affairs.



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# EDUCATIONAL EXPENSES

## TUITION SCHEDULE

Full-time . . . . . \$5,865/semester  
Part-time . . . . . \$500/credit hour

**Full-time Students:** Any students carrying 12 to 18 credit hours is considered a full-time student. Unless required, credit hours in excess of 18 will be charged \$500 per credit hour.

**Part-time Students:** Any student carrying less than 12 credit hours in any semester is considered part-time.

**Auditing Students:** Any student registered for a course, but who does not seek credit is considered an auditor, and will be charged at \$250/credit hour.

**Senior Citizen Audit:** Senior citizens, who are 62 years of age or older, may audit one course

per semester, tuition free, and may enroll only during the late registration period, on a space-available basis and with the consent of the instructor.

**Enrollment Deposit:** Admitted students reserve their places in the entering class by submitting an enrollment deposit. Deposits are refundable for the fall semester if written notice is given prior to May 1. Deposits received after May 1st will be considered based upon availability. This will be credited to the student's account.

- A \$100 enrollment deposit is required for all majors except the Associate of Applied Science in Nursing Degree students.
- A \$200 enrollment deposit is required for all Associate of Applied Science in Nursing Degree students.



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## **OTHER EXPENSES**

### **Full-time students:**

Comprehensive Fee. . . . . \$100/semester

### **Part-time students:**

Comprehensive Fee. . . . . \$50/semester

**Nursing (ADN & PNC) Fee** . . . . . \$600/semester

*(Includes program fee, materials cost, malpractice insurance, testing)*

Nursing Clinical Makeup Fee . . . . . \$150

Uniforms required. . . . . Outfitter's Fee

**Advanced Placement Review Course Fee (Nur 195)** . . . . . \$200

**PN-RN Transition Skills Course Fee (Nur 199)**. . . . . \$25

**RN-BS Malpractice Insurance** . . . . . \$20

**OTA Fee** . . . . . \$100/semester

**OTA Review Seminar/Testing Fee (OCT 230)** . . . . . \$250

Malpractice Insurance . . . . . \$20/year

### **Technology Fee:**

Full-time students . . . . . \$60

Part-time students . . . . . \$30

### **Laboratory/Academic:**

Art Fee (Ber 120, EAC 130) . . . . . \$20/course

Science Fee . . . . . \$60/course

### **Computer Courses:**

One-credit courses . . . . . \$25/course

Two-credit courses . . . . . \$50/course

Three-credit courses . . . . . \$75/course

### **Miscellaneous and Optional:**

Nursing Admission Testing Fee . . . . . \$45

Admission Testing Fee . . . . . \$15

Graduation Fee . . . . . \$60

Life Experience Credit . . . . . \$100/credit hour

Returned check charge . . . . . \$25

Student locker (optional). . . . . \$5

### **Parking:**

Parking permits are required for all vehicles parked on campus.

Parking permit . . . . . \$30

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## **TUITION LIABILITY POLICY**

Students incur tuition liability at time of registration. All students must officially withdraw/drop any course in writing and submit this documentation to the Registrar's Office in the Main Building. The date of this transaction will determine if a tuition refund is due.

Students withdrawing for medical reasons incur the same liability as those withdrawing for any non-medical reason.

Non-attendance in a course does not constitute either a drop or withdrawal from the course or limit your financial obligation. It is the student's responsibility to be aware of the tuition refund policy, how to officially withdraw from a course, and the deadlines to add, drop or withdraw from a course.

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## **REFUND POLICY**

For all students who withdraw with the approval of the Vice President for Academic Affairs or are dismissed, a refund of tuition will be made accordingly:

### **Day and Evening Students:**

Withdrawal during the first week of semester. . . . . 80%

Withdrawal during the second week of semester. . . . . 60%

Withdrawal during the third week of semester. . . . . 40%

Withdrawal during the fourth week of semester. . . . . 20%

Withdrawal during the fifth week of semester. . . . . no refund

### **Weekend Students:**

Withdrawal before second scheduled weekend . . . . . 80%

Withdrawal before third scheduled weekend . . . . . 60%

Withdrawal after third scheduled weekend . . . no refund

### **Summer Session Students:**

Withdrawal during the first week of session . . . . . 80%

Withdrawal after the first week of session . . . . . no refund

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## **RETURN OF TITLE IV FUNDS**

Federal regulations require Maria College to prorate financial aid eligibility for recipients of Title IV Federal Educational Assistance who withdraw from the College. If more than the student's eligibility has already been advanced, Maria College must repay the programs affected and recoup the money from the student. The proration formula is based on the number of days in the enrollment period from the beginning of the semester until the day of withdrawal. The effective date is the date on which the student notifies the College of withdrawal from all classes. Maria College is required to refund a portion of the

financial aid received until 60% of the enrollment period has elapsed. If a student withdraws without notifying the College, the student is considered to have earned 50% of the financial aid received.

## **PROCEDURES FOR PAYMENT**

Accounts are due and payable at the time of registration. Checks should be made payable to Maria College and sent to the Business office. In

addition to cash payment, students may use MasterCard and Visa. Verified financial aid will be credited to student accounts after being validated by the Financial Aid office. Students will not receive semester reports, transcripts or diplomas until all bills are paid in full.

*Students who have outstanding debts may not register for courses. A late payment charge of \$25.00 a month will be applied to any outstanding balance.*



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## FINANCIAL AID AND SCHOLARSHIPS

The U.S. Department of Education no longer prints paper financial aid applications for colleges and schools to distribute to students. Maria College encourages all students to complete the Free Application for Federal Student Aid (FAFSA) electronically. If a student does not have access to a computer and the Internet, a student can request a paper copy of the FAFSA by calling 1-800-4FEDAID.

Students may complete their FAFSA online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov) and can use their FAFSA personal identification number (PIN) as the electronic signature. Students who have completed the FAFSA in a previous year have already received a FAFSA PIN. Students who have not previously applied for financial aid or have misplaced their PIN, can have it emailed from the PIN website at [www.pin.ed.gov](http://www.pin.ed.gov).

After completing the FAFSA, a student can complete an online Tuition Assistance Program (TAP) application by linking to it directly from the FAFSA Confirmation Page, or by going to the quick link button, Apply for TAP, on the HESC website at [www.hesc.com](http://www.hesc.com). Each student will be prompted to get a HescPIN and will use it to “sign” the TAP application, keep track of application information, or to make changes.

Further information about a student’s financial aid status and

financial aid award letter can be viewed through Maria College Web Services. Students can log onto Maria College Web Services using the username and password that are sent after an admissions application is submitted to the College. Students can visit the Financial Aid section of Web Services to see if any additional documents must be submitted to process their financial aid awards. After the Financial Aid Office calculates a student’s eligibility for financial aid, the financial aid award letter can be viewed and accepted using Web Services. The financial aid award letter will indicate the types and amount of financial aid for which the student qualifies. A student can expect to view the financial aid award letter in Web Services about two weeks after the College receives the results of the FAFSA. When a student’s information is updated in Web Services, an email message will be sent to the email address the student provided on the FAFSA form. Enrollment in other than registered degree programs may jeopardize eligibility for aid awards.

### **VERIFICATION OF FEDERAL APPLICATION DATA**

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The U.S. Department of Education selects certain students for the College to verify the information reported on the Free Application for Federal Student Aid. If selected for verification, the Financial Aid Office



is required to request documentation to verify what had been reported on the FAFSA, including an IRS Tax Transcript, tax return schedules, all W-2 Wage and Tax Statements, and any other applicable information for students, their spouses and parents. The verification process must be completed within 60 days of the verification request. If the financial

aid information in the Student Aid Report needs to be corrected or revised, students will be notified that financial aid eligibility may be changed; however, if the verification process is not completed within the 60-day time frame, ineligibility for federal or institutional financial aid, including the Federal Direct Loan, would result.

### Associate Degrees and Certificate Programs

#### Standards of Satisfactory Academic Progress for Federal and State Financial Assistance

In order to remain eligible for federal and state financial assistance, a student must maintain the following standards of satisfactory academic progress:

At end of increment number		1	2	3	4	5
Before being certified for this TAP Payment (School Code 2093)	1st	2nd	3rd	4th	5th	6th
A student must have accrued at least this many credits: (Quantitative Standard)	0	6	15	30	45	60
With at least this grade point average (Qualitative Standard)	0	1.50	1.80	2.00	2.00	2.00

### Bachelor Degree

#### Standards of Satisfactory Academic Progress for Federal and State Financial Assistance

In order to remain eligible for federal and state financial assistance, a student must maintain the following standards of satisfactory academic progress:

At end of increment number		1	2	3	4	5	6	7	8	9
Before being certified for this TAP Payment (School Code 6093)	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th
A student must have accrued at least this many credits: (Quantitative Standard)	0	6	15	30	45	60	75	90	105	120
With at least this grade point average (Qualitative Standard)	0	1.50	1.80	2.00	2.00	2.00	2.00	2.00	2.00	2.00

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**Increments:** For full-time students, the increment of evaluation for satisfactory academic progress will be at the end of each semester. For part-time students, the increment of evaluation will be after two semesters of enrollment.

**Appeal Process:** The College does not allow for mitigating circumstances; however, a student may appeal his or her loss of eligibility to the Director of Financial Aid. All appeals must be done in writing and must provide appropriate documentation of the circumstances of the appeal. A student must also provide a letter from a disinterested third party supporting their basis for appeal. A student may not appeal a loss of financial aid eligibility more than twice.

### **New York State TAP Grant**

**One-Time Waiver:** The New York State Commissioner of Education Regulations permit a student to receive a one-time waiver of the good academic standing requirement as an undergraduate student. A student is only allowed one waiver in his or her lifetime for undergraduate study.

If a student has previously received a one-time waiver, the student is not eligible for another waiver. To receive the one-time waiver, the student must clearly demonstrate that the academic deficiencies are the result of a documented medical condition, a documented family

emergency or some other extraordinary documented condition. Requests for one-time waivers must be done in writing and must provide appropriate documentation of the circumstances for the appeal.

**Regaining Eligibility:** After all appeals have been exhausted, a student may be considered for additional financial aid eligibility after an absence of one calendar year if the student has been readmitted to the College, or if the student has attended for at least one increment without the benefit of financial aid and the academic deficiencies are remedied.

**Transfer Students:** Students who have been awarded transfer credit will be evaluated using the increment that is nearest, but does not exceed, the number of transfer credits accepted by the College. For example, a student who transfers in 18 credits will be placed at the second interval and be expected to achieve the qualitative and quantitative standards of the third interval. For New York State TAP grant eligibility, placement may be either in accord with the number of payments received or the number of credits earned, whichever is more beneficial to the student.

### **Incomplete and “W” Grades:**

For purposes of evaluating a student’s eligibility for financial aid, incomplete and withdrawn grades are considered the same as failing grades. These grades will be

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evaluated quantitatively as credits attempted but not earned, and qualitatively as 0. A student's eligibility for financial aid will be re-evaluated upon successful completion of an incomplete grade.

**Noncredit Remedial Grades:**

For the purposes of evaluating a student's eligibility for financial aid, satisfactory, noncredit remedial grades will be evaluated quantitatively for the equivalent credit hours, and qualitatively as a minimum passing grade.

Unsatisfactory noncredit remedial grades will be evaluated quantitatively as the equivalent credits attempted but not earned, and qualitatively as 0.

**Additional Degree:** If a student completes one degree at Maria College, and is seeking an additional degree and has been accepted into the new degree program, his or her satisfactory academic progress will be evaluated using the methodology for transfer students and based on the number of credits accepted from the previous degree and applied towards the new degree.

**Resumption of Study:** A student who resumes his or her educational objective after an absence of at least one increment will be evaluated using either the next increment based on his or her previous attendance, or will be evaluated using the methodology for transfer students based on the number of credits previously earned, whichever

is more beneficial for the student. The student is responsible for completing and submitting a Resumption of Study form to the Registrar's Office, and must meet one of the following criteria.

- 1. Reactivate** — any student wishing to resume his or her studies at Maria College can be reactivated in the previously admitted program of study if he or she was in good academic standing when he or she left the College. For some programs of study, the permission of the department chairperson will also be required.
- 2. Reapply** — any student wishing to resume his or her studies at Maria College, who left the College not in good academic standing, must reapply for admission and again meet the criteria for acceptance to the College.

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# FINANCIAL AID PROGRAMS

## **Federal Pell Grant Program**

Pell Grants are awarded to undergraduate students who have not earned a bachelor's or a professional degree. The maximum Pell Grant award for the 2014-15 award year (July 1, 2014 to June 30, 2015) is \$5,730. The maximum may change each award year and depends on program funding. The amount a student is awarded will depend not only on financial need, but also on the costs to attend school, status as a full-time or part-time student, and if a student plans to attend school for a full academic year or less. A student may receive a Pell Grant for a maximum of the equivalent of six years of full-time study.

## **Federal Supplemental Educational Opportunity Grants**

The Federal Supplemental Educational Opportunity Grant (FSEOG) program is for undergraduates with exceptional financial need. Award amounts are between \$100 and \$4,000 a year, depending on financial need and available funds.

## **Federal Work-Study Program**

Federal Work-Study (FWS) provides part-time jobs for undergraduate students with financial need, allowing them to earn money to help pay education expenses. The program encourages community service work and work related to the recipient's course of study. Students are paid an hourly rate no less than

the current federal minimum wage. Employment is available in various campus departments or in a community service agency. Student working hours will depend on the need for services.

## **Federal Aid to Native Americans**

An applicant must be a member of a Native American tribe within New York State. Applications can be obtained from the Native American Education Unit, NYS Department of Education, Albany, NY, 12230.

## **NYS Tuition Assistance Program**

The New York State Tuition Assistance Program (TAP) helps eligible New York residents pay tuition at approved schools in New York State. Depending on the academic year in which study begins, an annual TAP award can be up to \$5,165. The award range is dependent on NYS taxable income from the previous year. For associate degree students, there is a limit of six (6) payments. For bachelor degree students, there is a limit of eight (8) payments. Associate degree students may apply using the TAP Code 2093. Bachelor degree students may apply using the TAP Code 6093. A student must be registered full-time (12 or more credit hours) to be eligible for a NYS TAP grant.

## **NYS Scholarships for Academic Excellence**

NYS Scholarships for Academic

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Excellence provide up to \$1,500 per year for up to five years of undergraduate study in New York State. This program provides scholarship assistance to outstanding New York State high school graduates. Each year, 8,000 scholarships are awarded – up to 2,000 scholarships of \$1,500 and 6,000 scholarships of \$500 – to top scholars from registered New York State high schools. Awards are based on student grades on certain Regents exams. Recipients can also receive other nonloan student aid, but the total cannot exceed the cost of attendance.

### **NYS Aid for Part-Time Study**

New York State aid to part-time students is available to NYS residents registered for three but fewer than 12 credit hours a semester. Eligibility is dependent on a student's NYS net taxable income and the status of the NYS budget. An APTS award cannot exceed tuition charges. Applications are available at the Financial Aid Office and online.

### **NYS Volunteer Recruitment Service Scholarship**

New York State offers scholarships to volunteer fire and volunteer ambulance companies to use as a recruitment and retention incentive for new members.

Students should request the application from their volunteer company official.

### **NYS Memorial Scholarships**

NYS Memorial Scholarships provide financial aid to children, spouses and

financial dependents of deceased firefighters, volunteer firefighters, police officers, peace officers, and emergency medical service workers who have died as the result of injuries sustained in the line of duty in service to the State of New York. Students must establish eligibility by submitting a Memorial Scholarship Supplement available at [www.hesc.com](http://www.hesc.com).

### **NYS Veterans Tuition Awards**

Veterans Tuition Awards (VTA) provide up to \$1,000 per semester for full-time study or \$500 per semester for part-time study to eligible veterans matriculated at an undergraduate or graduate degree-granting institution or in an approved vocational training program in New York State.

### **NYS Children of Deceased or Disabled Veterans**

Regents awards to children of deceased or disabled veterans are independent of family income or tuition charge, and are in addition to other grants or awards. Information regarding eligibility may be obtained from the Financial Aid Office.

### **Veterans Administration Educational Benefits**

Maria College degree programs are eligible for educational benefits extended by the Veterans Administration. The College will certify all nursing courses based on the number of enrolled credit hours, including all course contact hours, clinical hours and lab hours.

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## **Federal Direct Stafford Loans**

To qualify for a Federal Direct Stafford Loan, a student must fill out a FAFSA so eligibility can be determined. A subsidized loan is awarded on the basis of financial need. For a student who is eligible for a subsidized loan, the government will pay (subsidize) the interest on the loan while in school. Depending on financial need, a student may borrow subsidized money for an amount up to the annual loan borrowing limit for the student's level of study.

A student might be able to borrow loan funds beyond the subsidized loan amount even if the student does have demonstrated financial need. In that case, a student may be eligible for an unsubsidized loan. The College will subtract the total amount of other financial aid from the cost of attendance to determine if a student is eligible for an unsubsidized loan. Unlike a subsidized loan, the student borrower is responsible for the interest from the time the unsubsidized loan is disbursed until it is paid in full. The student borrower can choose to pay the interest or allow it to accrue (accumulate) and be capitalized (that is, added to the principal amount of the loan). Capitalizing the interest will increase the amount to repay. A student can receive a subsidized loan and an unsubsidized loan for the same enrollment period as long as the student does not exceed the annual loan limits.

A dependent undergraduate first-year student enrolled in a

program of study that is at least a full academic year may be eligible to borrow up to \$5,500. A dependent undergraduate student who has earned 24 credits may borrow up to \$6,500 if the remainder of the program is at least a full academic year. A dependent bachelor degree student may be eligible to borrow up to \$7,500 per year.

An independent undergraduate student or a dependent first-year student whose parents have applied for but were unable to get a PLUS Loan (a parent loan), and who is enrolled in a program of study that is at least a full academic year, may be eligible to borrow up to \$9,500. An independent undergraduate student or a dependent student whose parents have applied for but were unable to get a PLUS Loan, and who has earned 24 credits, may borrow up to \$10,500 if the remainder of the program is at least a full academic year. An independent bachelor degree student may be eligible to borrow up to \$12,500 per year.

These amounts are the maximum yearly amounts a student can borrow in both subsidized and unsubsidized direct loans, individually or in combination. Because a student borrower can't borrow more than the cost of attendance minus the amount of any Federal Pell Grant and other financial aid, the amount received may be less than the annual maximum amounts.

The Financial Aid Award letter, which requires students to accept

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offered amounts before loan originations are submitted to the U.S. Department of Education, is the preferred document for the active confirmation process. However, Maria's Registrar's Office will accept written and signed notification requesting disbursement of loan proceeds, assuming the identity of the requesting student can be clearly determined.

The Financial Aid Office will originate each loan for an academic period determined by a student's anticipated enrollment status; if the enrollment status changes, the Financial Aid Office must be notified in writing. Maria College is required to verify student eligibility prior to disbursing loan proceeds. If enrollment status has dropped below half time or satisfactory academic standing has not been maintained, loan eligibility has changed and funds will not be disbursed.

Maria College uses the Multi-Year Master Promissory Note, which must be completed to qualify for Federal Direct Loans. This will permit applicants to complete a single loan application for their entire attendance at the College. The Federal Direct Loan Master Promissory Note can be completed at [www.studentloans.gov](http://www.studentloans.gov).

All Federal Direct Loan borrowers are required to complete student loan entrance counseling. Student borrowers can complete this loan counseling online at [www.studentloans.gov](http://www.studentloans.gov), click on

"Entrance Counseling." All Federal Direct Loans require multiple disbursements: if approved for fall and spring semesters, a quarter will be disbursed at the beginning, the balance at the midpoint of each semester; if approved for only one semester, half will be disbursed at the beginning, the balance at its midpoint.

### **Federal Perkins Loan**

The Perkins Loan is a low-interest (5%) loan made with government funds in which the school is the lender, and which must be repaid to the school. Students may borrow a maximum of \$5,500 a year for undergraduate study, but due to limited funding Maria College will generally award less than the annual maximum. Under certain circumstances, these loans may be cancelled over a five-year period, e.g., by working full time as a nurse, or as a teacher in low income area schools, or as a law enforcement or corrections officer. Students are required to complete their promissory note and entrance counseling electronically at [www.ecsi.net](http://www.ecsi.net).

### **Federal Direct Parent Loans for Undergraduate Students**

Parents may borrow an amount that cannot exceed the yearly tuition and other costs of dependents enrolled at least half time, less any other aid for which they qualify. Parents must pass a credit check or have a cosigner for the loan. The interest rate is variable, but cannot exceed 9%. Repayment must begin 60 days after disbursement, but may be postponed under certain conditions.

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## PROCEDURE FOR APPEALING LOCAL FINANCIAL ASSISTANCE

The nonrecipient must start the appeal process within five business days of the awarding of the nongovernmental, local financial assistance. The appeal must be in writing and be delivered to the Registrar's Office. Within 10 days of receiving the appeal notice, the local scholarship selection committee will determine if the original application was received on or before the required application date and/or the applicant met the eligibility criteria specified in the written description of the award. If the applicant did not submit the application by the stated deadline or does not meet the published eligibility criteria for the local scholarship, the appeal process is terminated, and written notification will be delivered to the applicant within 10 business days.

If the local scholarship selection committee determines that the application was received in a timely manner and the applicant otherwise met the eligibility criteria for the local scholarship, the appeal will be forwarded to the Vice President for Academic Affairs and the Affirmative Action Coordinator for review.

The Vice President for Academic Affairs and the Affirmative Action Coordinator will review the appeal and determine whether the application was eliminated due to issues based

on, according to the Federal Register, Volume 44, No. 56, 17167, "race, color, national origin, sex, handicap, except to overcome the effects of past discrimination." The applicant will be notified of the decision in writing within 10 business days by the College Affirmative Action Coordinator.

If the applicant contests the decision of the Vice President for Academic Affairs and the Affirmative Action Coordinator, the President will review the entire record including the recommendation. Within seven business days, the President will decide either to dismiss the grievance for lack of evidence or recommend appropriate redress if unlawful discrimination is found. In all cases, the President will carefully review all information.

The Affirmative Action Coordinator will communicate the President's determination to the grievant and other involved parties within five business days after receiving it. This will end the grievance procedure at the College.





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## SCHOLARSHIPS

### **Allied Health Scholarships**

These scholarships are awarded annually to students already employed in the health care field and who wish to acquire an associate degree in the health care field.

### **Bishop Hubbard Service Scholarship**

The Maria College Bishop Hubbard Service Scholarship Award recognizes a Diocese of Albany Catholic School 2015 graduate, who has been accepted into a Maria College four year degree program starting fall 2015. This student demonstrates a passion for helping others, while maintaining a high level of academic achievement.

### **Caron Family Scholarships**

Established by the late Reverend Francis X. Caron, these scholarships are awarded annually to entering freshmen. Preference will be given to students whose major field of study is Liberal Arts. Caron Scholarships may be renewed.

### **\*Guido Scholarships**

Honoring Kathleen Sheehan Guido, these scholarships are awarded annually to students who have completed two semesters and whose major field of study is in Allied Health. Guido Scholarships may be renewed.

### **\*Mary K. Knappek Scholarships**

Mary K. Knappek Scholarships are awarded annually to female students enrolled in the Nursing Program.

### **\*Judith Ann Marotta Scholarship**

Established by Mr. and Mrs. Thomas M. Eckert in recognition of Judith's retirement from many years of service to Maria College. This scholarship is awarded to a full-time Early Childhood Education student.

### **Laureen A. Fitzgerald, RSM, Scholarship**

The Laureen A. Fitzgerald, RSM Scholarship was established by the Board of Trustees of Maria College in honor of Sister Laureen's 34 years as President of Maria College. The scholarship is established for the benefit of a student from the Capital District, who exemplifies the spirit of the Sisters of Mercy and is based on financial need.

### **President's Psychology Scholarship**

Established to honor Maria's first baccalaureate degree program, the President's Psychology Scholarship is a merit-based scholarship for incoming freshmen. It is a four-year scholarship that covers 50% of tuition for the first two years of study, and 100% of tuition in years three and four.

### **\*The Timothy McDonald Scholarship**

Established by Timothy McDonald in memory of his mother, Theresa McDonald, a 1948 graduate of St. Peter's Hospital School of Nursing who served St. Peter's Hospital for 31 years as a registered nurse. This scholarship is awarded

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annually and may be renewed. Preference will be given to students whose major field of study is Nursing.

**\*Jean A. Schmitz Scholarship**

The Schmitz Scholarship is awarded annually to students enrolled in Nursing.

**\*Shapiro/Lynch Scholarship**

Established by Peter, Patricia '66, Scott and Allyson Shapiro, this scholarship is awarded to a student whose field of study is Allied Health.

**\*Thorne Nursing Scholarships**

Established by Mr. and Mrs. Robert G. Feuerriegel in memory of Anne Marie Feuerriegel Thorne, RN, Maria College Class of 1975, these

scholarships are granted to Nursing students to be applied toward tuition expense exclusively. The award may be renewed.

**Maria College Presidential Scholarship**

Funded by members of the Maria College community, Presidential Scholarships are given each year to promising students in any major who demonstrate financial need. Students should have a minimum GPA of 3.0 to apply.

**Awards are based on financial need and/or academic achievement.**

*\*Priority for scholarships is given to full-time students.*



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# ADMISSION INFORMATION

Admission to the College is offered on a selective basis. In selecting a student for admission, Maria College looks for evidence in an applicant's academic record, extracurricular activities and his or her potential for succeeding at and contributing to Maria College.

## GENERAL APPLICATION PROCEDURE

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To be considered for admission, applicants are required to submit:

- An Application for Admission.
- Official high school transcript or its equivalent.
- Personal essay/statement.
- Academic letter of recommendation.

Applicants are encouraged, but not required to:

- Submit SAT or ACT test scores

(Applicants who do not meet all admission standards may be asked to submit SAT or ACT scores or complete the college's placement test.)

- Have an Admission Interview.

(Applicants are strongly advised to schedule an appointment for an interview with an Admissions Counselor and use the opportunity to tour the campus.)

## ADMISSION REQUIREMENTS FOR SECONDARY SCHOOL STUDENTS

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Maria College is committed to enrolling qualified young men and

women whose backgrounds and talents will enhance each other's educational experiences. It is recommended that all candidates for admission pursue a strong college preparatory program and that they elect challenging courses in their senior year. All offers of admission are made on the condition that the student earns a high school diploma or the equivalent.

The secondary school record is our principal concern. High school students interested in attending Maria College should have an average above 80%, or 2.5 on a 4 point scale. Leadership qualities and extracurricular activities are also important and considered. While not required, it is strongly encouraged that all candidates for admission visit Maria College and meet with an Admission Counselor. The submission of test scores are optional for admission but are considered when submitted and may be asked of students when additional information is desired for an admission evaluation or for proper course placement.

### *Application Deadlines:*

**Early Decision:** Maria College offers a binding Early Decision option, in which candidates are limited to Maria College as their sole

choice. The Early Decision deadline is December 1, 2014. Notifications will be mailed by January 15th. Accepted candidates are required to submit a non-refundable deposit by March 1st.

**Regular Decision:** The deadline for freshman applicants is March 1st. Students who are accepted through regular decision have until May 1st to decide to attend Maria College and submit their enrollment deposit. This deposit is non-refundable after May 1st.

**Late Admission:** Students may continue to apply for admission until August 15, provided space is still available.

## ADMISSION REQUIREMENTS FOR HIGHER EDUCATION OPPORTUNITY PROGRAM STUDENTS

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Maria College's Arthur O. Eve Higher Education Opportunity Program (HEOP) is designed to meet the needs of New York State residents who are both academically and economically disadvantaged. Students who qualify will receive structured support services, such as counseling, tutoring, and remedial/developmental coursework, as well as financial support. To be eligible a student must:

- Submit their admission application and all required documentation prior to March 1. (The student should select the HEOP option on their application.)

- Provide required financial documentation prior to March 1.
- Complete a personal interview with a HEOP representative.

**IMPORTANT NOTE:** Families should file their 2014 taxes as soon as possible in order to be considered for the program. Late application materials, including supporting financial documentation, will result in applicants being excluded from the pool for the 2015-16 academic year.

## ADMISSION REQUIREMENTS FOR TRANSFER STUDENTS

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Maria College enrolls transfer students in the fall, spring, and summer semesters. Prospective students should demonstrate a strong record of success in post-secondary studies and have obtained a cumulative grade point average of 2.5 or higher on a 4 point scale. Transfer applicants must submit:

- An Admission Application.
- All college and university transcripts for institutions attended.
- Personal essay/statement.
- Academic/Work letter of recommendation.
- Official high school transcript or its equivalent. (Students who have earned an associate or baccalaureate degree from an accredited institution of higher education may not be required to submit an official high school transcript.)

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### ***Transfer of Credit Policy:***

Maria College will accept transfer credit for courses taken at other accredited institutions of higher education provided:

- The course is required for the student's enrolled degree or certificate program at Maria College.
- The content of the course to be transferred is equivalent to the content of the course required at Maria College.
- The level of the course to be transferred is equivalent to the level of the course required at Maria College.
- The length, credits, and contact hours of the course to be transferred is equivalent to the length, credits, and contact hours of the course required at Maria College.
- Transfer credit may only be granted once for any given course.
- A grade of C or better has been earned (at least 2.0 on a 4.0 grading scale).
- There is a seven-year limit on transfer credit for Anatomy and Physiology and Microbiology, and a five-year limit on all Computer Science courses.
- Students wishing to take a course(s) at another college and apply them to their academic program at Maria must complete a change of status form in advance with signatures of approval from the department chair or program

director and their academic advisor, and must attach a course description to the form.

For a Bachelor Degree, a student must complete a minimum of 36 credits and 3 semesters at Maria College in order to meet degree requirements.

For an Associate Degree a student must complete a minimum of 24 credits and 2 semesters at Maria College in order to meet degree requirements.

### **ADMISSION REQUIREMENTS FOR INTERNATIONAL STUDENTS**

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Applicants from foreign countries are urged to complete their applications at least three months before they plan to enroll. In addition to the information required for secondary school student's international applicants must provide the following:

- If your academic records are from a U.S. or Canadian institution, you may submit them directly to Maria College. However, if your credentials are from any other country, you must contact a credential evaluation service and submit your credentials, college transcripts and any required fees to the agency for a course by course evaluation and subsequent submission to Maria College. Your credentials will not be reviewed without an outside evaluation. We recommend that

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you use the following credential agency: World Education Services – [www.wes.org](http://www.wes.org).

- The Test of English as a Foreign Language (TOEFL) is required of all international applicants for admission as full-time students to determine their level of English proficiency and to enable the College to meet their academic needs. The applicant must obtain a minimum score of 500 for paper-pencil test, 173 for computer-based test, or 61 for the internet-based test to qualify for admission.

A student who has been accepted is required to show proof of finances and pay the non-refundable enrollment deposit prior to the issuance of an I-20 form. The student must take the I-20 form and valid passport to the U.S. Consulate or embassy and apply for an F-1 student visa.

**NOTE:** International students should take into account that tuition and fees are based on one year of study. Additional costs will also be incurred due to cost of living and travel expenses.

### **PHYSICAL EXAMINATION, IMMUNIZATIONS AND LABORATORY TESTS**

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New York State Public Health Law 2165 now requires that all persons born after January 1, 1957 must be in full compliance with State Immunization requirements. Students must show protection

against measles, mumps, and rubella, and evidence of vaccination against Meningitis or proof of waiver. The immunization documentation must be submitted within 30 days of the start of the term. ***If documentation is not submitted, the respective student will not be permitted to continue attending classes, will be dropped from his/her classes, and will be responsible for tuition liability.***

Following acceptance to a Nursing or Occupational Therapy Assistance program, a physical examination and specific laboratory tests are required. The Health Report Form must be completed by a physician or a certified health care practitioner and returned to the Admission Office or specific Academic Department.

### **RE-APPLICATION PROCEDURE**

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Students who have previously applied to the college but did not enroll, and wish to re-apply must file another application for admission. If a student re-applies after two years from the original date of application, transcripts from high school and all previous colleges attended must be resubmitted.

### **RE-ENROLLMENT**

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A student who has previously attended Maria College as a matriculated student is considered a re-enrollment applicant for re-admission to the college if the student has been away from the

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college for more than one semester, not including the summer. To be eligible to re-enroll at Maria College, the student must:

- Submit the Re-Enrollment Application which is available through the Admission Office.
- Submit any transcripts from all colleges attended since last enrolled at Maria College.

## **ADDITIONAL REQUIREMENTS FOR ADMISSION TO A NURSING PROGRAM**

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### ***RN to BS Completion Program***

The RN Baccalaureate Completion Program is designed for students who have obtained an unrestricted RN License from the State of New York or have graduated with their AAS in Nursing within 6 months of the start of the program. The Program is designed to offer flexibility to working RNs to complete their BS in Nursing Degree. In addition to the regular admission standards, the following must be met by the students:

- Completion of an associate degree or diploma in nursing from an accredited school of nursing.
- Current RN license within the United States or U.S. Territory, and professional liability coverage or meeting the RN licensure requirement within six months of the completion of the two-year associate degree in nursing.
- Two favorable references that

address professional and/or academic ability.

Course work within the RN Baccalaureate Completion Program will require the student to have a firm foundation in liberal arts and nursing, as well as a license and ability to practice nursing. These requirements will ensure that the student is prepared to meet the Program's demands. Diploma graduates must have completed their non-nursing course work at a college or university for credits to be applicable for transfer into Maria College.

### ***Associate in Applied Science in Nursing***

Students applying for the Nursing program are encouraged to submit all required documentation prior to February 1. The Nursing Program is highly selective, with competitive and limited enrollment. Applicants are encouraged to take four years of science and math courses while in high school. In order to be admitted directly into the Nursing Program the following must be satisfied, in addition to the regular admission standards:

- Successful completion of a laboratory biology and chemistry:
  - A final grade of 80 or higher in both subjects from high school.
  - Or a C or better in both biology and chemistry college credit bearing courses.



- Or a C or better in a 4-credit, Anatomy and Physiology I course, including a lab, that is equivalent to Maria College's Anatomy and Physiology I course.
- Passing scores on the Test for Essential Academic Skills (TEAS) V:

- Preference for admission is given to applicants who meet the national mean on all four parts of the exam, but the following scores are required:

Reading                      **70.5%**

Mathematics                **69%**

Science                      **53.6%**

English                      **63.8%**

- Current high school students or students within a couple of months of graduating from high school with SAT scores meeting or exceeding the following will be exempt from the TEAS V:

Reading:                    **500**

Math:                        **520**

Writing:                    **490**

- Students with a Master's Degree will be reviewed on a case by case basis.
- Students completing the MCAT need a score of 25 to be exempt from the TEAS V.

## ***Practical Nursing Certificate***

The Practical Nursing Certificate Program occurs during the weekends starting in January and lasting 15 months. Interested students are encouraged to complete their application prior to November 1. In addition to the regular admission standards, these students must:

- Achieve a passing score on the Test for Essential Academic Skills (TEAS) V:

- Preference for admission is given to applicants who meet the national mean on all four parts of the exam, but the following scores are required:

Reading                      **70.5%**

Mathematics                **50%**

Science                      **53.6%**

English                      **50%**

## ***Additional Information on the TEAS V.***

A prospective student may take the TEAS V an unlimited number of times prior to April 1 if they are applying for the Practical Nurse Certificate Program or August 1st if applying for the Associates of Applied Sciences in Nursing Program.

- Any student admitted to the college without meeting the TEAS requirements will be admitted as a General Studies student.

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- If after acceptance to the college in the General Study program, but prior to the April 1st or August 1st deadlines, the student successfully meets the TEAS requirements set forth by the Nursing Department, the student's application may be reconsidered for admission to the appropriate Nursing Program if space is available.

Once a student is matriculated in the college, the student will need to follow the policies and processes for the Change of Status to Nursing. A student may take the TEAS V test only two additional times after the first day of classes during the student's initial matriculated semester.

- It is highly encouraged that these students enroll and complete the TEAS V Review course, PRD 100 prior to the second attempt at the TEAS V.
- There must be a minimum of 45 days between tests.

## **ENROLLMENT DEPOSIT**

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Admitted students reserve their places in the entering class by submitting an enrollment deposit. Deposits are refundable for the fall semester if written notice is given prior to May 1. Deposits received after May 1st will be considered based upon availability.

- A \$100 enrollment deposit is required for all majors except the Associate of Applied Science in

Nursing Degree students.

- A \$200 enrollment deposit is required for all Associate of Applied Science in Nursing Degree students.

## **AUDITORS & NON-MATRICULATED STUDENTS**

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A student who plans to attend Maria College without the intention of receiving a degree from the college may enroll as an auditor or a non-matriculated student.

- Any student who is interested in taking a course without receiving credit will be considered an Auditor.
- Any student interested in taking courses at Maria College but does not intend to complete a degree or certificate from the college, is considered a non-matriculated student.

New students to Maria College interested in auditing a course or enrolling as a non-matriculated student must:

- Complete the appropriate application through the Office of Admission.
- Submit proof of high school graduation or its equivalency. (**Note:** if a course has pre-requisites, the student must provide evidence that the student has satisfied the course's pre-requisites.)

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## **CHANGE OF STATUS TO NURSING**

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Any student enrolled in a General Studies Program who intends to change majors to the Associate Degree in Nursing or the Certification in Practical Nursing must consult with the Director of Advisement for Nursing who will certify that all entry requirements have been met and submit a change of status form by the following dates:

- Certification in Practical Nursing (LPN): August 15, 2014
- Associate Degree in Nursing (RN): March 15, 2015

Approval for a student to change their major program of study to the Associate Degree in Nursing or the Certification in Practical Nursing requires additional documentation and compliance with the academic standards of the Nursing Department.

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## **NONDISCRIMINATION POLICY**

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Maria College is a nonprofit, independent, coeducational institution which does not discriminate in its enrollment or employment practices for any reason including race, sex, color, national origin, creed, sexual orientation, mental or physical disability. Information about the services, activities and facilities accessible to the handicapped may be obtained in the office of student services, Marian Hall. For further

information regarding Title IX and 504, contact Deb Corrigan, Title IX Coordinator, 518.861.2550.

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## **CHANGE OF INTENT**

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Students who wish to change their program of intent must complete a Change of Status form with their advisors and submit the form to the Registrar's Office. Students will be considered for admission to their new program of choice as of the date the form is recorded. Students who do not complete or submit the form may be placed on a waiting list.

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## **EVENING DIVISION**

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The Evening Division offers degree programs primarily for those students whose work or family schedules preclude day enrollment. Evening Division courses are identical in content and level to those offered in the Day Division, and are scheduled in three-hour blocks, Monday through Thursday, usually once a week. All evening degree programs are planned to span a three-year period, although students may take fewer courses each semester and extend the program over a longer period of time.

The following degrees can be earned in the Evening Division: Accounting, General Studies, Liberal Arts, Management and Nursing. Certificates in Bereavement Studies, Gerontology and Teaching Assistant are also offered.

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## WEEKEND COLLEGE

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This innovative degree-granting division primarily serves working adults or others for whom day and evening schedules have been an obstacle to continuing their education. Weekend College students can usually complete degrees in the same two-year time frame as traditionally enrolled day students by attending classes in three-hour time blocks on Saturday and Sunday, every other weekend, year round.

Fewer courses can be taken each semester to extend the program over a longer period of time to accommodate personal schedules.

The following degrees may be earned in Weekend College:

Accounting, Early Childhood Education, General Studies, Liberal Arts, Management, Occupational Therapy Assistant (OTA) and Paralegal. Certificates in Bereavement Studies, Gerontology, Paralegal and Practical Nurse (LPN Training) are also offered. OTA is three years.

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## ONLINE/HYBRID COURSES

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As part of the mission to deliver high quality instruction in convenient scheduling formats, Maria College now offers online and hybrid courses. Students with family and work obligations have the opportunity to take college courses in a nontraditional learning environment that allows them to complete course work at locations and times that are convenient. While most work is done from remote

locations, some courses may require on-campus meetings for labs or exams. Most courses span the timeline of a regular semester.

Online courses are those that deliver 80% or more course content online and there are typically no face-to-face meetings. Hybrid courses combine online and face-to-face instruction, delivering at least 30% of the content online, typically requiring scheduled contact time, for example labs, and/or examinations. Web-Enhanced courses use web-based technology to facilitate what is essentially a face-to-face course. Instructors may use a learning management system to post the syllabus, learning materials, and/or discussion boards.

Students use the Blackboard Learning Management System to access online course materials, learn the course content, submit homework assignments, and communicate with the instructor and fellow students. Online course materials may include online versions of textbooks, videos, presentations, visitation to Internet websites and the use of specialized software. Students enrolled in online courses have access to the same support services as students who attend face-to-face courses on campus.

Online courses are not for everyone. This method of instruction is geared toward students who are self-motivated and enjoy using technology. Successful online learners are self-starters with a desire to learn, who take a personal initiative, are resourceful and persistent. Online learners work well alone,

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are not procrastinators, have good reading and comprehension skills, resist distractions, and are comfortable without the social elements of face-to-face courses in the classroom. Maria College has a number of wireless hotspots on campus where students and faculty can connect with a wireless-enabled computer. Wireless hotspots are available in the Library and in the Student Lounge in the Main Building, as well as in the Marian Hall Auditorium.

Wireless computer users should always take the necessary steps to protect their computer with virus protection software, spam filtering and anti-phishing software.

Attendance in an online course or online portions of a hybrid course is defined as an active post or submission within the course. This standard will be used to determine all attendance criteria, including but not limited to, never having attended and last date of attendance.

## **FIRST-YEAR EXPERIENCE**

Two First-Year Experience courses, one in the fall and one in the spring semester, provide new Maria students with a unique and engaging learning experience, helping students find their place in the Maria community. The courses are designed to foster connections through shared social and academic experiences, while building the foundations for academic success. The First-Year Experience courses are required for all new students, except those who

have completed at least 24 credits before being enrolled or who have previously completed a comparable course at another college.

## **OFFICE OF CAREER SERVICES**

The Office of Career Services serves as a resource for students and alumni looking to enhance professional development and career-readiness. Career Services will assist in helping students obtain employment or transfer to four-year or graduate institutions, upon the completion of a degree from Maria College. Students can access the Maria College website for specialized materials containing career planning information, career-exploration tools, potential sources of employment, notices of career fairs, and the College's chosen employment database, College Central Network.

The Director of Career Services holds seminars on résumé preparation, interviewing techniques, and the job search. Students can also schedule individual appointments with the director for career-related counseling. In addition, an annual survey of all graduates is conducted to measure trends in employment as well as to gather data on transfer rates. Copies of this report are on file in the Office of Career Services.

The Office of Career Services Office is proactively responding to the needs of today's diverse student populations, while understanding

the importance of acquiring suitable employment.

**Baccalaureate Transfer:** An increasing number of Maria associate degree graduates continue work toward a bachelor degree immediately upon graduation — in recent years, nearly 25% of each graduating class. Further, surveys conducted by the Development Office indicate that a large number of alumni earn bachelor's or graduate degrees after working in their career fields.

**Transfer Articulation Agreements:** Maria College has signed articulation agreements with numerous colleges and universities within the Albany capital region and beyond. Such agreements are designed to provide clearly defined educational pathways between two colleges. One type of articulation agreement facilitates effective transfer

of credit for students wishing to pursue study at the bachelor degree level at another college or university upon completion of an associate degree at Maria College. A second type of articulation agreement provides a pathway for associate degree graduates from other colleges to transfer credits into bachelor degree programs at Maria College. The following table provides a list of current articulation agreements with two and four-year colleges. Information on articulation agreements can be found online at [www.mariacollege.edu](http://www.mariacollege.edu). It is important to note that new agreements are negotiated periodically and that credits usually transfer to most colleges and universities whether or not they are listed or are part of a transfer articulation agreement.

The following colleges have articulation agreements for graduates of selected curricula:

College/University	Articulation Type
Columbia Greene Community College Hudson, NY	Graduates from Columbia Greene Community College with an Associate of Science degree in nursing to Bachelor of Science in nursing degree completion program at Maria College.
Dominican College Orangeburg, NY	Graduates from Maria College with an Associate in Applied Science degree in occupational therapy assistant to bachelor/master of science degree program in occupational therapy at Dominican College.
Dutchess Community College Poughkeepsie, NY	Graduates from Dutchess Community College with an Associate of Science degree in nursing to Bachelor of Science in nursing degree completion program at Maria College.

<b>College/University</b>	<b>Articulation Type</b>
Fulton-Montgomery Community College Johnstown, NY	Graduates from Fulton-Montgomery Community College with an Associate in Science degree in nursing to Bachelor of Science in nursing degree completion program at Maria College.
Memorial Hospital School of Nursing Albany, NY	Graduates from Memorial Hospital School of Nursing with an Associate in Science degree in nursing to Bachelor of Science in nursing degree completion program at Maria College.
Russell Sage College Troy, NY	<p>Graduates from Maria College with an Associate in Applied Science degree in occupational therapy assistant to Bachelor of Science in interdisciplinary studies in health studies at Russell Sage College.</p> <p>Graduates from Maria College with an Associate in Arts degree in liberal arts to Bachelor of Science degree in nutrition at Russell Sage College.</p>
Sage Colleges of Albany Albany, NY	<p>Graduates from Maria College with an Associate in Applied Science degree in management to Bachelor of Science in business administration at Sage Colleges of Albany.</p> <p>Graduates from Maria College with an Associate in Applied Science degree in paralegal to Bachelor of Science degree in legal studies at Sage Colleges of Albany.</p> <p>Graduates from Maria College with an Associate in Applied Science degree in nursing to baccalaureate nursing program at Sage Colleges of Albany.</p>
Samaritan Hospital School of Nursing Troy, NY	Graduates from Samaritan Hospital School of Nursing with an Associate of Science degree in nursing to Bachelor of Science in nursing degree completion program at Maria College.
SUNY Adirondack Queensbury, NY	Graduates from SUNY Adirondack with an Associate in Science degree in nursing to Bachelor of Science in nursing degree completion program at Maria College.

<b>College/University</b>	<b>Articulation Type</b>
SUNY New Paltz New Paltz, NY	Graduates from Maria College with an Associate in Arts degree in education to Bachelor of Science degree in childhood education at SUNY New Paltz.
SUNY Ulster Stone Ridge, NY	Graduates from SUNY Ulster with an Associate in Science degree in nursing to Bachelor of Science nursing degree completion program at Maria College.
The Belanger School of Nursing Schenectady, NY	Graduates from The Belanger School of Nursing with an Associate in Applied Science degree in nursing to Bachelor of Science in nursing degree completion program at Maria College.
The College of St. Rose Albany, NY	<p>Graduates from Maria College with an Associate in Arts in the education transfer program to Bachelor of Science in childhood education at The College of St. Rose.</p> <p>Graduates from Maria College with an Associate in Applied Science in early childhood education to Bachelor of Science in childhood education at The College of St. Rose.</p> <p>Graduates from Maria College with an Associate in Applied Science degree in accounting to Bachelor of Science degree in accounting at The College of St. Rose.</p> <p>Graduates from Maria College with an Associate in Applied Science in management to Bachelor of Science degree in business administration at The College of St. Rose.</p>
Utica College Utica, NY	Graduates from Maria College with an Associate in Applied Science degree in occupational therapy assistant to Bachelor of Science degree in health studies at Utica College.





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# PROGRAMS OFFERED

## DEGREE PROGRAMS

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### **Bachelor Of Science (BS)**

Psychology – HEGIS 2001

RN Baccalaureate Completion Program – HEGIS 1203.10

### **Associate In Applied Science (AAS)**

Accounting – HEGIS 5002

Education - Early Childhood – HEGIS 5503

Management – HEGIS 5004

Nursing – HEGIS 5208.10

Occupational Therapy Assistant – HEGIS 5210

Paralegal – HEGIS 5099

### **Associate In Arts (AA)**

Liberal Arts – HEGIS 5649

(Concentrations in English, Psychology and Religious Studies/Philosophy)

Education Transfer Program – HEGIS 5608

### **Associate In Science (AS)**

General Studies – HEGIS 5699

## CERTIFICATE PROGRAMS

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Gerontology – HEGIS 5506.20

Paralegal – HEGIS 5099

Practical Nurse (LPN Training) – HEGIS 5209.20

Teaching Assistant – HEGIS 5503

# BACHELOR DEGREE PROGRAMS

## **BACHELOR OF SCIENCE (BS)**

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The Bachelor of Science Degree is awarded to those students who complete 120 credits of which 60 are in the liberal arts and sciences and 60 in major field requirements and electives. A degree program is offered in Psychology and a degree completion program is offered in Nursing, which accepts 60 credits from an associate degree program in Nursing and requires students to complete 60 additional credits at the bachelor degree level. Graduates of diploma schools may qualify.



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# NURSING

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## BS

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Elizabeth J. Heywood, PhD, RN  
*Interim Chairperson*

Ellen J. Argust, MS, RN, CNOR  
*Program Director*

The focus of Maria College's RN Baccalaureate Completion Program is to educate nurses who utilize evidence for practice decisions throughout a variety of health care settings and have knowledge of contemporary issues shaping nursing and health care.

All students must meet the health requirements of the Nursing Program and health agencies. Satisfactory health clearance and a copy of current CPR registration must be on file in the department prior to the start of the semester in order to maintain admission status.

A student must achieve a minimum grade of C+ in all courses required in the Nursing Program.

Failure to successfully complete course work that is required by the Nursing Program results in dismissal from the program. A student may repeat a nursing course only once. Readmission to the RN Baccalaureate Completion Program is not automatic, is at the discretion of the Nursing Chair and faculty, and may depend upon space availability. Readmission may require a written examination. Requests for readmission must be submitted by March 15 for the fall semester and October 15 for the spring semester. This nursing education is accredited by the Accreditation Commission for Education in Nursing (ACEN). Contact information is 3343 Peachtree Road NE, Suite 850, Atlanta, Georgia, 30326, <http://www.nlnac.org/ACEN>. Telephone 404.945.5000, fax 404.975.5020.



## NURSING

### *Full-time*

HEGiS 1203.10

Course	First Semester	Credits
NUR 301	Nursing Theory & Practice Issues	3
NUR 340	Intro to Research & Evidence-based Practice	3
NUR 360	Health Assessment, Promotion and Diagnostic Reasoning	3
ENG 300	Advanced Composition	3
MAT 200	Statistics	<u>3</u>
		15
<b>Second Semester</b>		
*NUR 385	Community Health Nursing & Epidemiology	6
PHI 300	Health Care Ethics	3
	Sociology or Cultural Studies (300/400 Level)	3
	Free Elective	<u>3</u>
		15
<b>Third Semester</b>		
NUR 308	Healthcare Informatics	3
NUR 421	Leadership, Management and Ethics in Nursing	3
PSY 300	Organizational Psychology	3
*SOC 410	Perspectives on Aging	<u>5</u>
		14
<b>Fourth Semester</b>		
*NUR 460	Nursing Specialty & Synthesis Seminar	6
NUR 480	Evidence for Practice	3
NUR 310/	Pharmacology and	
BIO 310	Pathophysiology I	4
HSC 320	Complementary and Alternative Therapies	<u>3</u>
		16

*\*Experiential learning or clinical required for course.*

## NURSING

### *Part-time*

HEGiS 1203.10

Course	First Semester	Credits
ENG 300	Advanced Composition	3
NUR 340	Intro to Research & Evidence-based Practice	<u>3</u>
		6
<b>Second Semester</b>		
*NUR 385	Community Health Nursing & Epidemiology	<u>6</u>
		6
<b>SUMMER I</b>		
	Free Elective	<u>3</u>
		3
<b>Third Semester</b>		
NUR 301	Nursing Theory & Practice Issues	3
NUR 360	Health Assessment, Promotion and Diagnostic Reasoning	<u>3</u>
		6
<b>Fourth Semester</b>		
	Sociology or Cultural Studies (300/400 Level)	3
PHI 300	Health Care Ethics	<u>3</u>
		6
<b>SUMMER II</b>		
MAT 200	Statistics	<u>3</u>
		3
<b>Fifth Semester</b>		
NUR 308	Healthcare Informatics	3
*SOC 410	Perspectives on Aging	<u>5</u>
		8
<b>Sixth Semester</b>		
NUR 480	Evidence for Practice	3
HSC 320	Complementary and Alternative Therapies	<u>3</u>
		6
<b>SUMMER III</b>		
NUR 310/	Pharmacology and	
BIO 310	Pathophysiology I	<u>4</u>
		4
<b>Seventh Semester</b>		
NUR 421	Leadership, Management and Ethics in Nursing	3
PSY 300	Organizational Psychology	<u>3</u>
		6
<b>Eighth Semester</b>		
*NUR 460	Nursing Specialty & Synthesis Seminar	<u>6</u>
		6

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# PSYCHOLOGY

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## BS

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Peter Byrne, Ph.D.

*Chairperson*

The Bachelor of Science degree in psychology provides students with the flexibility and foundation to move into a number of highly rewarding careers. Presently there is anticipated employment growth for psychology graduates in the areas of organizational and industrial psychology, and geropsychology. Many students also use their psychology degrees to move into customer service, rehabilitation or government positions. For some, their career aspirations call for further education as they attend graduate school to become school, counseling, clinical or forensic psychologists. The program focuses on work readiness, and requires either an internship or cooperative education experience. In addition, all psychology students take two research courses, thus preparing them for undergraduate research and for the rigors of graduate school should they decide to continue their education.

The psychology program is highly flexible and encourages students to pursue their own interests within the field. All psychology majors are required to complete a major core which includes coursework in general psychology, the psychology of interpersonal relations, research methods, history and systems, an internship and a capstone

seminar. In addition to these basic requirements, students draw from a wide range of psychology courses in fulfillment of their major requirements. A large number of free electives provides the opportunity to transfer credits from another major or develop an area of specialization, such as business management or gerontology.

### **Psychology Core Requirements (24 credits)**

PSY 100 General Psychology	3
PSY 205 Interpersonal Psychology	3
PSY 350 Research Methods I	3
PSY 360 Research Methods II	3
PSY 400 Coop/Internship in Psychology	6
PSY 430 History and Systems of Psychology	3
PSY 450 Senior Capstone	3

### **Psychology Elective Course Options (21 credits, 9 credits at the 300/400 level)**

PSY 200 Developmental Psychology	3
PSY 201 Psychology of Learning	3
PSY 202 Adolescence Psychology	3
PSY 203 Child Psychology	3
PSY 204 Psychology of Abnormal Behavior	3
PSY 209 Psychology of Aging	3
PSY 232 Positive Psychology	3
PSY 270 Social Psychology	3
PSY 300 Organizational Psychology	3
PSY 305 Psychology of Food and Eating	3
PSY 310 Psychology of Information Technology	3
PSY 320 Psychology and the Media	3
PSY 330 Psychology of Terrorism	3
PSY 340 Cognitive Psychology	3
PSY 410 Developmental Psychopathology	3
PSY 420 Human Factors Psychology	3

### **Liberal Arts and Sciences Courses (52 credits)**

English - ENG 111, 112, 300, 420 (12 credits)  
Religion/Philosophy - including RES/PHI 114,  
RES 201 (12 credits)  
Science/Mathematics - MAT 101, 102, 200;  
SCI w/lab (13 credits)  
History/Sociology/Cultural Studies - SOC 101,  
HIS 106,107, HIS/CUL 350, HIS/CUL 450  
(15 credits)

### **Free Electives (21 credits)**

15 credits at any level  
6 credits at the 300/400 level

### **First Year Experience (2 credits)**

## PSYCHOLOGY, BS

HEGIS 2001

<b>FIRST YEAR</b>		
<b>Course</b>	<b>First Semester</b>	<b>Credits</b>
FYE 101	First Year Experience I	1
ENG 111	Composition I	3
REL 114	World Religions	3
MAT 101	Foundations of Math I	3
PSY 100	Intro to Psychology	3
	Free Elective	3
		16
<b>Second Semester</b>		
FYE 102	First Year Experience II	1
REL/PHI	Religious Studies/Philosophy Elective	3
SOC 101	Intro to Sociology	3
PSY 205	Psychology of Interpersonal Relations	3
MAT 102	Foundations of Mathematics II	3
	Free Elective	3
		16
<b>SECOND YEAR</b>		
<b>Course</b>	<b>First Semester</b>	<b>Credits</b>
ENG 112	Composition II	3
HIS 106	United States History I	3
MAT 200	Statistics	3
PSY 200s	Psychology Elective	3
PSY 200s	Psychology Elective	3
		15
<b>Second Semester</b>		
REL/PHI 201	Contemporary Moral Issues	3
HIS 107	United States History II	3
	Lab Science	4
PSY 200s	Psychology Elective	3
PSY 200s	Psychology Elective	3
		16

<b>THIRD YEAR</b>		
<b>Course</b>	<b>First Semester</b>	<b>Credits</b>
ENG 300	Advanced Writing	3
PSY 350	Research Methods I	3
PSY 300s	Psychology Elective	3
	Free Elective	3
	Free Elective	3
		15
<b>Second Semester</b>		
REL/PHI	Religious Studies/Philosophy Elective	3
PSY 360	Research Methods II	3
HIS/CUL 350	Cultural Studies I	3
PSY 300s	Psychology Elective	3
	Free Elective	3
		15
<b>FOURTH YEAR</b>		
<b>Course</b>	<b>First Semester</b>	<b>Credits</b>
ENG 420	Technical and Professional Communications	3
PSY 450	Capstone Seminar in Psychology	3
PSY 300/400	Psychology Elective	3
300/400	Free Elective	3
300/400	Free Elective	3
		15
<b>Second Semester</b>		
PSY 430	History and Systems of Psychology	3
HIS/CUL 450	Cultural Studies II	3
PSY 400	CoOp/Internship	6
		12



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# ASSOCIATE DEGREE PROGRAMS

## **ASSOCIATE IN APPLIED SCIENCE (AAS)**

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The Associate in Applied Science Degree is awarded upon completion of occupationally oriented or career curricula. The course of study leading to this degree is an organized curriculum, including a minimum of 22 credits drawn from the humanities, the natural and the social sciences, distributed with a balance among those three major areas. The remaining credits are in the candidate's specialized career program. Degree programs are offered in Accounting, Early Childhood Education, Management, Nursing, Occupational Therapy Assistant and Paralegal.

## **ASSOCIATE IN ARTS (AA)**

## **ASSOCIATE IN SCIENCE (AS)**

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The Associate in Arts and Associate in Science Degrees are awarded to those students who complete a general education curriculum in liberal arts. The course of study for these degrees is designed to develop judgment and understanding about human beings' relationship to the social, cultural and natural facets of their total environment. The curriculum is organized to include four general education areas: the Humanities, Natural Sciences and Mathematics, Social Sciences, and Religious Studies and Philosophy.

The Liberal Arts Degree has a minimum of 48 credits in general education for an Associate in Arts Degree. The remaining 16 credits may be free electives.

The Education Transfer Degree has a minimum of 50 credits in the four general education areas for an Associate in Arts Degree. The remaining 14 credits are education courses in educational theory and practice, which will transfer to four-year education programs. Eleven of the liberal arts credits are cross-listed as education credits so a graduate may leave the program with a total of 25 education credits.

The General Studies Degree has a minimum of 32 credits in the four general education areas for an Associate in Science degree. The remaining 32 credits are free electives.





## ACCOUNTING

### AAS

Sharon M. Hope, MS

*Chairperson*

The Accounting Degree integrates business and management skills with advanced accounting methods, thus broadening career choices. This degree is designed as both a terminal and a baccalaureate transfer program. The Accounting AAS Degree can be earned in the Day, Evening and Weekend College. Online courses are also available.

A strong foundation in business knowledge and skills prepares students for meaningful and productive careers. An emphasis in critical thinking, human resources and technology helps students to develop the requirements for employment in today's business environment. Online courses are an integral part of the business program in that they offer students a broad range of up-to-date business competencies, including written communication, time management and planning, as well as a strong foundation in computer technology.

## ACCOUNTING

### *Day Division*

HEGiS 5002

Course	First Semester	Credits
BUS 202	Financial Accounting	3
BUS 219	Business Organization & Management	3
ENG 111	Composition I	3
FYE 101	First-Year Experience I	1
MAT	Elective	3
CSC 111	Comp Tech Concepts & Skills	3
		16
<b>Second Semester</b>		
BUS 254	Organizational Communications	3
BUS 203	Managerial Accounting	3
CSC 201	Electronic Spreadsheets	3
FYE 102	First-Year Experience II	1
PSY 100	General Psychology	3
RES/PHI	Elective	3
		16
<b>Third Semester</b>		
BUS 204	Business Law I	3
BUS 226	Intermediate Accounting I	3
BUS 228	Cost Accounting	3
ECO 100	Macroeconomics	3
RES	Elective	3
MAT	Elective	3
		18
<b>Fourth Semester</b>		
BUS 205	Business Law II	3
BUS 227	Intermediate Accounting II	3
ECO 101	Microeconomics	3
BUS 250	Governmental Accounting	3
BUS 240	Human Resource Management	3
	Elective	1
		16

**ACCOUNTING**  
*Evening Division*  
HEGiS 5002

<b>Course</b>	<b>First Semester</b>	<b>Credits</b>
BUS 219	Business Organization & Management	3
BUS 202	Financial Accounting	3
CSC 111	Comp Tech Concepts & Skills	3
FYE 101	First Year Experience I	1
		<u>10</u>
	<b>Second Semester</b>	
BUS 254	Business Communications	3
BUS 203	Managerial Accounting	3
CSC 201	Electronic Spreadsheets	3
FYE 102	First Year Experience II	1
		<u>10</u>
	<b>SUMMER I</b>	
ENG 111	Composition I	3
PSY 100	General Psychology	3
		<u>6</u>
	<b>Third Semester</b>	
BUS 204	Business Law I	3
ECO 100	Macroeconomics	3
MAT	Elective	3
		<u>9</u>
	<b>Fourth Semester</b>	
BUS 205	Business Law II	3
BUS 240	Human Resource Management	3
RES	Elective	3
		<u>9</u>
	<b>SUMMER II</b>	
ECO 101	Microeconomics	3
	Elective	1
RES/PHI	Elective	3
		<u>7</u>
	<b>Fifth Semester</b>	
BUS 228	Cost Accounting	3
BUS 226	Intermediate Accounting I	3
MAT	Elective	3
		<u>9</u>
	<b>Sixth Semester</b>	
BUS 227	Intermediate Accounting II	3
BUS 250	Governmental Accounting	3
		<u>6</u>

**ACCOUNTING**  
*Weekend College*  
HEGiS 5002

<b>Course</b>	<b>First Term</b>	<b>Credits</b>
BUS 219	Business Organization & Management	3
BUS 202	Financial Accounting	3
CSC 111	Comp Tech Concepts & Skills	3
ENG 111	Composition I	3
FYE 101	First Year Experience	1
		<u>13</u>
	<b>Second Term</b>	
BUS 254	Business Communications	3
BUS 203	Managerial Accounting	3
CSC 201	Electronic Spreadsheets	3
BUS 240	Human Resource Management	3
FYE 102	First Year Experience II	1
		<u>13</u>
	<b>Third Term</b>	
PSY 100	General Psychology	3
MAT	Elective	3
RES/PHI	Elective	3
		<u>9</u>
	<b>SECOND YEAR</b>	
	<b>Fourth Term</b>	
BUS 204	Business Law I	3
BUS 226	Intermediate Accounting I	3
BUS 228	Cost Accounting	3
ECO 100	Macroeconomics	3
		<u>12</u>
	<b>Fifth Term</b>	
BUS 205	Business Law II	3
BUS 227	Intermediate Accounting II	3
BUS 250	Governmental Accounting	3
		<u>9</u>
	<b>Sixth Term</b>	
ECO 101	Microeconomics	3
RES	Elective	3
MAT	Elective	3
	Elective	1
		<u>10</u>

## EDUCATION— EARLY CHILDHOOD

### AAS

The Early Childhood Education (ECE) Degree Program prepares students to work with young children and their families in both the educational and social service settings, as well as preparing them for transfer to four-year institutions. Students will observe and work with young children at various locations, affording them the opportunity to work with diverse populations in educational settings in the broader community. All students must meet the health requirements of the Education Program. Satisfactory health approval will be based upon a physical examination and immunization records.

A student must obtain a minimum grade of C in each education course. (A grade of C- is not adequate.) The student must pass both the theoretical and clinical components of relevant early childhood courses or the course must be repeated in its entirety.

A student may repeat an education course only once. A student who receives a C- or less in an education course for two consecutive semesters may not return to the program. General Studies, Letter of Intent students, who wish to apply (or reapply) to the Education Program, must schedule an appointment with the chairperson. The interview process will include a review of the student's course work, attendance and preparation.

## EDUCATION— EARLY CHILDHOOD

### Day Division

HEGiS 5503

Course	FIRST YEAR	Credits
	<b>First Semester</b>	
EDU 100	Foundations of Education	3
EDU 160	Literacy & Literature for Children	4
CSC 111	Comp Tech Concepts & Skills	3
ENG 111	Composition I	3
PSY 100	General Psychology	3
FYE 101	First Year Experience I	1
		17
	<b>Second Semester</b>	
EDU 101	Curriculum	4
EDU 110	Disability in Education	4
EDU 130	Creative Expression	3
EDU 150	Classroom Management	2
PHI 201	Contemporary Moral Issues	3
FYE 102	First Year Experience II	1
		17
	<b>SECOND YEAR</b>	
	<b>Third Semester</b>	
EDU 210	Pre-Professional Seminar w/Observation	6
EDU 211	Portfolio Seminar	1
EDU 235	Technology in the Classroom	3
EDU 245	Child Development & Health	4
SOC 101	Introduction to Sociology	3
		17
	<b>Fourth Semester</b>	
SCI	Science w/lab	4
RES/PHI	Elective	3
ENG 103	Speech & Oral Interpretation	3
HIS 210	20th Century U.S. History	3
MAT	Elective	3
		16

*Each state and/or profession has procedures for certification and licensure including, among others, consideration of felony convictions, pending criminal charges and professional misconduct. As a result, completion of a program does not guarantee licensure or certification.*



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# EDUCATION TRANSFER PROGRAM

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## AA

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Holly West, MS  
*Chairperson*

The Education Transfer Program prepares students for transfer to four-year institutions to pursue childhood, middle childhood or secondary education degrees and certification with the career objective to become teachers. Students will take courses in educational theory and practice, which includes field observations and participation, as well as a substantial number of liberal arts courses to ensure successful transfer to either an education or liberal arts four-year degree.

The program goal is to ensure that graduates reach a level of accomplishment comparable to that of quality four-year college education programs, and that all credit hours earned are granted for significant achievement only. Successful students will demonstrate an understanding of the essential components of the teaching and learning process in academic settings, as well as current educational trends and practices in diverse learning settings.

A student may repeat an Education course only once. A student who receives a “C-” or less in an

Education course for two consecutive semesters may not return to the program. General Studies, Letter of Intent students, who wish to apply (or reapply) to the Education Program, must schedule an appointment with the chairperson. The interview process will include a review of the student’s course work, attendance and preparation.

Graduates will transfer to four-year colleges to complete either a degree in education or a degree in liberal arts. This program allows liberal arts students to explore their interest in education without jeopardizing their ability to complete the liberal arts concentration for graduation.

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# EDUCATION TRANSFER PROGRAM

## Day Division

HEGiS 5608

Course	FIRST YEAR	Credits
	<b>First Semester</b>	
EDU 100	Foundations of Education	3
EDU 160	Literacy & Literature for Children	4
CSC 111	Comp Tech Concepts & Skills	3
ENG 111	Composition I	3
PSY 100	General Psychology	3
FYE 101	First Year Experience I	1
		<hr/> 17
	<b>Second Semester</b>	
EDU 110	Disability in Education	4
EDU 260	Educational Psychology	3
ENG	English Elective	3
PHI 201	Contemporary Moral Issues	3
FYE 102	First Year Experience II	1
		<hr/> 14

## SECOND YEAR

### Third Semester

EDU 210	Pre-Professional Seminar w/Observation	3
EDU 211	Portfolio Seminar	1
EDU 235	Technology in the Classroom	3
ENG 230	Contemporary American Fiction	4
ECO 100	Macroeconomics	3
RES/PHI	Elective	3
		<hr/> 17

### Fourth Semester

SCI	Science with lab	4
EDU 215	Child and Adolescent Development	4
ENG 103	Speech & Oral Interpretation	3
HIS 210	20th Century U.S. History	3
MAT	Elective	3
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## GENERAL STUDIES

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### AS

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Anne Jung, ABD, BA  
*Chairperson*

The General Studies Degree is designed for students who wish to enter a career program but lack prerequisites and/or a level of skills needed for acceptance into a specific program. It is also designed for students who wish postsecondary education for enrichment or to further develop career goals.

## GENERAL STUDIES

*Day and Evening Divisions*

*Weekend College*

HEGiS 5699

The General Studies student must successfully complete 64 credits as follows:

1. 12 credits to fulfill the College requirement of three credits in Religious Studies and an additional three credits in Philosophy or Religious Studies, and six credits in English, including English 111.
2. Two credits of First-Year Experience course work required.
3. 20 credits of a liberal arts core in areas of Humanities (English, Nonstudio Art and Music, etc.), Natural Sciences (Mathematics, Science, etc.), Social Sciences (Psychology, Sociology, Economics, etc.), and Religious Studies/Philosophy, with a reasonable distribution in three of the four areas.
4. 30 credits of free electives.

The General Studies student is encouraged to consider a block of courses in a particular career field to facilitate future employment or education.





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## LIBERAL ARTS

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### AA

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Anne Jung, ABD, BA  
*Chairperson*

The Liberal Arts Degree is a multipurpose degree providing students the opportunity to pursue a well-rounded education by exploring courses in a wide range of areas, such as psychology, English, science, etc.; to sample various disciplines to determine their educational futures; or to prepare themselves for continued study towards a baccalaureate degree.

## LIBERAL ARTS

*Day and Evening Divisions*

*Weekend College*

HEGiS 5649

The Liberal Arts student must successfully complete 64 credits as follows:

1. 48 credits of liberal arts including the following: six credits in Religious Studies or Philosophy, including ReS 201—Contemporary Moral Issues; six credits in English, including Eng 111—Composition I; three credits in mathematics and three credits in science.

The liberal arts credits must also be distributed as follows:

12 credits in each of three of the following four areas to total 36 credits:

- Religious Studies/Philosophy
- Social Science (Sociology, Psychology, Economics, etc.)
- Natural Science (Mathematics, Science, etc.)
- Humanities (English, Nonstudio Art and Music, etc.)

12 additional credits in any liberal arts course offerings

2. 14 credits, not necessarily in liberal arts areas, which must be approved by an academic advisor.
3. 2 credits of First Year Experience courses.

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## LIBERAL ARTS— ENGLISH CONCENTRATION

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### AA

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Anne Jung, ABD, BA  
*Chairperson*

The Liberal Arts Degree with an English concentration allows the student to focus on an interest in writing and literature by taking a variety of English courses. These will provide an in-depth study of language through composition classes and various classes in literature, such as the short story and drama. Upon completion of the degree, a student will have a strong background to transfer to a four-year college to study English, leading to possible careers in teaching, journalism, publishing, public relations, and law, just to name a few. Additionally, employers today consistently note that the top skill they seek in hiring employees is communication, especially in writing.

## LIBERAL ARTS— ENGLISH CONCENTRATION

*Day and Evening Divisions*  
*Weekend College*

HEGIS 5649

The Liberal Arts–English concentration student must successfully complete 64 credits as follows:

1. 48 credits of liberal arts including the following: six credits in Religious Studies or Philosophy, including ReS 201—Contemporary Moral Issues; six credits in English, including Eng 111—Composition I; three credits in mathematics and three credits in science.

The liberal arts credits must also be distributed as follows:

12 credits in each of three of the following four areas to total 36 credits:

- Religious Studies/Philosophy
- Social Science (Sociology, Psychology, Economics, etc.)
- Natural Science (Mathematics, Science, etc.)
- Humanities (English, Nonstudio Art and Music, etc.)

12 credits in the English concentration

2. 14 credits, not necessarily in liberal arts areas, which must be approved by an academic advisor.
3. 2 credits of First Year Experience courses.

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## LIBERAL ARTS— PSYCHOLOGY CONCENTRATION

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AA

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Anne Jung, ABD, BA  
*Chairperson*

The Liberal Arts Degree with a Psychology concentration explores the science of behavior and mental processes. The concentration features a core curriculum that emphasizes the scientific and empirical bases of psychology. The goal of the program is to produce graduates with critical thinking skills based on their knowledge of the principles and methodology in psychology. The concentration will provide the background necessary to pursue a bachelor degree in psychology or related social or behavioral science, and to seek employment in the mental health, counseling or personnel fields.

## LIBERAL ARTS— PSYCHOLOGY CONCENTRATION

*Day and Evening Divisions  
Weekend College*  
HEGiS 5649

The Liberal Arts–Psychology concentration student must successfully complete 64 credits as follows:

1. 48 credits of liberal arts including the following: six credits in Religious Studies or Philosophy, including ReS 201—Contemporary Moral Issues; six credits in English, including Eng 111—Composition I; three credits in mathematics; three credits in science.

The liberal arts credits must also be distributed as follows:

12 credits in each of three of the following four areas to total 36 credits:

- Religious Studies/Philosophy
- Social Science (Sociology, Psychology, Economics, etc.)
- Natural Science (Mathematics, Science, etc.)
- Humanities (English, Nonstudio Art and Music, etc.)

12 credits in the Psychology concentration

2. 14 credits, not necessarily in liberal arts areas, which must be approved by an academic advisor
3. 2 credits of First Year Experience courses.

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LIBERAL ARTS—  
RELIGIOUS STUDIES/  
PHILOSOPHY  
CONCENTRATION

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AA

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Anne Jung, ABD, BA  
*Chairperson*

The Liberal Arts Degree with a Religious Studies/Philosophy concentration engages students in the study of life's most fundamental ethical questions and the quest for ultimate meaning. Students will investigate varieties of religious experiences and philosophical perspectives, and demonstrate competency in the skills of problem solving, organizing information logically, critical thinking, researching, writing, and gaining aesthetic awareness. The concentration is especially recommended for students seeking further study in Religious Studies, Philosophy and/or Theology.

LIBERAL ARTS—  
RELIGIOUS STUDIES/  
PHILOSOPHY CONCENTRATION  
*Day and Evening Divisions  
Weekend College*

HEGis 5649

The Liberal Arts–Religious Studies/Philosophy concentration student must successfully complete 64 credits as follows:

1. 48 credits of liberal arts including the following: six credits in Religious Studies or Philosophy, including RES 201—Contemporary Moral Issues; six credits in English, including Eng 111—Composition I; three credits in mathematics; three credits in science.

The liberal arts credits must also be distributed as follows:

12 credits in each of three of the following four areas to total 36 credits:

- Religious Studies/Philosophy
- Social Science (Sociology, Psychology, Economics, etc.)
- Natural Science (Mathematics, Science, etc.)
- Humanities (English, Nonstudio Art and Music, etc.)

12 credits in the Religious Studies/ Philosophy concentration

2. 14 credits, not necessarily in liberal arts areas, which must be approved by an academic advisor
3. 2 credits of First Year Experience courses.

# MANAGEMENT

## AAS

Sharon M. Hope, MS

*Chairperson*

The Management degree offers students a curriculum designed to build the executive skills necessary to successfully compete in contemporary business environments. The program includes specialized instruction in accounting, business law, economics, management, marketing, human resources, social responsibility and entrepreneurship. Students also learn the psychology behind making a company profitable and efficient. The Business Department constantly evaluates this degree to include the latest business skills. The degree is designed as both a terminal and baccalaureate transfer program. Online courses are an integral part of the business program in that they offer students a broad range of up-to-date business competencies including written communication, time management, and a strong foundation in computer technology. Two credits of First-Year Experience are required.

A student must obtain a minimum grade of C in all required courses. (A C- is not acceptable.)

# MANAGEMENT

## Day Division

HEGiS 5004

Course	First Semester	Credits
BUS 219	Business Organization & Management	3
BUS 202	Financial Accounting	3
CSC 111	Comp Tech Concepts & Skills	3
ENG 111	Composition I	3
FYE 101	First Year Experience I	1
MAT	Elective	3
		<hr/> 16
	<b>Second Semester</b>	
BUS 203	Managerial Accounting	3
BUS 254	Organizational Communications	3
FYE 102	First Year Experience II	1
MAT	Elective	3
PSY 100	General Psychology	3
RES/PHI	Elective	3
		<hr/> 16
	<b>Third Semester</b>	
BUS 204	Business Law I	3
BUS 213	Marketing	3
ECO 100	Macroeconomics	3
	Elective	3
PHI 262	Corporate Social Responsibility	3
		<hr/> 15
	<b>Fourth Semester</b>	
BUS 205	Business Law II	3
BUS 240	Human Resource Management	3
BUS 265	Entrepreneurship and Business Planning	3
ECO 101	Microeconomics	3
PSY 205	Psychology of Interpersonal Relations	3
		<hr/> 15

**MANAGEMENT**  
*Evening Division*  
HEGiS 5004

<b>Course</b>	<b>First Semester</b>	<b>Credits</b>
FYE 101	First-Year Experience I	1
BUS 219	Business Organization & Management	3
BUS 202	Financial Accounting	3
CSC 111	Comp Tech Concepts & Skills	3
		<u>10</u>
<b>Second Semester</b>		
FYE 102	First-Year Experience II	1
BUS 254	Organizational Communications	3
BUS 203	Managerial Accounting	3
		<u>7</u>
<b>SUMMER I</b>		
ENG 111	Composition I	3
PSY 100	General Psychology	3
		<u>6</u>
<b>Third Semester</b>		
BUS 204	Business Law I	3
ECO 100	Macroeconomics	3
MAT	Elective	3
		<u>9</u>
<b>Fourth Semester</b>		
BUS 205	Business Law II	3
BUS 240	Human Resource Management	3
PHI 262	Corporate Social Responsibility	3
		<u>9</u>
<b>SUMMER II</b>		
RES/PHI	Elective	3
	Elective	3
		<u>6</u>
<b>Fifth Semester</b>		
BUS 213	Basic Marketing	3
MAT	Elective	3
PSY 205	Psychology of Interpersonal Relations	3
		<u>9</u>
<b>Sixth Semester</b>		
BUS 265	Entrepreneurship and Business Planning	3
ECO 101	Microeconomics	3
		<u>6</u>

**MANAGEMENT**  
*Weekend College*  
HEGiS 5004

<b>Course</b>	<b>Credits</b>
<b>FIRST YEAR</b>	
<b>First Term</b>	
BUS 219	Business Organization & Management 3
BUS 202	Financial Accounting 3
CSC 111	Comp Tech Concepts & Skills 3
ENG 111	Composition I 3
FYE 101	First-Year Experience I <u>1</u>
	13
<b>Second Term</b>	
BUS 254	Organizational Communications 3
BUS 203	Managerial Accounting 3
BUS 240	Human Resource Management 3
FYE 102	First-Year Experience II <u>1</u>
	10
<b>Third Term</b>	
MAT	Elective 3
PSY 100	General Psychology 3
RES/PHI	Elective <u>3</u>
	9
<b>SECOND YEAR</b>	
<b>Fourth Term</b>	
BUS 204	Business Law I 3
BUS 213	Basic Marketing 3
ECO 100	Macroeconomics 3
	Elective <u>3</u>
	12
<b>Fifth Term</b>	
BUS 205	Business Law II 3
MAT	Elective 3
PSY 205	Psychology of Interpersonal Relations <u>3</u>
	9
<b>Sixth Term</b>	
BUS 265	Entrepreneurship and Business Planning 3
ECO 101	Microeconomics 3
PHI 262	Corporate Social Responsibility <u>3</u>
	9

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# NURSING

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## AAS

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Elizabeth J. Heywood, PhD, RN  
*Interim Chairperson*

Victoria Callagan, MS, RN  
*Program Director*

The Nursing curriculum moves from nursing theory to the art and science of patient care, integrating clinical experiences with formal classroom work. Nursing courses are offered in day and evening divisions. Clinical laboratory experiences are conducted at a variety of facilities that will meet the students' clinical objectives.

All students must meet the health requirements of the Nursing Program and health agencies. Satisfactory health clearance and a copy of current CPR registration must be on file in the department by August 15 in order to maintain admission status. All forms are required prior to participation in each of the clinical courses (NUR 120, 130, 240, 250, 260).

A student must achieve a minimum grade of C+ (77) in all courses required in the Nursing Program, and a minimum grade of C (73) in required science courses. The student must pass both theoretical and clinical components of a nursing course, or the course must be repeated in its entirety. Failure to successfully complete course work that is required by the Nursing

Program results in dismissal from the program. Students should refer to the Associate Degree Nursing Student Handbook for the current readmission policy. Readmission to the Nursing Program is not automatic, and is at the discretion of the Nursing chairperson and faculty, and may depend upon space availability. Readmission to the program beyond NUR 120 will require written, dosage and skills examinations. The student must be successful in all areas.

**Science Two-Time Policy:** To be admitted to or continue in nursing, a student may repeat any science course (chemistry, biology, microbiology, and anatomy and physiology) only once. Unsuccessful attempts at another college and withdrawal from a science course with a grade of WU count toward one time.

All applicants to the Nursing Program will be required to take the Test of Essential Academic Skills (TEAS) test. Those scoring below the national means for any of the four sections will be required to complete remedial course work and be retested after remediation to be admitted into the program. Please see the prerequisites for associate degree programs for details.

Students who are unsuccessful in the PNC Program will not be admitted into AAS Nursing Program.

Requests for readmission must be submitted by February 1 for the fall



semester and September 15 for the spring semester. Those who wish to reenter the program after two years must start with NUR 120 to return. Those students who successfully complete a PNC program after failing the ADN program will be considered for readmission to the ADN program.

Graduates of this program are eligible to take the National Council Licensing Examination–RN.

The Nursing Program is accredited by the Accreditation Commission for Education in Nursing (ACEN), formerly the National League for Nursing Accrediting Commission (NLNAC), and is a member of the National Council of Associate Degree Programs.

Further information on the program may be obtained by contacting the Accreditation Commission for Education in Nursing (ACEN), 3343 Peachtree Road NE, Suite 850, Atlanta, GA, 30326, telephone 404.975.5000, fax 404.975.5020, [www.nlnac.org/ACEN](http://www.nlnac.org/ACEN).

ADN Program Outcomes: NCLEX results for 2013 for the licensing exam was 79.16% passed.

## **ADVANCED PLACEMENT THREE OPTIONS**

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To be admitted to any of the options, the student must meet all the prerequisite requirements, including the TEAS.

**Advanced Placement for LPN or Nursing Transfer:** Advanced placement for Licensed Practical Nurses (LPNs) and those approved by the Nursing chairperson is available. They may challenge seven credits in nursing after successfully completing a six-week review course and written, dosage and skills exams. Students who do so will be granted life experience credit and will be exempt from introductory nursing courses Nur 110 and 120. They will advance directly to Nur 130, Nursing III. See the Admissions section for requirements for advanced placement admissions. Advanced placement classes are held twice a year, fall and spring semesters, on six consecutive Tuesday evenings, usually from 6:00-9:00 p.m.. Students may not repeat the course. LPNs must submit a resume demonstrating current clinical experience. Enrollment in the Advanced Placement Challenge Class is based on available space in the Nursing Program and may not be repeated. Students who are unsuccessful in this course are not eligible for the PN-RN transition course.

**PN-RN Transition:** A second option for advanced placement of LPNs is offered via the PN–RN Transition Course. This course is designed to validate prior learning, and update or enhance the student’s nursing knowledge. The applicant must hold a current LPN registration in the United States or its jurisdictions, and must complete both the PN–RN Transition Course (Nur 198) and PN

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Transition Skills Course (Nur 199), which grants the applicant 15 credits in nursing. Transition Course workload is comparable to the workload of a four-credit course, and the skills gained are also comparable. These courses are offered in the Summer Session. To enter the Nursing Program at the senior level, the applicant must have successfully completed Nur 198 and Nur 199, and 23 of the required liberal arts credits. A resume demonstrating current clinical experience is required to enter Nur 198. Each applicant must be successful in both courses to advance in the Nursing Program. See the Admissions section for requirements for advanced placement admissions. Enrollment in the PN–RN Transition Course is based on available space in the Nursing Program. Students may not repeat the course.

**Maria College PNC Graduates:**

Students who graduate from Track II of the Maria College PNC Program will have completed the equivalent of the first year of the ADN Nursing course work and may enter the Nursing Program at the second

level by taking Nur 240 in the fall semester. Completion of 25 required liberal arts credits is necessary to qualify for admission. Students who graduate from Track I may qualify with additional required course work.

Applicants must submit a degree application by April 1 prior to the fall semester in which they plan to begin, meet all normal admissions requirements for the associate degree program, and pass the NCLEX (LPN) by December 1 of the year the applicant begins Nur 240. If the PNC graduate does not start the ADN program immediately after completion of the PNC program, the graduate must have passed the PN-NCLEX and have worked as an LPN for six months prior to admission to the ADN program. A copy of the license and a letter of employment verification must be submitted at time of application. At the discretion of the Chair, some students may be required to take the PN-RN Transition Course.

***Nursing laboratories are not latex-free.***

*Each state and/or profession has procedures for certification and licensure including, among others, consideration of felony convictions, pending criminal charges and professional misconduct. As a result, completion of a program does not guarantee licensure or certification.*

**NURSING**  
*Day Division*  
HEGiS 5208.10

Course	First Semester	Credits
BIO 205	Anatomy & Physiology I	3
BIO 207	Anatomy & Physiology Lab I	1
NUR 110	Nursing I	1
NUR 120	Nursing II	6
PSY 100	General Psychology	3
FYE 101	First Year Experience I	<u>1</u>
		15
<b>Second Semester</b>		
BIO 206	Anatomy & Physiology II	3
BIO 208	Anatomy & Physiology Lab II	1
NUR 130	Nursing III	8
PSY 200	Developmental Psychology	3
FYE 102	First Year Experience II	1
	Elective	<u>1</u>
		17
<b>Third Semester</b>		
BIO 203	Microbiology	4
NUR 240	Nursing IV	8
RES 201	Contemporary Moral Issues	3
ENG 111	Composition I	<u>3</u>
		18
<b>Fourth Semester</b>		
NUR 250	Nursing V	9
NUR 260	Nursing VI	3
RES/PHI	Elective	3
SOC 101	Introduction to Sociology	<u>3</u>
		18

**NURSING**  
*Evening Division*  
HEGiS 5208.10

Course	First Semester <sup>1</sup>	Credits
BIO 205	Anatomy & Physiology I	3
BIO 207	Anatomy & Physiology Lab I	1
PSY 100	General Psychology	3
FYE 101	First Year Experience I	<u>1</u>
		8
<b>Second Semester<sup>1</sup></b>		
BIO 206	Anatomy & Physiology II	3
BIO 208	Anatomy & Physiology Lab II	1
ENG 111	Composition	3
FYE 102	First Year Experience II	<u>1</u>
		8
<b>SUMMER I</b>		
RES 201	Contemporary Moral Issues	3
PSY 200	Developmental Psychology	3
	Elective	<u>1</u>
		7
<b>Third Semester</b>		
NUR 110	Nursing I	1
NUR 120	Nursing II	<u>6</u>
		7
<b>Fourth Semester<sup>2</sup></b>		
NUR 130	Nursing III	8
<b>SUMMER II</b>		
SOC 101	Introduction to Sociology	3
RES/PHI	Elective	<u>3</u>
		6
<b>Fifth Semester<sup>2</sup></b>		
BIO 203	Microbiology	4
NUR 240	Nursing IV	<u>8</u>
		12
<b>Sixth Semester<sup>2</sup></b>		
NUR 250	Nursing V	9
NUR 260	Nursing VI	<u>3</u>
		12

<sup>1</sup> First and Second semester courses must be taken prior to Nur II. Nur I may be taken prior to or concurrent with Nur II.

<sup>2</sup> A clinical experience may be required during day hours.

# OCCUPATIONAL THERAPY ASSISTANT

## AAS

Scott L. Homer, MS, OTR/L  
*Chairperson*

Occupational Therapy courses are offered in the Day Division and Weekend College. Courses are taught in a combination of lecture, discussion and demonstration, with active participation being vital to student learning. Clinical experience is offered in a variety of traditional settings, including hospitals, rehabilitation centers, nursing homes, mental health facilities, developmental centers and schools. Emerging areas of OT practice in community and social systems are used to reflect local current trends in health care. Clinical laboratory and fieldwork experiences are scheduled during the day hours for all students. Students in the Occupational Therapy Assistant (OTA) Program may need CPR certification, and to complete fingerprinting and a criminal background check for clearance to participate in clinical and fieldwork educational components.

All students must meet the health requirements of the Occupational Therapy Assistant Program and clinical agencies. Satisfactory health clearance, up-to-date immunizations, 2-step PPD (tuberculosis screening) and personal professional liability insurance must be on file with the OTA department prior to participation in each of the courses with clinical components (OCT 117, 210, 216-219). A student must achieve a minimum grade of C+ (77) in all OCT prefix courses and a minimum grade of C (73) in all other required courses. Satisfactory performance in clinical experiences is required for continuance in and graduation from the

program.

Graduates of the program are eligible to sit for the National Occupational Therapy Assistant Certification Examination, administered by the National Board for Certification in Occupational Therapy (NBCOT), and are eligible to apply for state authorization/licensure. Successful completion of the exam allows the individual to use the title "Certified Occupational Therapy Assistant"(COTA). The majority of states require applicants to pass the certification examination to meet eligibility criteria for state authorization/licensure. A prior felony conviction may affect a graduate's ability to sit for the NBCOT Certification Exam and/or attain state authorization/ licensure.

**OTA Program Outcomes:** The total number of graduates who passed the National Board for Certification in Occupational Therapy (NBCOT) certification examination as new graduate test takers in 2013 was 30 out of 32, which is a pass rate of 94%.

Graduation Year	Starting Cohort	Graduates	Rate
2014	48	38	79%
2013	49	37	75%
2012	40	31	78%

The Occupational Therapy Assistant Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of The American Occupational Therapy Association, Inc. (AOTA, 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220, (301) 652-2682). The OTA Program will be reaccruited in the 2020-2021 academic year.

## OCCUPATIONAL THERAPY ASSISTANT

*Day Division*  
HEGIS 5210

Course	FIRST YEAR	Credits
<b>First Semester</b>		
BIO 205	Anatomy & Physiology I	3
BIO 207	Anatomy & Physiology I Lab	1
ENG 111	Composition I	3
FYE 101	First Year Experience I	1
PSY 100	General Psychology	3
SCI 100	Medical Terminology and Conditions	3
OCT 111	Introduction to O.T.	2
OCT 112	O.T. Skills & Application I	1
OCT 114	Foundations of O.T. I	1
		<u>18</u>
<b>Second Semester</b>		
BIO 206	Anatomy & Physiology II	3
BIO 208	Anatomy & Physiology II Lab	1
FYE 102	First Year Experience II	1
	Free Elective	1
PSY 205	Psychology of Interpersonal Relations	3
OCT 116	O.T. Skills & Application II	1
OCT 119	Kinesiology	1
OCT 120	Occupational Performance Across the Lifespan	3
OCT 121	Foundations of O.T. II	2
OCT 117	Fieldwork I <sup>1</sup>	1
		<u>17</u>
<b>SECOND YEAR</b>		
<b>Third Semester</b>		
RES/PHI	Elective	3
RES 201	Contemporary Moral Issues	3
OCT 210	Fieldwork I - Psychosocial	1
OCT 211	Preparing for Practice	1
OCT 213	O.T. in Developmental Disabilities	3
OCT 214	O.T. in Physical Dysfunction	3
OCT 215	O.T. in Psychosocial Dysfunction	4
		<u>18</u>
<b>Fourth Semester</b>		
OCT 216	Fieldwork II - Psychosocial Dys. <sup>2</sup>	3-6
OCT 217	Fieldwork II - Physical Dys. <sup>2</sup>	3-6
OCT 218	Fieldwork II - Developmental Disabilities <sup>2</sup>	3-6
OCT 219	Fieldwork II - Other <sup>2</sup>	3-6
OCT 230	Applying Learning to Practice	1
		<u>13</u>
Clinical Observation and Fieldwork Requirements		

<sup>1</sup> OCT 117: Fieldwork I-Consists of at least 40 hours, following spring semester final examinations.

<sup>2</sup> Fieldwork requirement in the Day Fourth Semester or Weekend Eighth Term, following successful completion of academic course work, students select two or three Fieldwork II courses (OCT 216-219), each consisting of four to eight weeks, a total of 16 weeks, and a minimum total of 12 credits. OTA students must successfully complete all Fieldwork II assignments 18 months following completion of academic course work.

## OCCUPATIONAL THERAPY ASSISTANT

*Weekend College*  
HEGIS 5210

Course	FIRST YEAR	Credits
<b>First Term</b>		
BIO 205	Anatomy & Physiology I	3
BIO 207	Anatomy & Physiology I Lab	1
ENG 111	Composition I	3
FYE 101	First Year Experience I	1
PSY 100	General Psychology	3
		<u>11</u>
<b>Second Term</b>		
BIO 206	Anatomy & Physiology II	3
BIO 208	Anatomy & Physiology II Lab	1
FYE 102	First Year Experience II	1
PSY 205	Psychology of Interpersonal Relations	3
		<u>8</u>
<b>Third Term</b>		
RES/PHI	Elective	3
	Free Elective	1
RES 201	Contemporary Moral Issues	3
		<u>7</u>
<b>SECOND YEAR</b>		
<b>Fourth Term</b>		
OCT 111	Introduction to O.T.	2
OCT 112	O.T. Skills & Application I	1
OCT 114	Foundations of O.T. I	1
OCT 119	Kinesiology	1
SCI 100	Medical Terminology and Conditions	3
		<u>8</u>
<b>Fifth Term</b>		
OCT 116	O.T. Skills & Application II	1
OCT 120	Occupational Performance Across the Lifespan	3
OCT 121	Foundations of O.T. II	2
		<u>6</u>
<b>Sixth Term</b>		
OCT 117	Fieldwork I <sup>1</sup>	1
OCT 210	Fieldwork I - Psychosocial	1
OCT 215	O.T. in Psychosocial Dysfunction Practice	4
		<u>6</u>
<b>THIRD YEAR</b>		
<b>Seventh Term</b>		
OCT 211	Preparing for Practice	1
OCT 213	O.T. in Developmental Disabilities Practice	3
OCT 214	O.T. in Physical Dysfunction Practice	3
		<u>7</u>
<b>Eighth Term</b>		
OCT 216	Fieldwork II - Psychosocial Dys. <sup>2</sup>	3-6
OCT 217	Fieldwork II - Physical Dys. <sup>2</sup>	3-6
OCT 218	Fieldwork II - Developmental Disabilities <sup>2</sup>	3-6
OCT 219	Fieldwork II - Other <sup>2</sup>	3-6
OCT 230	Applying Learning to Practice	1
		<u>13</u>

***OTA laboratories are not latex-free.***

*Each state has procedures for certification and licensure including, among others, consideration of felony convictions, pending criminal charges and professional misconduct. As a result, completion of a program does not guarantee certification or authorization licensure.*

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## PARALEGAL

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### AAS

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Sharon M. Hope, MS

*Chairperson*

The Paralegal Degree Program prepares students to assist attorneys in virtually every facet of the practice of law. On a typical average day, a paralegal might be involved in handling a real estate closing, interviewing clients and witnesses, drafting legal documents, performing legal research and conducting an investigation. All paralegals work under the supervision of an attorney. This program is offered in the Weekend College, which meets every other weekend in the fall, spring, and summer sessions. Online courses are an integral part of the business program in that they offer students a broad range of up-to-date business competencies, including written communication, time management, and a strong foundation in computer technology.

A student must obtain a minimum grade of C in all required courses. A C- is not acceptable.

A one-year Paralegal Certificate is also offered. (See page 87)

### CAREER OPPORTUNITIES

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Paralegals are employed in private law firms, offices of public defenders, court systems, government agencies, corporate legal departments,

insurance companies, banks, real estate companies, community services programs, consumer organizations, and health care facilities. Students may also transfer credits to various four-year colleges toward a bachelor degree.

## PARALEGAL

### *Weekend College*

HEGiS 5099

Course	FIRST YEAR First Term	Credits
FYE 101	First-Year Experience I	1
CSC 111	Comp Tech Concepts & Skills	3
ENG 111	Composition I	3
LAW 101	Introduction to Paralegalism	3
		10
	<b>Second Term</b>	
FYE 102	First-Year Experience II	1
BUS 201	Business Communications	3
ECO 100	Macroeconomics	3
LAW 102	Legal Research & Writing	4
LAW 103	Litigation	3
		14
	<b>Third Term</b>	
SOC 101	Introduction to Sociology	3
	Liberal Arts Elective	3
	Liberal Arts Elective	3
		9
	<b>SECOND YEAR</b>	
	<b>Fourth Term</b>	
BUS 202	Financial Accounting	3
CSC 105	Computer Applications for Law	3
LAW 201	Family Law	3
LAW 202	Real Property Law	3
		12
	<b>Fifth Term</b>	
LAW 203	Trusts and Estates	3
LAW 204	Business Organization & Corporate Practice	3
RES	Elective	3
		9
	<b>Sixth Term</b>	
LAW 205	Administrative Law	3
LAW 209	Criminal Law	3
PHI 261	Legal Ethics	3
	Liberal Arts Elective	3
		12



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# PROFESSIONAL CERTIFICATE PROGRAMS

Maria College's Certificate Programs allow students who wish to achieve personal enrichment and career development goals the opportunity to learn specific skills, and gain the experience and confidence needed to advance in their chosen careers.

Maria offers Certificate Programs in Bereavement Studies, Gerontology, Paralegal, Practical Nurse (LPN Training) and Teaching Assistant.

A student must obtain a minimum grade of C in all certificate courses.

## BEREAVEMENT STUDIES

Eileen Clinton, MS  
*Coordinator*

*Day and Evening Divisions*  
*Weekend College*

HEGIS 5599

The Bereavement Studies Certificate Program is designed to educate in the complex process of dying, to guide in coping with grief and loss, and to empower by teaching spiritual practices conducive to healing and well-being of body, soul and spirit.

Required Courses			Credits
BER 100	Death, Dying & Bereavement		3
BER 101	Accompanying the Dying Person and Family		3
BER 103	Spirituality and Ritual		3
BER 104	Children and Death		3
			12
Elective Courses			Credits
<i>(3 additional credits required)</i>			
BER 102	Soul-Searching		1
BER 106	Support Groups		3
BER 107	Disenfranchised Grief		1
BER 109	Traumatic Grief & Crisis Intervention		1
BER 112	Healing Art of Poetry		3
BER 120	Healing Grief through the Arts		2
BER 130	Spiritual Practices for Healing and Wholeness		2
BER 150	Ritual for Wakes & Funerals		2
BER 165	Cultural Diversity and Bereavement		1
BER 185	Family Dynamics and Bereavement		2



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## GERONTOLOGY

Sr. Virginia Sposito, RSM  
*Coordinator*

*Day and Evening Divisions*  
*Weekend College*

HEGIS 5506.20

The Gerontology Certificate Program provides an overview of the aging process for professionals and paraprofessionals employed in the delivery of services to the aged, for those who hope to enter the field, for allied health students who will be working with this population, and for anyone wishing to gain knowledge of the aging process.

Required Courses	Credits
GRN 100 Introduction to Gerontology	3
GRN 106 Elderly Care Services	3
	6
Elective Courses	Credits
<i>(6 additional credits required)</i>	
GRN 102 Nutrition of Aging	1
GRN 103 Alzheimer's Disease	1 or 2
GRN 104 Social Problems of the Elderly	3
GRN 107 Sociology of Work and Leisure	1
GRN 108 Health of Aging	1
GRN 110 Diversity of Aging	2
PSY 209 Psychology of Aging	3

## PARALEGAL

Sharon M. Hope, MS  
*Chairperson*

*Weekend College*  
HEGIS 5099

The Paralegal Certificate Program is designed for students who have an associate or bachelor degree; however, students without prior college background may be admitted if they have appropriate work experience and otherwise meet college admission requirements. Online courses are an integral part of the business program in that they offer students a broad range of up-to-date business competencies, including written communication, time management and planning, as well as a strong foundation in computer technology. Completion of Introduction to Computers or a comparable course at another institution is a prerequisite for entering the certificate program.

Required Courses	Credits
<b>First Semester</b>	
LAW 101 Introduction to Paralegalism	3
LAW 201 Family Law	3
LAW 202 Real Property Law	3
CSC 105 Computer Application for Law	3
	12
<b>Second Semester</b>	
LAW 102 Legal Research and Writing	4
LAW 103 Litigation	3
LAW 203 Trusts and Estates	3
LAW 204 Business Organization and Corporate Practice	3
	13

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## PRACTICAL NURSE (LPN TRAINING)

Elizabeth J. Heywood, PhD, RN

*Interim Chair*

Patricia A. Washco, MSN, RN, BC

*Program Director*

*Weekend College*

HEGIS 5209.20

The Practical Nurse Certificate (PNC), a program within the Department of Nursing, is a 48-credit Certificate Program with up to 32 transferable nursing credits to the ADN Program at Maria College. Upon successful completion of the required course work, students are eligible to sit for the New York State National Council Licensure Examination for Practical Nurses (NCLEX-PN). Passing the Licensure Exam will make the graduate eligible for LPN positions in the health field.

The PNC Program is offered during the weekend and can be completed within six semesters by the qualified applicant. The program consists of 47-48 credits (29 Nursing and 18-19 liberal arts). It is recommended that at least 13-14 liberal arts credits be completed prior to the first nursing course. Admissions priority is given to those applicants who have successfully completed the science requirement.

To enter the Practical Nurse Certificate Program, the applicant must provide evidence of a completed high school program or the equivalent. All applicants will be required to take the TEAS test. Those scoring below the cutoff score will be advised to complete remedial work and can retake the TEAS once to meet the cutoff scores for admission into the program. See the prerequisites in the admissions section for the practical nurse certificate program for details.

A complete physical examination and cardiopulmonary resuscitation certification (CPR) are required before the student will be allowed to take clinical courses.

A student must achieve a minimum grade of C+ in all courses required in the PNC Program, and a minimum grade of C (73) in required science courses. The student must pass both theoretical and clinical components of a nursing course, or the course must be repeated in its entirety. Failure to successfully complete course work that is required by the Nursing Program results in dismissal from the program. A student may repeat a nursing course only once. Readmission to the PNC Program is not automatic, and is at the discretion of the Nursing Chairperson and faculty, and may depend upon space availability. Readmission to the Nursing Program beyond PNC 101 will require written, dosage and skills examinations. The student must be successful in all three examinations.

Those who wish to reenter the program after two years must start with PNC 101. Any student who is unsuccessful in the PNC program will not be considered for admission to the ADN Program.

The PNC courses are offered on the weekend and consist of a sequence of four semesters or about 15 months. The first course, PNC 101, which begins in January of each year, has lecture and lab classes during the spring semester Weekend College, which is generally held every other weekend. The college success seminar for PNC (PRD 103) must be taken concurrently with PNC 101.

The remaining nursing courses (PNC 102, 103 and 104) are clinical courses and require student participation every weekend during the summer, fall and spring semesters. Lecture and lab classes

are during Saturday and Sunday of Weekend College. Clinical experience is required off-site at a clinical facility during Saturday and Sunday of the opposite weekends.

Transition to Nur 240 must be within two years of graduating from the PNC Program. If out of the nursing program for more than two years, the LPN will need to take the PN-RN Transition Course.

### TRACK ONE

**Track One** allows a student to complete the Certificate on a part-time basis during the weekend in 47 credits. Of those, 22 to 25 will transfer to the ADN Program at Maria College (15 Nursing and 9-12 Liberal Arts). This track is designed for the student whose interest is to begin working as an LPN after completing the Certificate.

Course	First Term	Credits
BIO 103	Introduction to Human Biology	4
ENG 111	Composition I	<u>3</u>
		7
	<b>Second Term</b>	
PSY 100	General Psychology	3
SOC 101	Introduction to Sociology	
	or	
SOC 100	Introduction to Gerontology	<u>3</u>
		6
	<b>Third Term</b>	
PNC 101	Fundamentals of Practical Nursing I	4
PRD 103	College Success Seminar for PNC	2
PSY 200	Developmental Psychology	<u>3</u>
		9
	<b>Fourth Term</b>	
PNC 102	Fundamentals of Practical Nursing II	9
	<b>Fifth Term</b>	
PNC 103	Fundamentals of Practical Nursing III	8
	<b>Sixth Term</b>	
PNC 104	Fundamentals of Practical Nursing IV	8

*If enrollment in the program allows, a student could enroll full-time combining weekend PNC course work with evening liberal arts courses.*

PN-NCLEX results for 2013: 97.1% passed; 34 out of 35 passed on first try.

*Each state and/or profession has procedures for certification and licensure including, among others, consideration of felony convictions, pending criminal charges and professional misconduct. As a result, completion of a program does not guarantee licensure or certification.*

### TRACK TWO

**Track Two** allows a student to complete the Certificate on a part-time basis during the weekend in 48 credits. Of those, 32 will transfer to the ADN Program at Maria College (15 Nursing and 17 Liberal Arts).

Course	First Term	Credits
BIO 205	Anatomy & Physiology I	3
BIO 207	Anatomy & Physiology I Lab	1
ENG 111	Composition I	<u>3</u>
		7
	<b>Second Term</b>	
BIO 206	Anatomy & Physiology II	3
BIO 208	Anatomy & Physiology II Lab	1
PSY 100	General Psychology	<u>3</u>
		7
	<b>Third Term</b>	
PNC 101	Fundamentals of Practical Nursing I	4
PRD 103	College Success Seminar for PNC	2
PSY 200	Developmental Psychology	<u>3</u>
		9
	<b>Fourth Term</b>	
PNC 102	Fundamentals of Practical Nursing II	9
	<b>Fifth Term</b>	
PNC 103	Fundamentals of Practical Nursing III	8
	<b>Sixth Term</b>	
PNC 104	Fundamentals of Practical Nursing IV	8

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***Nursing laboratories are not latex-free.***

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## TEACHING ASSISTANT

Holly West, MS

*Chairperson*

*Day and Evening Divisions*

*Weekend College*

HEGIS 5503.00

The Teaching Assistant Certificate allows students to meet the training Level III for Teaching Assistants established by New York State. Completion of the Certificate will enable the graduate to assist the classroom teacher in public school settings, to provide direct instruction to students under the supervision of a New York State licensed educator, and to work with small groups of children in order to help the regular teacher discover the strengths and needs of the students in the use of various instructional resources. The course work can also be applied to the 64-credit hour Associate Degree in Early Childhood Education at Maria.

Required Courses		Credits
EDU 100	Foundations of Education	3
EDU 101	Curriculum	4
EDU 110	Disability in Education	4
EDU 150	Classroom Management	2
ENG 111	Composition I	3
MAT 104	Introductory Algebra for College Students	
	or	3
MAT 106	College Algebra	
PSY 100	General Psychology	3
EDU 245	Child Development & Health	
	or	3-4
ENG 103	Speech and Oral Interpretation	
		<u>25-26</u>



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## COURSE DESCRIPTIONS

- BER 100    Death, Dying and Bereavement    3 credits    Fall**  
Examines societal and personal attitudes on death, dying and bereavement. A major focus will be on loss and grief, including normal and abnormal grieving patterns in both adults and children. Basic skills for supporting the bereaved will be discussed, as well as community resources identified.
- BER 101    Accompanying the Dying    3 credits    Fall**  
**Person and Family**  
Designed to empower participants to ease the dying process by providing emotional and spiritual support to both patient and family, guiding them in anticipatory grieving, reconciliation and celebration.
- BER 102    Soul-Searching    1 credit    Fall**  
An exploration of the soulful place of feelings, imagination and connection relative to the experience of death and dying. Participants will imagine their own deaths as well as past losses, and learn the hermetic art of assisting the self and others in soulful living and dying.
- BER 103    Spirituality and Ritual    3 credits    Spring**  
An experiential survey of tools of spiritual care designed to facilitate the healing of wounds of grief and loss, as well as enhancing the life and work of the practitioner. Ritual, meditation, prayer, dreamwork, music, the use of the expressive arts and bodywork are among the practices to be explored
- BER 104    Children and Death    3 credits    Spring**  
Children—the forgotten mourners. How does our society support children in their grief? The course will examine how adults, including parents, teachers and health care professionals can talk to children about death and loss in general. This study of children’s grief will include an examination of the developmental stages and children’s reactions to death. Specific techniques and rituals designed for children will be explored and discussed.
- BER 106    Support Groups    2-3 credits    Spring**  
A study of the various types of bereavement support groups, including the basics of starting and facilitating a group. Group process and dynamics will be examined as well as group leadership. Training and personal qualifications of facilitators will be discussed. Participation in this course does not automatically qualify one to facilitate groups.
- BER 107    Disenfranchised Grief    1 credit    Spring**  
Designed to address the needs of mourners whose losses are not socially validated. Topics to be discussed will include perinatal deaths, abortion, homosexuality, extramarital affairs, former spouses and the death of pets. Techniques of assessment and support, as well as community resources, will be presented.

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<b>BER 109</b>	<b>Traumatic Grief and Crisis Intervention</b>	<b>1 credit</b>	<b>Spring</b>
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A presentation of the fundamental concepts of traumatic grief, including primary and secondary losses, physical and psychospiritual reactions to trauma, common problems encountered when working with individuals in crisis, assessment skills and appropriate interventions.

<b>BER 112</b>	<b>Healing Art of Poetry</b>	<b>3 credits</b>
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This unique course will teach the craft of poem-making, including “tools of the trade” such as imagery, figurative language, sound and form. Focused on the process of discovery and personal awakening of the poet within, this course will present key themes of human experience: the journey of life, love and loss, relationships, identity, use of the senses, letting go, joy and death. The course will also include exploring the writing of published poets and guiding students through the creative process, including revision of their own works.

<b>BER 120</b>	<b>Healing Grief through the Arts</b>	<b>2 credits</b>
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The arts have historically been used throughout the world to help people heal from loss and suffering. This course will explore the use of expressive arts in the bereavement process. It will give participants an opportunity to experience how writing, drawing, movement, storytelling and other artistic modalities can be incorporated into grief work. The application of these modalities to the tasks of grief will be addressed throughout the course.

<b>BER 130</b>	<b>Spiritual Practices for Healing and Wholeness</b>	<b>2 credits</b>	<b>Fall</b>
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Designed for personal and professional life enhancement, this course will focus on spirituality as an essential component of health, well-being and a meaningful life. Students will study the human energy system; identify and release negative energies; explore their own spirituality and experience a variety of meditative and prayer practices; learn to access imagination, the creative centers of the brain and their own spiritual power; practice assessment and stress reduction techniques; create a personal spiritual plan of care; and receive training in spiritual ministry as it relates to caring for others.

<b>BER 150</b>	<b>Ritual for Wakes and Funerals</b>	<b>2 credits</b>
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A two-credit elective course designed to raise awareness in planning and facilitating personalized funeral and memorial services. This course will be especially helpful for clergy, lay ministers, chaplains, deacons and funeral directors in empowering the people they serve to take an active role in planning meaningful end-of-life tributes for loved ones.

**BER 165 Cultural Diversity  
and Bereavement**

The goal of this course is to help the student achieve cultural competence. It includes understanding one's own culture and biases, becoming sensitive to the cultures of others and appreciating the differences. Students will acquire knowledge and understanding of the values and beliefs of other cultures and learn to apply that knowledge to families facing death, dying and bereavement.

**BER 185      Family Dynamics  
and Bereavement**

This course will focus on the family constellation when facing issues of death, dying and bereavement. Topics will include family systems, communication patterns, boundaries, role flexibility and the familial culture. Family assessments, characteristics and treatment interventions will also be explored in the light of the experience of grief and loss.

**BER 220      Independent Study                      1-6 credits**

An opportunity for seniors with an overall average of “B” or better to pursue a project of their own design under supervision. A detailed proposal and approval are necessary prior to registration for independent study.

<b>BIO 101</b>	<b>General Biology I</b>	<b>4 credits</b>
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A study of the fundamental concepts of the life sciences, emphasizing cytology, genetics, evolution and ecology. The course includes a survey of the plant and animal kingdoms. Laboratory sessions will demonstrate lecture topics. Some labs take place in natural settings.

*Note: If this course is to be used as a prerequisite for Anatomy and Physiology and/or a health-related program, a grade of C or better is required.*

**BIO 102      General Biology II                      4 credits**

A systematic study of animal systems with the emphasis on humans. A comparative approach is used, stressing structure, function and adaptive significance. Laboratory sessions demonstrate lecture topics.

*Prerequisites: BIO 101*

*Note: If this course is to be used as a prerequisite for Anatomy and Physiology and/or a health-related program, a grade of C or better is required.*

**BIO 103     Introduction to Human Biology     4 credits**

This one-term course presents an overview of the structure and function of systems in the human body. The human organism will be reviewed at the chemical, cellular, tissue, organ and organ system level. Laboratory session is required.

*Note: If this course is to be used as a prerequisite for Anatomy and Physiology and/or a health-related program, a grade of C or better is required.*



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**BIO 203      Microbiology      4 credits**  
**(Replaces MIC 203)**

A one-semester, introductory course in microbiology. Students are exposed to the unity and the diversity found among the microbes, the relationship of microbes to each other and to other organisms (especially man), with an emphasis on the bacteria and viruses. Topics include an introduction to the scientific method; a history of the science of microbiology; microbial taxonomy; culturing of microbes; physical and chemical methods for controlling microbes; eukaryotic and prokaryotic cell structure and function; viral structure and function; bacterial and viral genetics; microbes in the disease process; immunity; and epidemiology. Laboratory exercises reinforce the lecture material and introduce students to the techniques used to manipulate microbes, with an emphasis on aseptic technique and laboratory safety.

*Prerequisite: High school Biology and Chemistry with a grade of 80 (B-) or higher or a score of 90 or higher on a NY State Regents exam or college level Biology and Chemistry with a grade of C or higher.*

**BIO 205      Anatomy and Physiology I      3 credits**  
**(Replaces ANP 105)**

The first semester of a two-semester sequence that introduces the structure and function of the human body, with an emphasis on providing a foundation for the study of pathological conditions. The processes by which the body maintains a stable internal environment (homeostasis) are stressed throughout. Topics include an introduction to the human body; a review of general chemistry; an introduction to biological chemistry; cells; tissues; fluid, electrolyte and acid-base balance; the integumentary; the skeletal system; articulations; nerve tissue; and muscle tissue.

*Prerequisites: High school Biology and Chemistry with a grade of 80 (B-) or higher or a score of 90 or higher on a NY State Regents exam or college level Biology and Chemistry with a grade of C or higher.*

**BIO 206      Anatomy and Physiology II      3 credits**  
**(Replaces ANP 106)**

The second semester of a two-semester sequence that introduces the structure and function of the human body, with an emphasis on providing a foundation for the study of pathological conditions. The processes by which the body maintains a stable internal environment (homeostasis) are stressed throughout. Topics include an introduction to nervous system organization and function; the central nervous system (brain and spinal cord); the peripheral nervous system (somatic nervous system, autonomic nervous system, sensation); the endocrine system; the cardiovascular system (blood, heart, circulation, lymphatic system); the respiratory system; the urinary system; and the digestive system.

*Prerequisites: BIO 205, 207 with a grade of C or better.*

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**BIO 207      Anatomy and Physiology I      1 credit**  
**Laboratory**  
**(Replaces ANP 107)**

Laboratory exercises that complement and supplement the lecture material of Anatomy and Physiology I (BIO 205). Topics include regional terminology; the axial skeleton; the appendicular skeleton; articulations; fluid, electrolyte and acid-base dynamics; nerve tissue physiology; and skeletal muscles.

*Prerequisites: High school Biology and Chemistry with a grade of 80 (B-) or higher or a score of 90 or higher on a NY State Regents exam or college level Biology and Chemistry with a grade of C or higher.*

**BIO 208      Anatomy and Physiology II      1 credit**  
**Laboratory**  
**(Replaces ANP 108)**

Laboratory exercises that complement and supplement the lecture material of Anatomy and Physiology II (BIO 206). Topics include spinal cord; brain; peripheral nervous system; sensation; endocrine system; heart; heart dynamics; circulation; respiratory system; urinary system; digestive system; and reproductive systems.

*Prerequisites: BIO 205, 207 with a grade of C or better.*

**BIO 300      Biomechanics      3 credits**

A physics-based study of the science of human motion, including the skeletal system and articulations, the neuromuscular system, posture and ergonomics. Clinical assessment skills of range of motion testing with goniometry and manual muscle testing are taught through supplemental laboratory exercises.

*Prerequisites: BIO 205, BIO 206, BIO 207 and BIO 208*

**BIO 310      Pharmacology and      4 credits**  
**Pathophysiology I**  
**(Cross-listed as NUR 310; replaces SCI 300)**

This course explores the fundamental properties of pharmacology, describes medications used for common disorders, and discusses the pathophysiology of these disorders.

**BIO 320      Neurobiology      4 credits**

The human nervous system organization and functions, at both a gross and cellular level, including the central nervous system (brain and spinal cord) and peripheral nervous system (somatic nervous system, autonomic nervous system and sensation) taught through lecture and supplemental laboratory exercises.

*Prerequisites: BIO 205, BIO 206, BIO 207 and BIO 208*

**BIO 330      Gross Anatomy      4 credits**

A regional approach is utilized to thoroughly explore the gross anatomical structures

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of the human thorax, abdomen, extremities, head and neck. Concepts regarding the relationship of structure to function are taught through lecture and supplemental laboratory exercises involving virtual dissection.

*Prerequisites: BIO 205, BIO 206, BIO 207 and BIO 208*

**BIO 340      Genetics      3 credits**

This course will provide a comprehensive overview of genetics from classical (Mendelian genetics) to modern (genomics). The central dogma of biology from DNA to proteins will be explored in depth including mutations of the genetic code and gene regulation. Contemporary issues related to the life sciences will be covered.

*Prerequisite: College level biology course*

**BIO 410      Pharmacology and      3 credits**  
**Pathophysiology II**  
**(Cross-listed as NUR 410)**

This course builds upon the knowledge of pharmacology and pathophysiology acquired from NUR/BIO 310. Additional disorders and medications are explored.

*Prerequisite: NUR/BIO 310*

**BUS 120      Personal Finance      3 credits      Spring**  
**(Cross-listed as MAT 120)**

A finance course that provides students with a comprehensive knowledge base in various aspects of personal finance. It is designed to develop techniques for planning, budgeting, spending and saving in order to achieve personal goals. Students will develop their conceptual understanding of personal finance topics and the mathematics skills necessary in order to apply the concepts to real-life situations. Topics include budgeting to match income and expenses; developing a savings plan; minimizing taxes; controlling spending and credit usage, including loan borrowing and repayment; consumer purchasing strategies; owning and financing a home; determining health, home and auto insurance needs; investment goals and strategies; and planning for retirement. Modeling and analysis of real-world problems are emphasized. Assignments will include objective assessments of personal finance concepts, applying mathematical solutions to personal finance problems, analyzing and evaluating of real-world problems, and crafting suitable solutions.

**BUS 202      Financial Accounting      3 credits      Fall**

An introduction to the theory and practice of accounting. Topics include the accounting cycle, interpretation of financial statements and accounting for asset, liabilities, equity, revenue, and expenses. The course format will include lecture, discussions, problem solving, and computer applications in introductory accounting.

<b>BUS 203</b>	<b>Managerial Accounting</b>	<b>3 credits</b>	<b>Spring</b>
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An introduction to assisting businesses in the managerial decision making process using financial accounts. Partnership and corporation accounting, introduction of cost accounting, budgeting, managerial concepts, statement analysis and cash flow statements will be covered.

*Prerequisite: BUS 202*

<b>BUS 204</b>	<b>Business Law I</b>	<b>3 credits</b>	<b>Fall</b>
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Basic legal principles underlying business relations and their practical applications will be covered, including sources of law, federal and state court functions and jurisdiction, contracts and negotiable instruments.

<b>BUS 205</b>	<b>Business Law II</b>	<b>3 credits</b>	<b>Spring</b>
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Basic legal principles underlying business relations and their practical applications will be covered, including the history and sources of law, federal and state court functions and jurisdictions, contracts, negotiable instruments and the legal environment.

*Prerequisite: BUS 204*

<b>BUS 213</b>	<b>Basic Marketing</b>	<b>3 credits</b>	<b>Fall</b>
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Introduction to the scope and significance of marketing in the American economy. The structure, functions and behavior of distribution systems will be analyzed, including relationships in marketing networks among manufacturers, intermediate middlemen, retailers, consumers, specialized marketing firms and government agencies.

<b>BUS 219</b>	<b>Business Organization and Management</b>	<b>3 credits</b>	<b>Fall</b>
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An examination of the central elements of a business organization and the managerial functions of planning, organizing, staffing, directing and controlling. Major emphasis will be given to decision making and its opportunities in the capitalistic system. Also included will be study of the application of psychology to the problems of organization and management.

**BUS 220      Independent Study                      1-6 credits**

An opportunity for seniors with an overall average of B or better to pursue a project of their own design under supervision. A detailed proposal and approval are necessary prior to registration for independent study.

<b>BUS 223</b>	<b>Office Management</b>	<b>3 credits</b>	<b>Fall</b>
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Provides a sound foundation in the theory and practices of administrative office management. The physical and human environment will be studied. Emphasis will be placed on technological advances and their replacement of or integration

BUS 226	Intermediate Accounting I	3 credits	Fall
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Advanced study of the theoretical foundations of accounting as applied to current assets, fixed tangible and intangible assets, long-term investments and working capital. Provides critical analysis of generally accepted accounting principles, concepts and theory underlying the preparation of financial statements. Emphasis is on current theory and practice.

*Prerequisite: BUS 203*

<b>BUS 227</b>	<b>Intermediate Accounting II</b>	<b>3 credits</b>	<b>Spring</b>
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Advanced study of the theoretical foundations of accounting with an emphasis on current and long-term liabilities, equity accounts, cash funds, flow reporting and financial statement analysis.

*Prerequisite: BUS 226*

<b>BUS 228</b>	<b>Cost Accounting</b>	<b>3 credits</b>	<b>Fall</b>
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An introduction to cost systems and their role in business today. Topics include accounting for material and labor, analysis and apportionment of overhead, analysis of cost variations, cost concepts and managerial analysis, budgeting, as well as job, estimated and standard costs.

*Prerequisite: BUS 203*

<b>BUS 229</b>	<b>Taxation</b>	<b>3 credits</b>	<b>Spring</b>
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Introduction to federal income tax law pertaining to the computation of taxable income for individuals.

*Prerequisite: BUS 203*

<b>BUS 230</b>	<b>Mathematics of Finance</b> (Cross-listed as MAT 230)	<b>3 credits</b>	<b>Spring</b>
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Provides a foundation in mathematical and algebraic operations as applied to the solution of business problems. Includes fundamental statistical methods, ratio, proportion and percent, simple interest and discount, bank discount, compound interest, annuities and investment applications to business financial operations.

*Prerequisite: College Math Course*

<b>BUS 240</b>	<b>Introduction to Human Resource Management</b>	<b>3 credits</b>	<b>Spring</b>
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An analysis of the basic functions of the human resource department. Topics will include policies and practices governing recruitment, selection, training and placement of human resources in a modern business organization, construction

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and utilization of job descriptions, and specifications and evaluation techniques. An overview of major governmental legislation regulating employment practices will also be covered.

**BUS 250     Governmental Accounting                     3 credits                     Fall-Spring**  
Financial and managerial accounting for governmental and other not-for-profit entities. Topics include general and special funds accounting, financial reporting, selected not-for-profit entities and governmental budgeting.

*Prerequisite: BUS 203*

**BUS 254     Organizational Communications                     3 credits**  
Training and practice in written business communication. The importance of an appropriate style and approach will be stressed, and the fundamentals of grammar, sentence structure and spelling reviewed.

**BUS 265     Entrepreneurship and                     3 credits**  
**Business Planning**  
Are you an entrepreneur? That is the question many individuals are asking. This course introduces the student to the hyper-growth, highly-specialized entrepreneurship industry, including generating business ideas, starting the company, building the team, writing a business plan, funding sales and marketing, as well developing presentation skills. The focus will be on designing and writing a business plan. (This course also serves as the capstone for the required business core.)

**CHM 100     General Chemistry I                     4 credits**  
A broad introduction to the fundamental principles of chemistry. Topics include the scientific method and measurements; the states of matter and energy; atomic theory and the electronic structure of atoms; chemical periodicity, chemical bonding and reactions; stoichiometry and the mole; properties of gases and liquids; intermolecular forces; solutions, and acid-based chemistry. A two-hour lab is included.

*Note: If this course is to be used as a prerequisite for Anatomy and Physiology and/or a health-related program, a grade of C or better is required.*

**CHM 101     General Chemistry II                     4 credits**  
A continuation of the introduction to general and inorganic chemistry. Topics include the general principles of chemical equilibrium, thermodynamics and kinetics, transition metals and coordination chemistry, electrochemistry, nuclear chemistry and a preliminary introduction to topics from organic chemistry and biochemistry. A two-hour lab is included.

*Prerequisite: CHM 100*

*Note: If this course is to be used as a prerequisite for Anatomy and Physiology and/or a health-related program, a grade of C or better is required.*

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**CHM 103    Introductory Chemistry for  
the Health Sciences****3 credits**

This course is an introduction to the fundamentals of chemistry as they apply to the human body and everyday life experiences. Topics such as the various states of matter, effects of energy, the atomic theory, chemical bonding, molecular structure, chemical reactions, acids and bases, and the structure and function of organic and biochemical will be studied. Emphasis is placed on how to read and communicate with chemical notation and the ability to apply chemical concepts with the aid of tables and charts to solve word problems. This course assumes no previous course work in chemistry and is well-suited as a starting point for future study in the health sciences. No lab is required.

*Note: If this course is to be used as a prerequisite for Anatomy and Physiology and/or a health-related program, a grade of C or better is required.*

**CHM 211    Organic Chemistry I****4 credits**

This is the first semester of a two-semester sequence of introductory Organic Chemistry. During this course a series of topics in organic chemistry will be covered. Topics include structure, bonding, functional groups, acid/base theory, reactions, stereochemistry, and spectroscopy. Functional groups/compounds that will be covered include alkanes, cycloalkanes, alkenes, alkynes, organohalides, and alkyl halides. Bonding of molecules and reactivity of functional groups will be emphasized.

*Prerequisites: CHM 100, CHM 101*

**CHM 212    Organic Chemistry II****4 credits**

This is the second semester of a two-semester sequence of introductory Organic Chemistry. During this course a series of topics in organic chemistry will be covered. Topics include structure, bonding, functional groups, reactions, spectroscopy, and synthetic polymers. Functional groups/compounds that will be covered include benzene, alcohols, phenols, ethers, epoxides, thiols, sulfides, aldehydes, ketones, carboxylic acids, nitriles, amines, and heterocycles. The reactivity of the functional groups will be emphasized.

*Prerequisites: CHM 211*

**CSC 100    Introduction to Computers****3 credits**

This course is an introduction to the varied world of computers. It is designed to familiarize the student with background information on computers, as well as a range of hands-on experiences. This course prepares the student for using computers in an academic environment as well as in functioning as part of an increasingly technological society. Topics include, but are not limited to, using the Internet as an information and research tool; using email as a communication tool; the use of word processing to produce quality documents; a survey of application packages, such as spreadsheets, databases and presentation software; computer

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components, including hardware and software; an introduction to operating systems, especially Windows file management; Blackboard software; and other topics as time allows.

**CSC 105    Computer Applications for Law                    3 credits**

Provides an overview of the use of computers in the law office, including the use of databases, spreadsheets and computerized research. Students will become familiar with computer technology.

**CSC 111    Computer Technology                                3 credits**  
**Concepts and Applied Skills**  
**(Comp Tech Concepts & Skills)**

This course examines the continuous changes in computer technology that impact society. As technology becomes more seamlessly integrated into our lives, it is important to meet the evolving needs of the job market. In addition to learning the technical fundamentals of computer use, this course will have students utilize the computer to effectively communicate and research information. The course also prepares the student to analyze and solve problems using computer technology. Student assignments include using the Internet as an information and research tool; using email as a communication tool; demonstrating the use of word processing and various application packages, such as spreadsheets, databases and presentation software; identifying and evaluating computer components; explaining the use of and demonstrating how to utilize an operating system, especially Windows file management; using Blackboard software; and other topics as time allows.

**CSC 201    Electronic Spreadsheets                        3 credits**

Classroom instruction and extensive hands-on practice in electronic spreadsheets using Microsoft EXCEL. Topics will include basic file handling, work sheet setup, printing, graphics, macros and work sheet automation. A few short projects will be assigned.

**CSC 235    Technology in the Classroom                    3 credits**  
**(Cross-listed as EDU 235)**

This course focuses on how new computer technologies for learners can be created and used in an educational setting. Student will develop new multimedia environments for learners using the web, video and hypermedia, and students will choose a technology to develop a learning experience for the classroom.

*Prerequisite: CSC 111*

**CUL 201    World Cultures                                        3 credits**  
**(Cross-listed as HUM 201)**

This course offers the student an opportunity to visit a country or region to study and experience its culture with an emphasis on architecture, art, literature,



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populace, geography, political system, history, customs and traditions. General intercultural communication techniques which are vital in preparing travelers for the different perspectives, values and customs that may be encountered will be integrated into class discussion. The course includes pre-trip planning and lectures, travel itinerary, trip journals, study and research, and post-trip assignments.

**CUL 350 Cultural Studies I**

**3 credits**

This course introduces students to the different methods and topics of cultural studies within a global context. The course explores areas such as gender, economics, technology, human rights, politics, and ecology across various societies in the contemporary world.

*Prerequisite: SOC 101*

**CUL 450 Cultural Studies II**

**3 credits**

Using the foundation established in CUL 350, this course will look at a topic related to cultural studies within a global context selected on the basis of current issues, student interest, and student need at the particular time the course is offered. The topic focused on may be in areas such as terrorism, genocide, sexual rights, poverty, film and music, social networks, and global ecology.

*Prerequisite: CUL 350*

**ECO 100 Macroeconomics**

**3 credits**

**Fall**

A study of aggregate economics: the income expenditure/employment relationship; use of the public budget as a stabilizing or growth-promoting device; analysis of money supply, including banking mechanics, with emphasis on the price-level problem; and some treatment of international trade, particularly gains from trade and the international balance of payments.

**ECO 101 Microeconomics**

**3 credits**

**Spring**

A study of the behavior of individuals and firms through analysis of the market system and price theory; conditions of supply and demand; the market and factors; equilibrium of firm; behavior of firm under pure and restrictive competition; government intervention in private business operation; the challenge to the U.S. market system from present; and emerging world markets.

**ECO 102 Consumer Economics**

**3 credits**

A study of problems confronting today's consumer, including consumption patterns and behavior, credit, the consumer and the law, consumer groups, government involvement and consumer decision making.

**EDU 100 Foundations of Education**

**3 credits**

**Fall**

This course is designed to introduce students to the field of education. Content includes a comprehensive overview of the historical, philosophical, sociological,

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political, and legal foundations of education. Emphasis is given to school organization and structure, the roles of classroom teachers, influences on teaching and learning, diversity, and contemporary education policies and issues.

**EDU 101     Curriculum and Instruction                      4 credits                      Spring**  
**Pre-K Grade 2**

This course will focus on methods for planning and implementing developmentally appropriate curricula for the primary school in accordance with state and national standards, informed by knowledge of child growth and development. Planning will extend from knowledge of educational programs for children, birth to age four. Students will integrate all major content areas (language arts, science, math, social studies) and the humanities (art, literature, music, drama) in curricular and instructional planning. Modifications required for individual pupils will be addressed. Students will develop plans for appropriate learning environments designed to support the growth of the child in all domains. A 30-hour field experience is required.

*Prerequisite: EDU 100, Note: Open to ECE majors only.*

**EDU 110     Disability in Education                      4 credits                      Spring**

This course is designed to provide students with an overview of the field of special education. It will include information on definitions and terms commonly used in the field, the historical and cultural aspects, and the laws and legal cases affecting the delivery of special education services. Students will also have an opportunity to observe programs designed to meet the special needs of children. A 10-hour field experience is required.

**EDU 130     Creative Expression                      3 credits                      Fall**

Students will focus on children's self-expression through art, music and movement. They will explore the roles, responsibilities and strategies that lead to a play-based curriculum designed to nurture the child's creative expression and intellect. Students will participate in workshops, observe and evaluate art, music and movement activities in classroom settings, and develop appropriate activities, making appropriate accommodations for children with a full range of individual and collective abilities.

**EDU 150     Classroom Management                      2 credits                      Spring**

Students will study and discuss various theoretical approaches to classroom management and identify their potential strengths and appropriate applications to promote optimal learning. They will observe teachers in classroom settings to analyze how each classroom is organized and managed. Emphasis will be placed on organization and planning before the child enters the classroom, meeting the needs of children with a full range of abilities, effective communication, organizing instruction, curriculum planning, procedure and developing rules with children. A minimum of five hours of observation is required.

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<b>EDU 160</b>	<b>Literacy and Literature for Children</b> (Cross-listed as ENG 160)	<b>4 credits</b>	<b>Fall</b>
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This course provides an introduction to children's literature and literacy. Topics the course will address are the history and development of literature for children; major works, writers, and illustrators; various genres and their characteristics; nature and function of illustrations; social issues addressed in children's literature today; uses of children's literature in the elementary curriculum; and review of recent research and theory concerning literacy development (specifically oral language and assessment materials and preparation of rich literacy environments).

<b>EDU 210</b>	<b>Pre-Professional Seminar</b>	<b>3-6 credits</b>	<b>Fall</b>
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This seminar is intended for education students to acquire supervised observation/participation (Observation Participation Training: OPT) hours in a classroom setting. Students will have the opportunity to apply knowledge and skills they have already acquired in a classroom setting reflecting the age (developmental level) they desire to teach. A one-hour weekly class meeting will provide guidance for students to complete their portfolios as a summative experience.

*Prerequisites: EDU 100, EDU 160, EDU 110, Corequisite: EDU 211*

<b>EDU 211</b>	<b>Portfolio Seminar</b>	<b>1 credit</b>	<b>Fall</b>
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This seminar is intended for Education students to create, gather and organize materials accumulated throughout their course of study in the program. Students will build a portfolio according to New York State Education Learning Standards.

*Corequisite: EDU 210*

<b>EDU 215</b>	<b>Child and Adolescent Development</b>	<b>3 credits</b>
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(Cross-listed as PSY 215)

This course will examine childhood from conception through the end of brain development, with a general theoretical overview emphasis on the areas of emotional, social, cognitive, language and physical development. Topics include the impact of culture and diversity on learning.

*Prerequisite: PSY 100 and permission of instructor*

<b>EDU 220</b>	<b>Independent Study</b>	<b>1-6 credits</b>
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An opportunity for seniors with an overall average of B or better to pursue a project of their own design under supervision. A detailed proposal and approval are necessary prior to registration for independent study.

<b>EDU 235</b>	<b>Technology in the Classroom</b>	<b>3 credits</b>	<b>Fall</b>
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(Cross-listed as CSC 235)

This course focuses on how new computer technologies for learners can be created and used in an educational setting. Student will develop new multimedia

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environments for learners using the web, video and hypermedia, and students will choose a technology to develop a learning experience for the classroom.

*Prerequisite: CSC 100*

**EDU 245    Child Development and Health                      4 credits                      Fall**

A study of early childhood development from conception through age 8 across diverse populations with emphasis on social, emotional, physical, language and cognitive development. Health issues as they relate to child development will be explored. Educational implication will be emphasized as theory and research are presented in the context of practical application.

**EDU 260    Educational Psychology                      3 credits**  
**(Cross-listed as PSY 260)**

Application of the teaching-learning process to education covering human learning in school settings, evaluation and measurement of learning outcomes, individual capabilities and motivations, developmental factors and learning, and social factors of learning.

*Prerequisite: PSY 100*

**ENG 100    Language Skills                      Noncredit**

A remedial course designed to improve the student's writing, reading, vocabulary and study skills. Emphasis is placed on review of basic grammar, writing summaries and essays that include basic reading comprehension and vocabulary, and constructing a research paper.

*Note: Students must successfully complete ENG 100 before enrolling in ENG 111.*

**ENG 102    Creative Writing                      3 credits**

For the beginning writer of poetry and fiction, emphasis is on various activities to inspire creativity, practice various techniques and forms in poetry, and experiment with the elements of short stories. Class writing, as well as professional writing, will be explored.

**ENG 103    Speech and Oral Interpretation                      3 credits**

The improvement of the student's overall understanding and effectiveness in the communication process as speaker and listener is the goal. Experiences include formal speech presentations and oral interpretations with critique analyses, and group discussion.

**ENG 104    Technical Writing                      3 credits**

Teaches writing skills that are part of successful written communication in the workplace. Emphasis is placed on clear and accurate presentation of technical

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information. Practical experience in communicating job-related information through various applications will be included.

**ENG 106     Readings in Health Sciences                    3 credits**

Presents techniques and strategies for improving vocabulary and strengthening reading comprehension. Emphasis will be on comprehension-building strategies, involving the interaction between reader and text to extract meaning. Techniques for critical reading of textbooks and technical material, such as note taking, outlining, questioning, summarizing and annotating text, will be applied to peer-reviewed articles in the allied health fields.

**ENG 111     Composition I    3 credits**

A study of the principles of effective written communication with an emphasis on the practical writing needed for academic and professional work. The course concentrates on the development of writing in terms of focus, content, organization, style and mechanics. Students will engage in writing and rewriting using instructor and student feedback. Summaries, short papers, quizzes and APA-style research papers are required.

**ENG 112     Composition II    3 credits**

Expanding on and developing the skills learned in Composition I, this course explores the principles of effective written communication with an emphasis on argumentative writing. Students will engage in writing summaries, article critiques, and original arguments in order to develop analytical and critical reading, thinking and writing. The process of writing and rewriting with the assistance of instructor and student feedback will be used in the course. Effective methods of research are also covered, leading to the writing of an APA-style argumentative research paper.

*Prerequisite: ENG 111*

**ENG 160     Literacy and Literature    4 credits**  
**for Children**  
**(Cross-listed as EDU 160)**

This course provides an introduction to children's literature and literacy. Topics the course will address are the history and development of literature for children; major works, writers, and illustrators; various genres and their characteristics; nature and function of illustrations; social issues addressed in children's literature today; uses of children's literature in the elementary curriculum; and review of recent research and theory concerning literacy development (specifically oral language and assessment materials and preparation of rich literacy environments).

**ENG 200     Introduction to Literature    3 credits**

A study of selected works of modern and classic fiction, poetry and drama. In addition to developing a familiarity with some of the works that have achieved a

**ENG 204 American Literature 3 credits**

A survey of American literature from 1650 to the present, with a focus on the historical context as well as the literary techniques of various works. Fictional and nonfictional works from the familiar, such as the Declaration of Independence and the poetry of Edgar Allan Poe, to the less familiar, such as the stories of Louise Erdrich, will be explored. Reading, writing and class discussion will be the basis of this literary survey.

**ENG 205     Short Story                      3 credits**

A study of selected short stories ranging from the 1800s to the present, and from American writers to writers from other cultures. In addition to developing a familiarity with some of the works that have achieved a prominent place in short story writing, students will study the various techniques employed by writers that give their stories artistry, value and meaning, so that students may become more proficient readers of short stories. The stories will also allow readers to explore human nature and behavior through the various characters of the stories. Reading, writing and class discussion will be the basis of this study.

**ENG 207 Contemporary Drama 3 credits**

One- and three-act plays, from early 20th century to the present, will be read. Students will examine the dramatic structure along with the social implications in relation to the period from which the dramatic statement stems.

**ENG 208 Contemporary Poetry 3 credits**

Readings in modern poetry, British and American, aimed at training attention to experience the poet's vision.

**ENG 209      Shakespeare                                  3 credits**

An introduction to the fascinating world found in Shakespeare's works. We will enter this world by exploring some of Shakespeare's sonnets followed by some of his plays, focusing on a tragedy, history and comedy, emphasizing for each Shakespeare's use of language and dramatic techniques, as well as his timeless exploration of human behavior. Our readings will be supplemented with filmed productions of the plays that bring the words and characters to life.

**ENG 211 Poetry 3 credits**

A survey of poetry by American and British poets from the 15th century through the postmodern period, with emphasis placed on the understanding of poetry through technical, structural and historical components.



<b>FYE 101</b>	<b>First-Year Experience I</b>	<b>1 credit</b>
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This course is designed to provide students with the opportunity to develop skills and strategies for promoting effective and successful learning. The goal of this course is to empower students to become active and responsible partners in their own education. College-level expectations, policies and procedures will be communicated throughout the course in order to orient the students to the functions of the College. Additionally, students will be oriented to student services and campus resources. Emphasis will be placed on awareness of learning styles, time management and setting goals, as well as the development of effective reading, writing, listening, critical thinking and public-speaking skills. Through active and collaborative learning, students will be engaged in a variety of educational experiences, including obtaining, processing, evaluating, synthesizing and applying information.

<b>FYE 102</b>	<b>First-Year Experience II</b>	<b>1 credit</b>
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An extension of First-year experience I, this course is designed to provide further opportunities for students to develop skills and strategies for effective and successful learning in college and beyond. The course is intended to expand the focus on personal, academic, and social growth and development. In addition, it will foster students' communication with, connections to, and participation in the intellectual college community and the community at large. Through active, collaborative and interdisciplinary learning, students will engage in a variety of educational experiences that will prepare students for responsible lives in a diverse, interconnected and changing world. A common reading provides a context for personal, academic and social investigation by students.

GRN 100	Introduction to Gerontology (Cross-listed as SOC 100)	3 credits	Fall-Spring
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An interdisciplinary approach to the study of aging, this course is designed to provide a basic understanding of the aging process and an overview of the major issues in gerontology.

<b>GRN 102</b>	<b>Nutrition of Aging</b>	<b>1 credit</b>	<b>Fall-Spring</b>
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An overview of the physiological, social and environmental status of older adults. Includes the nutritional requirements of persons 65 and over, food and feeding problems associated with aging, and resources available to help meet the nutritional needs of this diverse population.

<b>GRN 103</b>	<b>Alzheimer's Disease</b>	<b>1-2 credits</b>	<b>Fall-Spring</b>
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A study of Alzheimer's disease focusing on the magnitude, pathology, progression, treatment and interventions of the disease.

GRN 104	Social Problems of the Elderly (Cross-listed as SOC 104)	3 credits	Spring
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Examination of selected current social problems of the elderly in the United States,



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such as alcoholism and other addictions, crime, depression, elder abuse and other pertinent issues. Analysis of the issues, as well as treatment of these problems, will be studied.

**GRN 106 Elderly Care Services 3 credits Spring**  
**(Cross-listed as SOC 106)**

An introduction to the care of the elderly in our modern society. The course will focus on historical background and development of services, demographics and assessment of programs.

**GRN 107 Sociology of Work and Leisure 1 credit Spring**  
**(Cross-listed as SOC 107)**

An exploration of various options of understanding leisure and its role in our present lives and as we age.

**GRN 108 Health of Aging 1 credit Fall-Spring**  
**(Cross-listed as SOC 108)**

A study of the various issues regarding health and aging. Development theory, normal age changes, prevalent diseases of the elderly, and society's view of health and aging will be studied and analyzed.

**GRN 110 Diversity of Aging 2 credits**  
**(Cross-listed as SOC 110)**

This course is designed to provide a basic understanding of the aging process within the context of specific diverse groups in our population, both historically and at the current time.

**GRN 220 Independent Study 1-6 credits**

An opportunity for seniors with an overall average of B or better to pursue a project of their own design under supervision. A detailed proposal and approval are necessary prior to registration for independent study.

**HCM 100 The U.S. Healthcare System 3 credits**

This course is designed to provide an overview of the U.S. healthcare system. The course focuses on the history and development of the healthcare system, how it is structured, and how different components of the system interact and affect each other. Areas of study include an introduction to the business of healthcare, the healthcare workforce, and healthcare delivery. As well, attention is paid to contemporary issues and trends in the healthcare industry in areas such as medical technology, pharmaceuticals, research and prevention, and international healthcare.

**HCM 200 Introduction to Healthcare 3 credits**  
**Management**

This course examines a wide variety of health care settings, from hospitals to nursing

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homes and clinics and will provide an introduction to medical terminology and the important issues in healthcare management, such as ethics, cost management, strategic planning, marketing, human resources and information technology.

**HCM 210 Introduction to Health Information Management Systems 3 credits**

This course is designed to introduce the student to healthcare information systems essential to healthcare, as they exist now, as they have developed over time, and their future as information technology advances. The student will study the categories, functions, and purpose of healthcare information management systems, as they interact with the healthcare system as a whole. Areas of study will include the integral components of information systems, including the elements of hardware and networks. As well, the student will learn about the types of application and communication software used in healthcare organizations and the advances toward the electronic health record. Additional focus will be on the administrative and decision support role that healthcare information management systems play in research and quality improvement.

**HCM 320 Healthcare Marketing 3 credits**

This course involves analysis, evaluation, and implementation of marketing strategies within healthcare organizations. The course is designed to develop skills in segmenting customer and medical markets, brand products and services as well as communication strategies and pricing approaches. Methods and models of marketing fundamentals will be introduced.

**HCM 350 Health Care Law and Policy 3 credits**

This course gives students the opportunity to learn about the laws, government policies and guidelines, and ethical considerations related to the operation of health care systems. Topics include, but not limited to fraud and abuse, patient privacy and confidentiality, professional practice law, and ethics. Within this context, students will explore HIPAA, informed consent, health IT compliance, anti-trust issues and organizational structures in healthcare. A brief history of the legal system, laws relating to drug administration, medical records as a legal document, patients' authorization, informed consent, medical practice acts and areas of potential liability for the healthcare professional is also covered.

**HCM 380 Advanced Healthcare Information Management 3 credits**

This course is designed to be a comprehensive, integrative, and interdisciplinary coverage of healthcare information management with essential and up-to-date healthcare information technology. In order to provide efficient and accurate healthcare information services, the student will advance their knowledge of the electronic health record, clinical decision support systems, and medical applications. Focus is on innovative concepts and critical issues in the ever-emerging field of health information systems.

HCM 395	Financial Management in Healthcare	3 credits
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This course is designed to develop a working knowledge of accounting and financial management, vocabulary, concepts, and techniques as they apply to healthcare organizations. Focus will be on applying the principles and practices of cash flow projections, budgeting, cost control, and the methods for analyzing and using financial accounting information for decision-making, organizational planning, and risk assessment.

**HCM 445 Healthcare Quality Management 3 credits**

This course is designed to be an examination of processes, internal and external to an organization, used to measure, evaluate, and improve the quality, efficiency, and effectiveness of healthcare, with an emphasis on the role and responsibilities of the health care professional. Areas of study include the analysis of clinical data and outcomes to identify trends that demonstrate quality, safety, and effectiveness of healthcare in order to implement continuous quality management and improvement. Also studies are the challenges of implementation and institutionalization of quality improvement strategies in healthcare organizations.

HCM 455	Contemporary and Critical Issues in Healthcare	3 credits
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This course will explore current health policy topics and quality of care issues from a manager's perspective. Students will be exposed to legislative, regulatory, and other policy decisions under consideration or about to be implemented. Issues will include, but not be limited to, the aging of America, health workforce shortages, the uninsured/medically underserved, and global health, as well as healthcare services relative to supply and demand, demographics, and disease frequency. Primary attention will be given to the legislative and political policies; however, ethical considerations will also be considered.

**HIS 101      The American Presidency      3 credits**

Reviews the office of the presidency. It will cover the power and limitations of the office as they have evolved from the time of the constitutional convention to the present.

**HIS 102      Western Civilization I                      3 credits**

Survey of the history of the Western tradition from its origin in the ancient civilization of the east, Greece and Rome, through the Middle Ages to early modern times.

**HIS 103      Western Civilization II                      3 credits**

A continuation of Western Civilization I from early modern times to the present.

**HIS 106      United States History I                      3 credits**

The history of the United States from the Age of Exploration to the eve of the

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Civil War. Emphasis will be placed on the growth of political, social and economic institutions in the infancy of the nation.

**HIS 107      United States History II                      3 credits**

The history of the United States from the Civil War. The maturing of the nation's institutions will be emphasized. Topics include isolationism, federalism, Manifest Destiny and world leadership.

**HIS 110      History of the 20th Century                      3 credits**

Perusal of thematic and chronological approaches to the study of modernity (20th century) by stressing science and technology, economics, political and social developments, international relations and cultural trends. Nationalism, imperialism and militarism will be studied as precursors of war and economic industrial stimulants to economic growth. The important philosophical impact of 19th and 20th century philosophers will be considered, as well as the thoughts of Charles Darwin, Karl Marx and Sigmund Freud.

**HIS 210      20th Century U.S. History                      3 credits**

This course examines the political, economic and social development of the modern United States and its role in world affairs.

**HIS 220      Independent Study                                      1-6 credits**

Offers an opportunity for seniors with an overall average of B or better to pursue a project of their own design under supervision. A detailed proposal and approval are necessary prior to registration for independent study.

**HIS 230      Religion in America                                      3 credits**  
**(Cross-listed as RES 230)**

Designed to introduce the student through an historical approach to the richness and diversity of religious experience in America. The course requirements and objectives serve as resources for helping the student understand the impact religion has had on our nation's history and sociopolitical culture. Additionally, the course is designed to acquaint the student with the variety of religious expression in America and how this expression has served to shape our common heritage.

**HIS 250      Topics in History                                      3 credits**

Offers consideration of topics selected on the basis of student need and interest. Approval of instructor is required.

**HSC 150      Introduction to Health Professions      2 credits**

A survey course that introduces the student to professions in the health care field. Specific professions will be explored through the use of lectures, discussions and guest speakers. General concepts relating to health care will be covered, including ethics, interdisciplinary communication, organization of health care organizations, professionalism, patient/resident rights and the continuum of health and illness.

HSC 308	Healthcare Informatics (Cross-listed as NUR 308)	3 credits
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This course is designed to provide an understanding of the applications of computer technology and informatics in the health care delivery system. Computer basics, electronic communication within the health care agency, bedside computer technology, client education systems, decision support and integrated hospital information systems will be covered in this computer applications course.

<b>HSC 320</b>	<b>Complementary and Alternative Therapies (Replaces SOC 320)</b>	<b>3 credits</b>
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This course provides information on current complementary and alternative therapies. These therapies recognize that a person is a physical, mental and spiritual being, and that disease affects all areas of life. These therapies, each in their own way, attempt to achieve a state of balance to help people return to wellness and remain healthy in the future. Course includes discussion on the impact of the health care system on maintaining health and wellness of the individual, family and community.

<b>HSC 410</b>	<b>Epidemiology</b> (Replaces SCI 400)	<b>3 credits</b>
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This course provides an introduction to basic epidemiologic principles, including measurements of disease occurrence, study designs and calculation of risk. Lecture material is supplemented with exercises and discussion of examples from the epidemiologic literature and presentations of epidemiologic studies by guest speakers. The course is organized around several core themes, including the importance of disease prevention programs that address multiple health risks, the link between poverty and disease susceptibility, and the challenge of evaluating health benefits and cost-effectiveness. The course readings discuss current issues such as genetic determinism as a paradigm in wellness promotion, adolescent health promotion, teen pregnancy prevention strategies, racial differences in cancer epidemiology, strategies for reducing youth violence, HIV/AIDS prevention, domestic violence education and prevention strategies, and the future of women's health research.

**HUM 101 Introduction to Humanities I 3 credits**

An introduction to arts in Western tradition from preliterate history through the Middle Ages. Emphasis will be placed on the study of history, art in its various forms, music, literature, philosophy and religion, and connections between each will be stressed.

**HUM 102 Introduction to Humanities II 3 credits**

A continuation of Hum 101 that will examine arts in Western tradition from the



<b>LAW 203</b>	<b>Trusts and Estates</b>	<b>3 credits</b>	<b>Spring</b>
<p>Surveys the procedures used in the law of estate management, examining what comprises the decedent's estate, probate and nonprobate assets, wills, estate taxation and administration.</p>			

The formation of a corporation, the board of directors and its role, management structure, stockholders, the stock market, reorganization and liquidation will be discussed.

<b>LAW 209</b>	<b>Criminal Law</b> (Cross-listed as SOC 209)	<b>3 credits</b>	<b>Summer</b>
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<b>LAW 210</b>	<b>Topics in Legal Studies</b>	<b>3 credits</b>	<b>Fall-Spring</b>
Topics to be studied will include contracts, torts, constitutional, civil rights and environmental law.			

*Note: Students must complete MAT 100 before enrolling in MAT 101.*

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the relationships between them, and the use and role of mathematics in everyday life and society as a whole. It provides a basis for further study and appreciation of mathematics. Students will learn to think mathematically in different areas of mathematics, including sets, logic, probability, statistics and selected topics in algebra. Students will engage in problem-solving exercises for homework on a regular basis to apply their knowledge. Quizzes and tests are given as assessment tools.

**MAT 102   Foundations of Mathematics II                      3 credits**

A survey course that investigates the nature of various areas of mathematics other than those studied in Mat 101. It is designed to study topics applicable to various disciplines. In conjunction with developing a familiarity with the uses and roles of mathematics in everyday life and society, students will learn to think mathematically while studying diverse areas of mathematics, including sets of numbers and their structure, selected topics in algebra, an introduction to geometry, consumer mathematics and the metric system. It provides a basis for further study of and appreciation for mathematics. Students will engage in problem-solving exercises for homework on a regular basis to apply their knowledge. Quizzes and tests are given as assessment tools.

**MAT 104   Introductory Algebra                                      3 credits**  
**for College Students**

A comprehensive course that provides students with the groundwork for success in the basics of algebra as well as the further study of algebra topics. It is appropriate for students who have had only a minimum of high school level mathematics. It is designed to present students with a systematic exploration of essential algebraic topics. As a result, students will deepen their conceptual understanding of key ideas, as well as their problem-solving and solution strategies. Topics include the real number system, linear equations and inequalities in one variable, linear equations and inequalities in two variables, systems of linear equations and inequalities, exponents, polynomials, factoring polynomials, rational expressions, roots and radicals, quadratic equations, and an introduction to functions. Students will learn to think mathematically by engaging in problem-solving exercises for homework on a regular basis to apply their knowledge. Quizzes and tests are given as assessment tools.

*Prerequisite: one unit of high school algebra, Not open to students who have credit for Math 11, Course III, or Math B at the high school level.*

**MAT 106   College Algebra    3 credits**

A comprehensive one-semester course that provides students with a firm foundation in college algebra. It is designed as a follow-up to introductory algebra topics, and assumes familiarity with basic algebraic vocabulary, symbols and notation. It provides students with the groundwork for success in further study of



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mathematics in pre-calculus or calculus. Students will deepen their conceptual understanding of key algebraic ideas, as well as their problem-solving and solution strategies. Topics include a review of fundamental concepts of algebra, the study of equations and inequalities, functions and graphs, polynomial and rational functions, exponential and logarithmic functions, systems of equations and inequalities, and further topics as time allows. Modeling of real-world problems is also emphasized. Students will learn to think mathematically by engaging in problem-solving exercises for homework on a regular basis to apply their knowledge. Quizzes and tests are given as assessment tools.

*Prerequisite: Introductory Algebra for College Students (MAT 104) or the equivalent of three units of college preparatory mathematics (Math 11; Course I, II, and II; or Math A and B) at the high school level.*

### **MAT 110 Pre-Calculus**

**3 credits**

Designed to be a study of functions and advanced algebra topics in order to provide students with a solid foundation as preparation for successful study of calculus. Students will investigate, explore, compare and contrast the characteristics of linear, polynomial, rational, quadratic, exponential, logarithmic and trigonometric functions in algebraic form, as well as graphically through curve-sketching. Students will also study systems of equations and inequalities, matrices, conic sections, sequences, and an introduction to the concepts of limits and the derivative. Students will apply mathematical skills and make meaningful connections of topics to real-world problems. Students will learn to think mathematically by engaging in problem-solving exercises for homework on a regular basis to apply their knowledge. Quizzes and tests are given as assessment tools.

*Prerequisite: MAT 106, or the equivalent of three units of college preparatory mathematics (Course I, II, and III; or Math A and B; or Algebra, Geometry, and Trigonometry).*

### **MAT 120 Personal Finance**

**3 credits**

**(Cross-listed as BUS 120)**

A finance course that provides students with a comprehensive knowledge base in various aspects of personal finance. It is designed to develop techniques for planning, budgeting, spending and saving in order to achieve personal goals. Students will develop their conceptual understanding of personal finance topics and the mathematics skills necessary in order to apply the concepts to real-life situations. Topics include budgeting to match income and expenses; developing a savings plan; minimizing taxes; controlling spending and credit usage, including loan borrowing and repayment; consumer purchasing strategies; owning and financing a home; determining health, home and auto insurance needs; investment goals and strategies; and planning for retirement. Modeling and analysis of real-world problems are emphasized. Assignments will include objective

## 3 credits

*Prerequisite: MAT101 or the equivalent of three units of college preparatory mathematics.*

**3 credits**

*Prerequisites: MAT 106 and 110, or the equivalent of three units of college preparatory mathematics (Course I, II and III; or Math A and B; or Algebra, Geometry and Trigonometry)*

## 3 credits

*Prerequisite: MAT 202*

**1-6 credits**

## 3 credits

*Prerequisite: MAT 101 or equivalent*

1 credit

## Fall

*Prerequisite: Matriculated Nursing major, or permission of instructor.*

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**NUR 120    Nursing II****6 credits****Fall**

Assessment and awareness of lifestyle behaviors and their effect on adults will be stressed. Challenges to health will be explored using the nursing process. Skills that are essential to health promotion or health assessment will be integrated throughout the course. These skills will be applied in a laboratory practicum, hospital and/or nursing home. Emphasis will be placed on the role of the RN in the caring environment. Course requires theory and clinical experience.

*Prerequisites: BIO 205, 207 and PSY 100; day students, however, may take these concurrently with NUR 120. Evening students must have completed all Anatomy and Physiology and all psychology courses prior to NUR 120.*

**NUR 130    Nursing III****8 credits****Spring-Summer**

The focus is on the family and common health problems. The course will expand and adapt assessment skills to include pregnancy, newborns and children. Common health problems will be explored utilizing the nursing process, and skills to meet the needs of clients across the life span will be developed. These skills will be applied in laboratory practicum, hospital and/or community settings. Emphasis will be placed on the role of the RN in the caring environment. Course requires theory, clinical and laboratory experiences.

*Prerequisite: NUR 120. Evening Option: BIO 205, 206, 207, 208 ; PSY 100, 200. Day Option: BIO 206, 208; PSY 200 may be taken concurrently.*

**NUR 195    Advanced Placement Review Course**

A review course for those who have a current LPN license and wish to enter the Associate Nursing Program with advanced placement status. Successful completion allows the student to receive life experience credit for Nur 110 and Nur 120 and to advance directly into Nur 130. The course consists of a six-week review of the content for Nur 110 and Nur 120 and requires the student to successfully pass written, dosage and skills exams. It is typically offered Tuesday evenings. The student may not repeat the course. Class size is based on available space in the nursing program. The course bears no load credit and will not qualify for financial aid eligibility or enrollment status. A copy of the LPN license and documentation of current experience as an LPN must be submitted at application. Course is open to nursing transfer students upon approval by the nursing chairperson. 23 credits taken required prior to approval.

**NUR 198    PN-RN Transition Course****3 credits****Summer**

The PN to RN Transition Course is designed to validate prior learning and update/enhance the student's nursing knowledge. It facilitates transition from the role of licensed practical nurse to that of a student preparing for the role of registered nurse. Nursing process is used as the framework for critical thinking and problem solving. Students holding or eligible to hold a current LPN registration

*Prerequisites: BIO 205, 206, 207, 208; PSY 100, PSY 200, ENG 111; chairperson approval. TEAS requirements must be met prior to registration. Corequisite: NUR 199, BIO 203*

Designed for the LPN transition student to demonstrate the freshmen registered nurse skills before progressing to the senior nursing courses.

An opportunity for second year students with an overall average of “B” or better to pursue a project of their own design under supervision. A detailed proposal and approval are necessary prior to registration for independent study.

The nursing process will be applied to clients in the mental health setting and to clients with more complex health care problems. The course will expand and adapt assessment skills to include more complex health care needs across the life span. These skills will be applied in laboratory practicum, hospital and/or community settings. Emphasis will be placed on the role of the RN in the caring environment. Course requires theory, clinical and laboratory experiences.

Focus will be placed on clients with multisystem problems. Critical thinking and advanced psychomotor skills will be practiced to meet the needs of clients across the life span. These skills will be applied in laboratory practicum, hospital and/or community settings. Emphasis will be placed on the role of the RN in the caring environment. Course requires theory, seminar, clinical and laboratory experiences.

Designed to provide the student with an understanding of issues of nursing practice, roles and responsibilities. Legal and ethical responsibilities will be stressed.



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**NUR 315    Medical/Surgical Nursing                      6 credits**  
**Practice I**

This course builds on the learning outcomes in Foundation for Nursing Practice that guides students in developing higher-level systems thinking, clinical decision making, and the use of technology in order to provide high quality, patient-centered care to hospitalized adults and older adults with common acute and chronic health problems. Major emphasis is on assisting students in developing realistic mutually agreed-upon patient outcomes for priority nursing diagnoses and implementing evidence-based interventions for the plan of care. On- and off-campus clinical experiences provide the opportunities to apply these competencies as a member of the inter-professional team. Course includes 90 lab/clinical hours.

*Prerequisites: NUR 302, NUR/BIO 310*

**NUR 320    Psychiatric Nursing Practice                      6 credits**

This course focuses on bio-psychosocial models as a perspective for viewing health promotion of persons and groups experiencing vulnerabilities and alterations in mental health across the life span. The nursing process is applied to individuals and groups in acute care mental health settings. Course includes 90 lab/clinical hours.

*Prerequisites: NUR 302, NUR/BIO 310*

**NUR 325    Teaching and Learning                              3 credits**

This course is devoted to assisting the student to understand the processes of teaching and learning, and providing an introduction to the role of the nurse as health educator. The class will explore theoretical foundations of learning, assessment of learning needs and readiness to learn, writing behavioral objectives, and preparing both individual and group teaching sessions.

**NUR 340    Introduction to Research                              3 credits**  
**and Evidence-based Practice**

The purpose of this course is to develop skill in the critical analysis of research for expansion of nursing knowledge and evidence for practice. The research methods used in contemporary nursing research are explored through exemplars from literature.

**NUR 360    Health Assessment, Promotion                      3 credits**  
**and Diagnostic Reasoning**

This course combines dyadic and laboratory experiences to develop advanced skills in assessment of physical, genetic influences, cognitive, cultural and spiritual domains. Practitioner-client interactions, data collection, diagnostic reasoning, communication and the role of the nurse in health promotion are emphasized. Use of evidence-based practice to guide health teaching, health counseling and disease prevention throughout the life span will be explored.

*Prerequisites: NUR 302, NUR/BIO 310, NUR 340*

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**NUR 375    Community Nursing Practice                      6 credits**

This course focuses on the synthesis of population-based community and public health concepts to promote, maintain, and restore health to individuals, families, groups, and communities. Community assessment, risk identification, cultural competence, healthcare policy, the economics of care, and application of community health nursing strategies are emphasized. Course includes 90 lab/clinical hours.

**NUR 385    Community Care Nursing                      6 credits**  
**and Epidemiology**

This course focuses on the synthesis of population-based community and public health concepts to promote, maintain and restore health to individuals, families, groups and communities. Community assessment, risk identification, cultural competence, health care policy, the economics of care, and application of community health nursing strategies are emphasized. In addition, epidemiological concepts are explored. Course includes an optional 3-credit clinical/lab section of 90 hours.

**NUR 410    Pharmacology and                      3 credits**  
**Pathophysiology II**  
**(Cross-listed as BIO 410)**

This course builds upon the knowledge of pharmacology and pathophysiology acquired from NUR 310. Additional disorders and medications are explored.

*Prerequisites: NUR/BIO 310*

**NUR 411    Maternity Nursing Practice                      6 credits**

This course focuses on the nursing care of women during the childbearing years. The clinical focus is on the delivery of family-centered nursing care to antepartum, intrapartum, and postpartum patients and their newborns with the goal of maximizing health potential. Students will integrate and apply evidence-based maternal child health nursing guidelines to provide care to the mothers and their newborns. Additionally, reproductive health of both men and women will be explored. The critical role of the nurse within an interdisciplinary model of care for maternal child health patients will be discussed. Course includes 90 lab/clinical hours.

*Prerequisites: NUR 302, NUR 340, NUR/BIO 410*

**NUR 412    Pediatric Nursing Practice                      6 credits**

This course focuses on the theoretical concepts and clinical application of nursing care of infants, children, and adolescents in varied health care and community settings. Students will be expected to synthesize the pathophysiology, pharmacologic, and therapeutic concepts related to these age groups. Additionally, there will be a focus on family-centered care of children within developmental,

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cultural, ethnic, religious, and social structures. Course includes 90 lab/clinical hours.

*Prerequisites: NUR 302, NUR 340, NUR/BIO 410*

**NUR 415 Medical/Surgical Nursing Practice II 6 credits**

This course builds upon the learning outcomes in Medical/Surgical Nursing Practice I. The major emphasis is on guiding students in developing clinical reasoning for evaluating patient outcomes and determining the appropriateness of the plan of care for adults and older adults with common, increasingly complex, acute and chronic health problems. On- and off-campus clinical experiences provide opportunities for students to apply these competencies, collaborate as a member of the inter-professional team, and advocate for quality care delivery systems. Course includes 90 lab/clinical hours.

*Prerequisites: NUR 315, NUR 340, NUR/BIO 410*

**NUR 420 Independent Study 1-6 credits**

An opportunity for fourth year students with an overall average of “B” or better to pursue a project of their own design under supervision. A detailed proposal and approval are necessary prior to registration for independent study.

**NUR 421 Leadership, Management and Ethics in Nursing 3 or 6 credits**  
**(Replaces NUR 421 Leadership and Management)**

This course focuses on the principles of organizational and systems leadership in nursing and health care. Students will explore the impact of power, politics, policy, social justice, finance, and the influence of regulatory agencies on ethical delivery of quality care. The need for the development of leadership and management skills that emphasize ethical and critical decision-making, collaboration, and communication, as a member of intra-professional team will be discussed. Course includes an optional 3-credit clinical/lab section of 90 hours.

**NUR 460 Nursing Specialty and Synthesis Seminar 6 credits**

The purpose of this course is to immerse the student in the complex integration of baccalaureate nursing knowledge and practice in professional systems and settings. This course promotes the synthesis of professional values, complex theoretical knowledge, core clinical competencies, and leadership skills. The clinical experience, in a selected clinical specialty, will enhance the newly defined professional role and allow the student to pursue opportunities for life-long learning. Course includes 90 lab/clinical hours.

*Prerequisites: All previous NUR courses and required non-nursing courses.*



**NUR 480    Evidence for Practice                      3 credits**

The purpose of this course is to apply critical thinking and reasoning to the core competencies needed for nursing evidence-based practice. The student uses decision support systems in evidence-based methods and applies it to systematic inquiry regarding issues relevant to nursing. Evidence, clinical judgment, interpersonal perspectives and patient preferences are used to improve patient care outcomes and promote quality care.

*Prerequisite: MAT 200*

OCT 111	Introduction to Occupational Therapy	2 credits	Fall
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An overview of the domain and scope of occupational therapy practice, the intervention process, and the roles and functions of the occupational therapy assistant in current healthcare, education and rehabilitation environments. This course covers the history, philosophy, terminology, theoretical frames of reference, ethics and organizational structures of the profession. The health benefits of engaging in purposeful and meaningful occupations will be explored through readings, discussions and lectures.

OCT 112	Occupational Therapy Skills and Application I	1 credit	Fall
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Selected activities will be used in this laboratory practicum to teach occupation-based activity analysis, to grade, modify and adapt activities. Students will use a variety of tools and materials, use the teaching/learning process to engage peers in new learning, and consider safety issues and precautions relevant to client populations and given activities.

OCT 114	Foundations of Occupational Therapy I (Replaces OCT 114 Daily Living Skills)	1 credit	Fall
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This lecture and laboratory course will introduce concepts fundamental to the practice of Occupational Therapy. The course will provide students with foundational knowledge and skills required during treatment to improve the independence of clients to engage in chosen occupations. The Occupational Therapy Practice Framework will be emphasized throughout the semester to help conceptualize treatment interventions. Students will begin to develop theoretical and practical hands-on techniques and observation skills critical to assessment and treatment implementation.

OCT 116	Occupational Therapy Skills and Application II	1 credit	Fall-Spring
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Building on the general concepts taught in OCT 112, a variety of expressive, cognitive and sensorimotor media will be covered by lecture and in laboratory

*Prerequisites: OCT 111, 112*

*Prerequisites: OCT 111-116*

*Prerequisites: BIO 205, 207*

*Prerequisites: OCT 111, 112, 114, SCI 100*

*Prerequisites: OCT 111, 112, 114, SCI 100*

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**OCT 210    Fieldwork I - Psychosocial                      1 credit                      Fall-Summer**

A fieldwork learning experience that allows students to apply previous and concurrent learning, especially concepts related to psychological and social components necessary for a healthy, functional life. Utilizing interview, occupational profile, task analysis, group process and group dynamics, the students will engage individuals, groups and/or populations in selected play, leisure and social occupations. While these occupation-based activities may reinforce a participant's motor, cognitive and sensory skills, the primary focus of group activities will be on psychosocial skills necessary to enhance one's quality of life. Students will have opportunities to plan and lead occupational group activities based on identified interests of the participants. These group activities will be provided in community settings such as assistive living facilities, adult day programs, preschools and group homes.

*Prerequisites: OCT 111, 112, 114, 116, 119, 120, 121, SCI 100; Co-requisite: OCT 215*

**OCT 211    Preparing for Practice                      1 credit                      Fall-Summer**  
**(Replaces OCT 211 Management Procedures)**

This course prepares students for professional responsibilities as an occupational therapy practitioner. Topics of study include practitioner roles and functions, organizational and administrative principles, clinical reasoning, supervision, reimbursement mechanisms and professional development. The Official Documents of the American Occupational Therapy Association (AOTA), scientific journals, and web resources are utilized to explore principles of ethical and evidence-based practice. Students will gain an understanding of the credentialing processes to meet professional and legal criteria to practice.

*Prerequisites: OCT 111, 112, 114, 116, 119, 120, 121, SCI 100*

**OCT 213    Occupational Therapy in                      3 credits                      Summer-Fall**  
**Developmental Disabilities Practice**

The student is introduced to conditions that interrupt the normal growth and development sequence. Lectures will cover etiology, signs and symptoms of various diagnoses, and the related occupational therapy theory, frames of reference, and treatment methods and techniques. Laboratory sessions stress hands-on learning designed to help the student develop the skills necessary to provide occupational therapy treatments in early childhood school-based programs, and in community-based programs from infancy through adulthood.

*Prerequisites: OCT 111-116, OCT 119-121; BIO 205-208; PSY 100; SCI 100*

**OCT 214    Occupational Therapy                      3 credits                      Fall**  
**in Physical Dysfunction Practice**

Lectures and clinical presentations are used to teach medical, neurological and orthopedic conditions that result in physical, cognitive and/or sensory dysfunction.

*Prerequisites: OCT 111-116, OCT 119-121; BIO 205-208; SCI 100*

The theory and application of occupational therapy principles and techniques in the treatment of individuals with psychosocial dysfunction are presented in lectures and laboratory sessions. Students will have opportunities to examine their own perceptions of mental illness, to learn about the history of the treatment of the mentally ill, and the diagnostic characteristics of psychological and behavioral disorders frequently seen in occupational therapy. Group dynamics, frames of references, and community and social services available for individuals with a mental illness will be covered. Emphasis will be on the occupational therapy assistant's role in assessment, treatment planning, treatment interventions and documentation. Interpersonal skills, group leadership and interviewing skills are practiced through role-playing and community-based experiences.

*Prerequisites:* OCT 111-116, OCT 119-121; PSY 100, 205; SCI100

During the final semester of the OTA curriculum, learning continues with supervised clinical experiences in two of settings where occupational therapy is practiced. Each Level II Fieldwork (FW II) allows the student to participate and gain competency in observation, assessment, treatment planning, treatment implementation, and documentation as he/she applies previously learned occupational therapy principles, techniques and skills to meet client needs. FW II learning allows the student to transition from academic learner to OTA practitioner. Each clinical experience is typically full time for eight weeks and is scheduled during the normal (day) hours the assigned occupational therapy department provides services. This allows the student to complete the minimum 16 weeks of full-time clinical experience as required by the Accreditation Council for Occupational Therapy Education (ACOTE) Educational Standards in one extended semester. FW II must be completed within 18 months following completion of academic preparation. Those needing to postpone FW II and who are unable to meet this timeline may be required to repeat selected academic courses before registering for OCT 216-219.

A supervised clinical practicum and continued study in psychosocial settings, such as traditional psychiatric hospitals and community-based mental health centers.

A supervised clinical practicum and continued study in a physical disability setting, including hospitals, rehabilitation centers and nursing homes.

A supervised clinical practicum and continued study in a developmental disability setting, including developmental centers, preschools and school-based programs.

A supervised clinical practicum in a nontraditional setting or emerging area of practice. These opportunities are growing and may provide an appropriate placement for students who have had previous occupational therapy-related life experiences.

An opportunity for seniors with an overall average of “B” or better to pursue a project of special interest under supervision. A detailed proposal and approval are necessary prior to registration for independent study.

OCT 230    Applying Learning to Practice            1-3 credits    Fall-Spring-Summer  
(Replaces OCT 230 Professional Issues in Occupational Therapy)

This course facilitates transition in role from student to practitioner as participants explore current issues that impact occupational therapy practice. Students will be expected to expand their knowledge and understanding of topics from prior occupational therapy coursework, discuss potential areas of research and develop a plan for continued education as preparation to enter the workforce. This self-paced course is completed in an online format as the student is engaged in off-campus fieldwork rotations.

*Prerequisites: Completion of all prior coursework with a minimum grade of C+(77) in all OCT prefix courses and a minimum grade of C (73) in all other required courses, or approval of the Academic Fieldwork Coordinator.*

An introduction to the major philosophers and ideas of Western philosophy, including the classical, medieval and modern periods.

**3 credits**

Designed to assist students in the process of conceptualizing, applying, analyzing, synthesizing and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning or communication. Emphasis will be on detecting common logical fallacies and on developing strategies for dealing with problems that arise in thinking.

(Cross-listed as RES 201)

A presentation of moral problems facing the individual, the family, the community and the nations of the world. Discussion will consider different solutions to the problems offered by modern philosophy and religion. A service learning component may be required.

**1-6 credits**

An opportunity for seniors with an overall average of “B” or better to pursue a project of their own design under supervision. A detailed proposal and approval are necessary prior to registration for independent study.

**3 credits**

An analysis of the ethical dilemmas present when working in the legal field. The American Bar Association (ABA) Code of Professional Responsibility, the ABA Rules of Professional Conduct, readings and case studies will be included.

**3 credits**

This course provides an in-depth study of ethical theories, analyzes typical moral dilemmas, and examines the ethical and social implications faced by managers and organizations. Students will apply theories to resolve ethical dilemmas faced by today's managers to practice ethical problem solving. Consideration will be given to particular ethical issues, such as employee rights and duties, deception, advertising, whistle-blowing, social responsibility, culture, etc.

**3 credits**

Health care ethics, a specialized field of ethics, will examine the complex issues that arise in health care, such as patient autonomy, informed consent, end-of-life issues, organ donations, public health care policy, veracity, confidentiality and professional norms. Students will approach health care ethics, using casuistry ethics and the major moral theories.

*Prerequisite: PHI 101 or permission of instructor*

**4 credits**

Introduction to Newtonian mechanics. Applications will be made to a variety of simple systems. Some elementary thermodynamics will also be utilized. A two-hour lab is included.

*Prerequisites: MAT 106, 110*



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skills are practiced and evaluated in the laboratory. Clinical experiences will be provided in acute and long-term health care settings. Management skills and leadership as it relates to the LPN scope of practice will be discussed. Emphasis will be placed on the role of the LPN in a caring environment and its impact on client care.

*Prerequisites: PNC 103 and all required non-nursing courses*

**POL 101    The American Political System                    3 credits**

An introduction to the basic structures of the United States national government and the political processes with a view toward helping the student to better understand current issues and policies. Topics include the Constitution, national/state relations and powers, the legislative and judicial processes, elections and the activities of interest groups.

**POL 102    State and Local Government                    3 credits**

An analysis of the structure and processes of state and local units of government, as well as the political activities of interest groups, parties and candidates. Current political events and trends in modern politics will be examined. Students gain a better awareness of the nature, strengths and weaknesses of the government.

**POL 200    International Relations                            3 credits**

An analysis of world politics today, emphasizing the foreign policy and diplomacy of the great powers, the United Nations, arms control and nuclear weaponry, international trade and development, and the prospects for change.

**POL 201    Leadership in Modern Government                3 credits**

Explores some of the world's dominant political systems through an examination of the leadership styles and policies of specific personalities that have directly shaped the world's recent history. Specific leaders focused upon may vary from semester to semester when warranted, so that the course remains as timely as possible.

**POL 202    Public Administration                            3 credits**

Treats the art and science of implementing decisions made by those who govern. A chief concern will be the shaping and implementing of public political policy by lawmakers, executives and judges at all levels of government, with particular attention to local and municipal institutions and political behavior.

**PRD 100    College Success Seminar                        2-3 credits**

This course is designed to assist students to prepare for future courses as well as to be successful on the Test of Essential Academic Skills (TEAS). Course topics include strategies in English, reading comprehension, mathematics, science and other issues that focus on student achievement.



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**PRD 103    College Success Seminar for PNC    2 credits**

This course is designed to provide students with strategies for successful learning in college and beyond. Course topics include strategies in reading, mathematics, learning styles, time management, goal setting, note taking, test taking, test anxiety, critical thinking, cultural diversity and other issues that focus on student achievement. By permission of instructor only.

*Corequisite: PNC 101*

**PSY 100    General Psychology    3 credits**

An introduction to psychology as a science: a study of cognitive, biological and social processes in understanding the dynamics of human behavior.

**PSY 200    Developmental Psychology    3 credits**

The scientific study of the individual across the life span: a study and application of physical, cognitive and behavioral processes across contexts.

*Prerequisite: PSY 100 with a grade of C or better*

**PSY 201    Psychology of Learning    3 credits**

Study of the principles of psychology applied to education, including consideration of the various aspects of development, the learning process, individual differences, motivation, study habits and the teacher's role in effective learning.

*Prerequisite: PSY 100*

**PSY 202    Adolescent Psychology    3 credits**

A survey of the various adjustments encountered by adolescents: psychosexual problems, dependence and independence conflicts, inferiority feelings, drug abuse and the problems of the self-image.

*Prerequisite: PSY 100*

**PSY 203    Child Psychology    3 credits**

Practical application of scientific knowledge to an understanding of the child as a developing personality. The phases of development, major mental aspects and their determination, interest and behavior patterns are examined.

*Prerequisite: PSY 100 or permission of instructor*

**PSY 204    Psychology of Abnormal Behavior    3 credits**

Minor and major variants of behavior. History of treatment of disordered personalities. The nature of maladjustment, neuroses, psychoses and other variances from normal behavior are considered.

*Prerequisite: PSY 100*

The application of basic principles and concepts of interpersonal relationships. Topics include verbal and nonverbal communication, personality styles and levels of maturity.

**PSY 209      Psychology of Aging                      3 credits**

**PSY 215 Child and Adolescent Development 4 credits**  
(Cross-listed as EDU 215)

This course will examine childhood from conception through adolescence, with a general theoretical overview emphasis on the areas of emotional, social, cognitive, language and physical development. Topics include the impact of culture and diversity on learning.

**PSY 220      Independent Study                      1-6 credits**

An opportunity for seniors with an overall average of “B” or better to pursue a project of their own design under supervision. A detailed proposal and approval are necessary prior to registration for independent study.

**PSY 232      Positive Psychology                      3 credits**

This course will examine the scientific research on happiness and its application in the areas of positive individual traits, positive emotions and positive institutions. Productivity, health, successful aging, spirituality and national well-being are all functions of happiness. Students will explore the practical ways to promote and maintain happiness, compassion, optimism, wellness, gratitude, mindfulness, creativity and flow, and how to strengthen positive character traits in themselves and others.

PSY 260	Educational Psychology (Cross-listed as EDU 260)	3 credits
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Application of the teaching-learning process to education covering human learning in school settings, evaluation and measurement of learning outcomes, individual capabilities and motivations, developmental factors and learning, and social factors of learning.

*Prerequisite: PSY 100*

**PSY 270 Social Psychology 3 credits**

This course introduces the student to the scientific study of how individuals think, feel and behave in social situations. It applies the scientific method of systematic observation, description, and measurement in the study of the human condition. This course, while relating the foundations of social psychology, will give special attention to understanding the applications of social-psychological knowledge that have been implemented, extending the reach of the field. Social psychologists are often called on to make contributions in business, medicine, law, and other fields.

*Prerequisite: PSY 100*

**PSY 300      Organizational Psychology      3 credits**

This is a course in organizational psychology or the study of how individuals working in organizations think and feel about, relate to, and influence one another based on individual, group and organizational processes. Generally, this course will provide students with a background in organizational psychology and an opportunity to learn about various theoretical, conceptual, practical and empirical organizational psychological issues.

*Prerequisite: PSY 100, MAT 200*

**PSY 305    The Psychology of Food and Eating    3 credits**

This course will explore the psychological meanings of food and eating and its effects on the health and wellness of humans. Some of the topics to explore include: the cultural evolution of food and eating, learning processes and eating behaviors, social and developmental influences on eating and food preference, the brain; mood, cravings, addiction, obesity, eating disorders and body image.

*Prerequisite: Any PSY 200 level course*

PSY 310	Psychology of Information Technology	3 credits
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Information technology is becoming increasingly pervasive and capable. You'll continue to interact with IT daily, and so will your clients, customers, colleagues, family and friends. So, what principles can help guide us to better understand people's reactions to and interactions with IT? How can we use these principles to better think about IT and its design? The answers are neither obvious nor easy, but are essential to improve practices and products. In this course we will view the latest research and theories. We look at cases and examples that range from web pages and common business applications, to games, agents, and robots. This will lead us to better understand the impact and the effects of technology on individuals and society.

*Prerequisite: PSY 100, MAT 200*

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**PSY 320    Psychology and the Media                      3 credits**

This course explores the evolution of the media and its influence on human behavior. Students will analyze the relationship between media and psychology in relationship to culture, ethical and legal issues, advertising, the news, pro-social behavior, violence, sex, pornography and politics. Students also examine ethical and legal issues related to the psychology and the media, Current and future trends and challenges will be discussed as well as media's impact on social change.

*Prerequisite: Any PSY 200 level course*

**PSY 330    Psychology of Terrorism                      3 credits**

Psychology is often characterized as a social science meaning that it is a discipline that seeks to understand human social behavior using scientific theories and methods. After September 11, it seems that one of the primary goals of all social scientific disciplines is now to help people understand terrorism and, ultimately, to help eliminate terrorism. That goal may well be quite similar to the goal of reducing intergroup, cultural, religious, and ethnic conflict. Toward this end, this course will address several areas of academic psychology in an attempt to help provide such insights into the underpinnings of terrorism. Overall, this class is designed to be an intense, high-level, multidisciplinary experience designed to help you develop your academic skills while also developing a deep understanding of terrorism and its psychological underpinnings.

*Prerequisite: Any PSY 200 level course*

**PSY 340    Cognitive Psychology                      3 credits**

Cognitive Psychology is an upper-division course on human cognition. It is the study of internal mental processes including perception, attention, memory, knowledge, language, decision making, and problem solving. The course will cover basic theoretical models, classic and recent research, new developments in theory, and applications in several areas including design, education, and training. The course is designed to provide a solid and broad introduction to human cognition.

*Prerequisite: Any PSY 200 level course*

**PSY 350    Research Methods I                      3 credits**

This course provides students with the foundation they will need to be discerning consumers of psychological research. Emphasis will be on the theoretical and practical aspects of the research techniques used in this field. Topics included will be the methods used by psychologists to obtain information; the properties essential in using these methods for forming appropriate conclusions; and the statistical analysis employed that shape the interpretation that psychologists use to communicate their findings.

*Prerequisites: PSY 100, MAT 200*

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**PSY 360      Research Methods II****3 credits**

This course explores psychopathology, recognizing that pathology expresses itself in different ways at different ages and stages of development. Concepts such as risk and resilience and early predictors of better and worse outcomes will be integrated with a review of the major types of psychopathology seen in children, adolescents and adults. This course is intended to provide a framework for understanding psychological disorders of childhood, adolescence and adulthood. We will focus on the definitions of, and treatments for, a number of disorders. These include cognitive disorders first expressed in childhood and then later in life as dementia and Alzheimer's, attention deficit and hyperactivity disorder, thought disorders, mood disorders, and anxiety disorders. In addition, we will consider the contexts, developmental processes, and environmental/genetic/neurobiological factors that have been found to be associated with the onset of these disorders.

*Prerequisites: PSY 350*

**PSY 400      Co-Op Seminar****6 credits**

Students in the Psychology Program who want to earn academic credit for a co-op must enroll in this seminar. This seminar is designed to supplement the co-op internship experience by assisting students to clarify their career options, explore and analyze organizational and work functions, as well as to share the learning experiences of other students. Through lectures, group discussions, mock interviews and other role-playing exercises, students will be introduced to the dynamic forces and practices that exist in the 21st century global economy.

*Prerequisites: Students must be in their final year of the Psychology program.*

**PSY 410      Psychopathology****3 credits**

This course explores psychopathology, recognizing that pathology expresses itself in different ways at different ages and stages of development. Concepts such as risk and resilience and early predictors of better and worse outcomes will be integrated with a review of the major types of psychopathology seen in children, adolescents and adults. This course is intended to provide a framework for understanding psychological disorders of childhood, adolescence and adulthood. We will focus on the definitions of, and treatments for, a number of disorders. These include cognitive disorders first expressed in childhood and then later in life as dementia and Alzheimer's, attention deficit and hyperactivity disorder, thought disorders, mood disorders, and anxiety disorders. In addition, we will consider the contexts, developmental processes, and environmental/genetic/neurobiological factors that have been found to be associated with the onset of these disorders.

*Prerequisites: Any PSY 300 level course*



**RES 101 Introduction to the Bible 3 credits**

This course is an introduction to the Bible, its historical, literary and theological dimensions. The course will explore the major events and characters in the Bible; it will study the many genres found in the Bible and examine how the Bible continues to influence contemporary life in America. Students will learn how to use basic biblical criticism skills. Students will survey the entire Bible – the Hebrew and Christian scriptures.

RES 102	Introduction to Old Testament Studies	3 credits
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The problems of authorship, criticism, inspiration and literary genre are specifically considered. Historical and archeological situation of scriptural studies is reviewed.

**RES 103 Introduction to New Testament Studies 3 credits**

Critical reading of the New Testament. The nature of the New Testament witness to the early church, to Jesus and the theologies of Paul, Mark and John.

**RES 114    World Religions                      3 credits**

A study of the history and beliefs of the major world religions, past and present. Formerly ReS 104, Comparative Study of Religion.

RES 201	Contemporary Moral Issues (Cross-listed as PHI 201)	3 credits
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A presentation of moral problems facing the individual, the family, the community and the nations of the world. Discussion will consider different solutions to the problems offered by modern philosophy and religion. A service learning component may be required.

**RES 204**    **Topics in Religious Studies**                      **1-3 credits**

Offers consideration of topics selected on the basis of student need and interest. Approval of instructor is required.

**RES 207 Women and Religion 3 credits**

A focus on the variety of women's religious experiences with particular attention to the ways in which these experiences have contributed to and challenged social, political and religious institutions. It will be an interfaith course of women's spiritual lives across time and in religious cultures.

**RES 220**     **Independent Study**     **1-6 credits**

An opportunity for seniors with an overall average of “B” or better to pursue a project of their own design under supervision. A detailed proposal and approval are necessary prior to registration for independent study.

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**RES 230      Religion in America                      3 credits**  
**(Cross-listed as HIS 230)**

Designed to introduce the student, through an historical approach, to the richness and diversity of religious experience in America. The course requirements and objectives serve as resources for helping the student understand the impact religion has had on our nation's history and sociopolitical culture. Additionally, the course is designed to acquaint the student with the variety of religious expression in America and how this expression has served to shape our common heritage.

**SCI 100      Medical Terminology                      3 credits**  
**and Conditions**

An interdisciplinary approach to the study of medical language, functions of the body systems and associated conditions and diseases. Medical diagnostic procedures, treatments, precautions and prognosis for specific diseases will be incorporated. Assignments will include weekly medical terminology quizzes, review of medical publications and a disease-related term paper with a class presentation.

**SCI 220      Independent Study                              1-6 credits**

An opportunity for seniors with an overall average of B or better to pursue a project of their own design under supervision. A detailed proposal and approval are necessary prior to registration for independent study.

**SPA 101      Contemporary Spanish I                      3 credits**

Spanish language and culture will be studied, emphasizing both spoken and written language. Designed for students beginning the study of Spanish.

**SPA 102      Contemporary Spanish II                      3 credits**

A continuation of Spanish I, with emphasis on listening, comprehension, speaking, reading and writing.

*Prerequisite: SPA 101 or equivalent*

**SOC 100      Introduction to Gerontology                      3 credits**  
**(Cross-listed as GRN 100)**

An interdisciplinary approach to the study of aging, designed to provide a basic understanding of the aging process and an overview of the major issues in gerontology.

**SOC 101      Introduction to Sociology                      3 credits**

A study of human society and culture. Social groups, institutions and processes are analyzed to determine their impact on individuals and groups in today's society. Social change and its impact on social order will be evaluated.



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**SOC 104    Social Problems of the Elderly                    3 credits**  
**(Cross-listed as GRN 104)**

Examination of selected current social problems of the elderly in the United States, such as alcoholism and other addictions, crime, depression, elder abuse and other pertinent issues. Analysis of the issues, as well as treatment of these problems, will be studied.

**SOC 106    Elderly Care Services                                3 credits**  
**(Cross-listed as GRN 106)**

An introduction to the care of the elderly in our modern society, focusing on historical background, development of services, demographics and assessment of programs.

**SOC 107    Sociology of Work and Leisure                    1 credit**  
**(Cross-listed as GRN 107)**

An exploration of various options of understanding leisure and its role in our present lives and as we age.

**SOC 108    Health of Aging    1 credit**  
**(Cross-listed as GRN 108)**

A study of the various issues regarding health and aging. Development theory, normal age changes, prevalent diseases of the elderly, and society's view of health and aging will be studied and analyzed.

**SOC 109    Introduction to Criminal Justice                    3 credits**

An overview including a survey of the foundations of law enforcement and the criminal justice system. The criminal justice process, as well as the constitutional restraints on the system, will be studied.

**SOC 110    Diversity of Aging    2 credits**  
**(Cross-listed as GRN 110)**

This course is designed to provide a basic understanding of the aging process within the context of specific diverse groups in our population, both historically and at the current time.

**SOC 201    Social Problems    1-6 credits**

Selected problems are analyzed from both political and sociological points of view. The impact of change will be considered, with attention given to the need for collective action to solve problems.

**SOC 202    The Family and Community                    3 credits**

The family is studied as a social institution. The developmental aspects of the family as a whole and of the individual members will be considered.

*Prerequisite: SOC 101 or permission of instructor.*

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**SOC 203    Holistic Health****3 credits**

Presents recent trends in complementary health practices and their sociological impact, including approaches to and principles of body, mind and spirit.

**SOC 205    Criminology****3 credits**

An in-depth analysis and evaluation of criminal behavior. Street crime, organized crime and occupational crime will be discussed. The student will learn to investigate, categorize and describe the theories of criminality and social control.

**SOC 209    Criminal Law****3 credits****Cross listed as LAW 209**

A survey of the history and philosophy of law enforcement, which will include the scope, purpose and clarification of modern criminal law. Various offenses, including crimes against persons and property, will be studied.

**SOC 220    Independent Study****1-6 credits**

An opportunity for seniors with an overall average of “B” or better to pursue a topic of their own design under supervision. A detailed proposal must be submitted before registration.

**SOC 300    Medical Sociology****3 credits**

This course will be a study of a sociological perspective on health, illness and wellness. Disparities in health and health outcomes will be emphasized. Institutional structures and social supports will be reviewed, along with current health care reform proposals.

*Prerequisite: SOC 101 or permission of instructor*

**SOC 301    The Sociology of Work****3 credits**

This course examines the sociological aspects of work, occupations, and employment. Specific topics include: the structure of work, historical and contemporary changes in the organizational context of work, ways in which work both creates and reflects social divisions, occupations and professions, occupational socialization and choice, and the intersection of work and family.

*Prerequisite: SOC 101*

**SOC 410    Perspectives on Aging****5 credits****(Replaces SOC 410 Perspective in Age)**

This course will apply sociological concepts to the study of health and aging. Topics of race, class, gender and culture will be broadly studied as they affect attitudes and behaviors toward health and aging. Optimum health will be defined in terms of age, expected changes and health promotion priorities. Health promotion strategies will be explored as methods to protect health and prevent injury. The effects of chronic illnesses on communities and society will be explored.

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Psychosocial concepts that explain the human response to expected and unexpected health changes will be emphasized in the design of health promotion, health teaching and health counseling interventions. Lifestyle modification necessary for managing impairment will be addressed.



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1978-1999

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*Professor, Nursing*  
1969-2003

Carrie Pierce, RN, BS, MS  
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1973-1997

Anne P. Ryan, RN, BS, MS

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*Early Childhood Education*  
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MS, SUNY-New Paltz

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MA, New York University  
PhD, New York University

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MS, Sage Graduate School

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PhD, University at Albany

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BS, Sage College  
MS, SUNY-Utica/Rome

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BS, Excelsior College



---

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MS, SUNY-Utica/Rome

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EdD, William Howard  
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MS, The College of Saint Rose

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JD, Union University-Albany Law

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MSN, Walden University

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MS, The College of Saint Rose

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JD, Albany Law School

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JD, New York University

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America

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Shannon Lenet  
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Theological School  
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MS, SUNY-Utica/Rome

Jean Malone, MACP  
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MA, Antioch New England Graduate  
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AAS, Maria College  
BSN, Maria College

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BA, The College of Saint Rose  
MS, The College of Saint Rose

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AAS, Maria College  
BS, SUNY Brockport

Carla McCarthy, RN  
*Clinical Instructor, Nursing*  
BS, New York University

---

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*Instructor, Business*  
BBA, University of Notre Dame  
MBA, Pace University

Christine McLaughlin  
*Instructor, Business*  
AAS, Hudson Valley Community  
College  
BS, The Sage Colleges  
MBA, The Sage Colleges

Dominic Milano  
*Instructor, Foreign Languages*  
BA, University at Albany  
MA, University at Albany

Elizabeth A. Morris  
*Instructor, Gerontology*  
AAS, University at Cobleskill  
BS, SUNY-Oneonta  
MS, The College of Saint Rose

Donna F. Myers, RN, MS  
*Clinical Instructor, Nursing*  
AAS RN, Regents College  
BSN, Regents College  
MS, Union Graduate School

Victoria Onderdonk-Milne  
*Instructor, Bereavement Studies*  
BA, The College of Saint Rose  
MS, The College of Saint Rose

Kara Parnett  
*Instructor, Psychology*  
BS, SUNY Oneonta  
MS, The College of Saint Rose

Stephen E. Riker  
*Instructor, Philosophy*  
BA, St. Hyacinth College  
and Seminary  
MA, University at Albany  
PhD, The Catholic University  
of America

Jennifer Stratman  
*Instructor, Occupational Therapy*  
BS, University of Maryland  
MFS, National University  
MS, Touro University International  
DHS, A.T. Still University

Harvey Strum  
*Instructor, History*  
BA, Syracuse University  
MA, Queen's University  
PhD, Syracuse University

Valerie Riveillo, RN  
*Clinical Instructor, Nursing*  
BS, SUNY-Utica/Rome

Mary Therriault, RN  
*Clinical Instructor, Nursing*  
BS, Regents College

Anne Marie Tomaski, RN  
*Instructor, Nursing*  
BS, Russell Sage College  
MS, Russell Sage College

David VanDeusen, RN  
*Instructor, Practical Nurse*  
BA, SUNY-Purchase  
MS, Pace University

Jeff Van Syckle  
*Instructor, Psychology*  
BA, University of Pennsylvania  
MSEd, University of Pennsylvania

Donna Vaughn  
*Instructor, Gerontology*  
BS, Empire State College  
MS, Rockefeller School  
of Social Welfare

Joseph Zaccardo  
*Instructor, Mathematics*  
BA, Niagara University  
MS, Niagara University



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