



2024-25 UNDERGRADUATE

ACADEMIC CATALOG

TRANSFORMING CAREERS

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Finding your way to and around campus.

McAuley Building

Andrea Lewis Siek School of Nursing
Classrooms/Labs
Faculty Offices

Mercy Hall

Accessibility Services
Career Services
Dean of Students
Opportunity Programs
Student Support
Tutoring Center

Main Building

Admissions
Campus Cafe
Financial Aid
Information Technology
Library
Maria Campus Store
Registrar

Marian Hall

Business Office
Human Resources
Counseling
Courtyard
Fitzgerald Court

Minutes from the heart of the Capital District, Maria College is located just down the street from St. Peter's Hospital and Albany Medical Center, and the commercial and political center of New York State.

Via Northway: Exit 1E to I-90 East, then follow local directions below.

Via Thruway: From either North or South, Exit 24 to I-90 East, then follow local directions below.

Via I-787: I-90 West, then follow local directions below.

Local directions: From I-90 (either east or west), take Exit 4, merging onto Route 85S toward Slingerlands/Voorheesville. Then, take exit for Krumkill Road. Left off ramp onto Buckingham Drive, to first right on Bender Lane, to left onto Krumkill Road. Left at light onto New Scotland Avenue. Maria College is on the right.



MARIACOLLEGE.EDU

700 New Scotland Avenue, Albany, NY 12208

Nondiscrimination Policy: 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, or any other characteristic protected by state, federal or local laws and ordinances. Information about the services, activities and facilities accessible to students or prospective students with disabilities regarding Title 504 may be obtained in Accessibility Services in Mercy Hall at (518) 861-2508; information about the services, activities and facilities accessible to employees or prospective employees with disabilities regarding the Americans with Disabilities Act may be obtained from Rosa Lyn Vazquez, Human Resources Manager at (518) 861-2580.

Undergraduate Academic Catalog

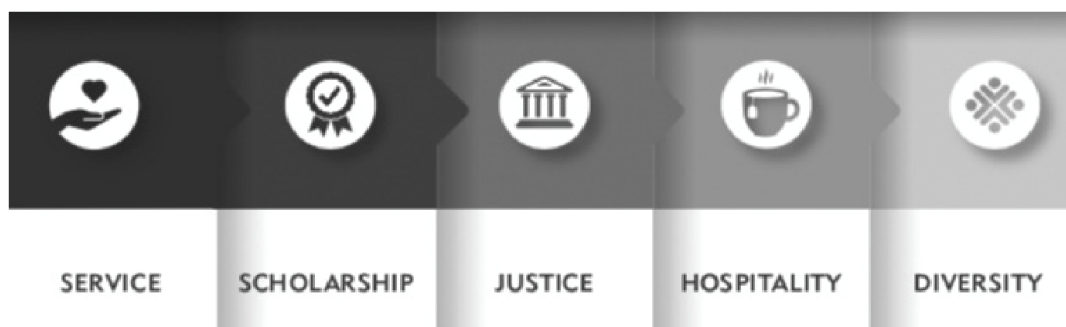
2024-25



The Maria Mission

Maria is a Catholic college sponsored by the Sisters of Mercy and animated by the Mercy charism. It provides career-relevant, opportunity education in the context of the Catholic Intellectual Tradition to all who can benefit from it. Maria is committed to outstanding and holistic student support services, financial sustainability and the purposive use of evidence to drive institutional renewal and student success. Maria seeks to foster graduates who recognize and respect the dignity of every human person and who will transform their knowledge and skill into caring and compassionate service to others.

Maria's Core Values



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 approximately 800 students 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 broadened in 1963 with the College's first degree programs that also opened enrollment to laywomen: Liberal Arts AA and General Studies AS. All degree programs were opened to coeducational enrollment in 1971.

At the heart of Maria College's mission is its conviction that the opportunity to learn should be made available to the serious student, and therefore 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 and whose personal schedules or learning needs have prevented them from continuing their education. In 1971, the College established an active Evening Division. In 1981, Maria created the first Weekend College in northeastern New York, with classes meeting every other weekend. The Weekend College best serves the needs of a working student who must coordinate family and career responsibilities with educational opportunities. The programs currently offered during the Weekend College are OTA, PNC, and the Master in Occupational Therapy.

The Campus

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, administrative and faculty offices, and a library with more than 481,000 books onsite and online.

The cloistered convent of a Dominican order that abutted the campus was purchased from the Catholic Diocese of Albany in 1975 to house Maria's health care programs. The convent was renamed Marian Hall, was renovated to preserve its architectural integrity, and in 1986 was designated a historic building by the Historic Albany Foundation. Today, Marian Hall, a beautiful heritage location, houses the offices of the President and administrative, lecture, and event spaces, as well as study and reflective areas.

In 2016, the College established the Frank E. O'Brien, Jr. Student Success Center to provide an integrated and holistic approach to the personal, academic and spiritual needs of students. The Center also houses the Mary Beth O'Brien Tutoring Center, where students can work with

professional and peer tutors to help them succeed in their academic endeavors. In 2021, the Troy Savings Bank Writing and Communication Center opened providing professional and student staffed, mission-oriented services. The Center will offer workshops in writing, resume development, job-hunting strategies, and other related professional services, as well as mentorship and research assistance for graduate students.

On October 19, 2017, the Maria Board of Trustees approved funding for strategic initiatives to advance the College's priorities in achieving financial sustainability and growth. This includes renovations to the McAuley Building to create classrooms and learning labs that will expand our academic offerings and strengthen Maria's position in the region as a leader in health care education.

In the beginning of 2020, the main campus entrance was relocated to the western side of Marian Hall, with construction underway to add a Great Lawn between Marian Hall and the Main Building. Within the Main Building, the campus café was transformed and now houses The Roost, a cafe dining space. A new elevator and a handicapped accessible entrance were also added to the back of the building.

Maria Today

The College, a nonprofit, independent, coeducational institution, offers a certificate program, a variety of associate, bachelor degrees and a master degree. The certificate program is in Practical Nursing (LPN). Associate degree options include Nursing (RN), Occupational Therapy Assistant, General Studies, and Liberal Arts. Students can pursue bachelor degrees in Liberal Arts, Healthcare Management, Health and Occupational Sciences, Public Health, Psychology, and Nursing Completion Programs (RN-BS). The master degree is in Occupational Therapy. A Maria education has, from its founding, been grounded in the liberal arts. This allows Maria's associate degrees to qualify for transfer to four-year institutions; a cost-effective benefit that increasing numbers of its graduates elect to pursue. The Practical Nurse Certificate (LPN) weekend program allows increased flexibility around standard work schedules for working adults interested in the healthcare field.

Maria's commitment to the needs of the individual student is evident through the services offered through the Frank E. O'Brien, Jr. Student Success Center. Every student has access to academic, personal, and spiritual support services. These include accessibility services, professional counseling, career services, and peer and professional tutoring. Caring faculty provide personalized support for self-directed learning and career readiness.

Goals and Learning Outcomes

Maria College Will:

- Provide high-quality career and transfer programs for a student population diverse in age and background, and deliver these programs without discrimination at a moderate cost, with flexible class schedules, 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 to 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.
- Nurture and inspire a life-long love of learning

Maria College Graduates will be Able To:

- 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.

2024-2025 Academic Calendar

Day & Evening Division	Weekend College
August 2024 26 Fall Semester Begins 30 Last Day to Add Classes	August 2024 24 Fall Semester Begins
November 2024 1 Last Day to Withdraw	September 2024 7 Last Day to Add Classes
December 2024 9-14 Final Examinations	November 2024 1 Last Day to Withdraw
January 2025 13 Spring Semester Begins 17 Last Day to Add Classes	December 2024 8 Final Examinations
March 2025 21 Last Day to Withdraw	January 2025 11 Spring Semester Begins 25 Last Day to Add Classes
May 2025 5-9 Final Examinations	March 2025 21 Last Day to Withdraw
	April 2025 27 Final Examinations

Commencement – May 18, 2025

Holidays & Vacations	
September 2, 2024	Labor Day
November 11, 2024	Veteran's Day
November 27-30, 2024	Thanksgiving Break
December 16, 2024- January 10, 2025	Christmas Break
January 20, 2025	Martin Luther King Jr. Day
March 10-14, 2025	Spring Break
April 17, 2025	Holy Thursday
April 18, 2025	Good Friday

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 of Colleges and Employers
- ~ National Association of Independent Colleges and Universities
- ~ National Association of Student Financial Aid Administrators
- ~ National Catholic Education Association
- ~ New York State Council of Deans of Baccalaureate and Higher Degree Nursing Programs
- ~ New York State Council of Practical Nurse Programs
- ~ New York Counseling Association
- ~ New York State Associate Degree Nursing Council
- ~ New York State Disabilities Services Council
- ~ New York State Library Association
- ~ National League for Nursing
- ~ Phi Theta Kappa International Honor Society
- ~ Sigma Theta Tau International Honor Society of Nursing Omicron Sigma at Large Chapter

Academic Regulations

CREDIT HOUR DEFINITION

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 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 1 hour of classroom or direct faculty instruction and a minimum of 2 hours of out of class student work each week for approximately 15 weeks for one semester or trimester hour of credit, or 10 to 12 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, practical, 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 Curriculum 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 or in-person. Courses that have less structured classroom formats such as independent study, internships, cooperative learning, practical, 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 in conjunction with 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 of Academic Affairs and College President to assure compliance with federal and state credit hour regulations.

The faculty and academic program chairs are responsible 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. New courses are developed and approved at the program and department level and are subsequently submitted to the Curriculum Committee for the final determination. 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 verification that the expected student learning outcomes 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 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, 1 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 that involve experiential learning under direct supervision of a faculty member with students performing work in a clinical setting. The minimum contact time per credit hour for a clinical course is twice that of a lecture, however, this may vary depending on the amount of outside work assigned. For clinical courses, 1 credit is awarded for a minimum of 120 contact minutes per week or 1800 contact minutes for the entire semester. An additional minimum of 30 minutes per week or 450 minutes per semester of out-of-class student work for clinical courses yields a total of 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.

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:

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 Admissions Office prior to registering for classes. The non-matriculated student will be assigned a user name and password for the MyMaria and Blackboard websites and is expected to become familiar with student orientation materials available on the MyMaria site. 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 18 credits in a semester must complete a change of status form with signatures approving the credit increase from their Department Chair and 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:

Maria College will accept transfer credit for courses taken at other accredited institutions of higher education under the following conditions:

- Courses completed at another institution transfer only as credit and not as letter grades and quality points.
- The transfer course must satisfy a requirement or elective in the student's academic program.
- The subject matter content, level and credit hours for the transfer course must be equivalent to that of the Maria College course.
- Credit will only be transferred for courses with a grade of C or better, unless there is a higher performance standard for specific courses in an academic program.
- There is a 7-year limit on transfer credit for natural science, math, and English

writing courses and a 5-year limit for computer science courses (applying only to the highest-level course in a sequence).

- Transfer credit will not be accepted for RES 201, Foundations in Social Justice, which is required for all Maria College academic programs.

Students wishing to take a course(s) at another institution for transfer to their academic program at Maria must complete a change of status form in advance, with the course description attached.

Foreign School Transfer Credit Evaluation:

Students who have attended a postsecondary institution outside the United States and would like to 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 the 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
Phone: (212) 966-6311
Fax: (212) 739-6100

Auditing Courses:

Students may audit courses with the permission of the instructor and their advisor; this is based, in part, on available class space. Regulations governing auditing courses are as follows:

- All courses including online and hybrid courses can be audited.
- A maximum of 2 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 typically are accepted for college credit.

Challenge Examinations:

Students may have a course requirement waived by receiving credit based on a proficiency examination. There is a fee

associated with testing and a prorated charge for any earned credit. Permission for Challenge Examinations is given by the Department Chair.

Credit for Life Experience:

Maria College recognizes that adult students have gained valuable knowledge from diverse life experiences. Some of this learning experience may qualify as college-level course work. The guidelines for obtaining life experience credits are available from the Vice President of Academic Affairs. There is a fee associated with credits applied based on relevant life experience.

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 based, in part, on available space, and is not permitted if the course is offered at the home campus. The majority of credits must be taken at Maria College each semester. 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. Students are required to pay any fees required by the host college. Cross registration in online and/or science lab courses may be limited or prohibited.

Independent Study:

Each academic area offers an opportunity for students who are at an advanced level of study and in good academic standing 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 Vice President of Academic Affairs, academic advisor and supervising faculty member. The independent study project can vary from 1 to 6 credits; students are limited to a maximum of 3 credits for an associate degree and a maximum of 6 credits for a bachelor degree program. The grading for 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 Vice President of Academic Affairs.

Individual Study:

The purpose of this designation is to provide students an opportunity to complete a core or major field requirement for which the course has insufficient enrollment and which will allow them to complete their academic program in a timely manner. This designation is strictly reserved for a core or major field requirement for which there is no acceptable course substitution, and is not to be utilized for any program electives or free electives.

Proficiency Examinations:

Maria College grants credit for the College Level Examination Programs (CLEP) when these examinations cover material comparable to that which is provided 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's Office.

**All documents submitted for a student's academic file become the property of Maria College and will not be released. This includes, but is not limited to, transcripts, GED certificates, and recommendation letters.*

GRADES

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 the midterm and end of each semester using a letter system and quality point values. Quality points are computed by dividing the total number of quality points by the total number of credits earned.

Grade designations are defined as follows:

PERCENT	PERCENT	GRADE	QUALITY POINTS*
92.5 - 100	(93-100)	A	(4.0)
89.5 - 92.4	(90-92)	A-	(3.7)
86.5 - 89.4	(87-89)	B+	(3.3)
82.5 - 86.4	(83-86)	B	(3.0)
79.5 - 82.4	(80-82)	B-	(2.7)
76.5 - 79.4	(77-79)	C+	(2.3)
72.5 - 76.4	(73-76)	C	(2.0)
69.5 - 72.4	(70-72)	C-	(1.7)
66.5 - 69.4	(67-69)	D+	(1.3)
62.5 - 66.4	(63-66)	D	(1.0)
62.4 & lower		F	(0.0)

A represents outstanding distinction, superior achievement of learning outcomes,

demonstrating comprehensive, in-depth understanding of the subject matter.

B signifies a level of solid accomplishment, very good understanding of the subject matter and very good demonstration of learning outcomes.

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

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

F is a failing grade, indicating unacceptable demonstration of learning outcomes and a failed understanding of the 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 approved 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. If the work is not completed and submitted within 1 month after the end of the semester, the grade will automatically change to an F unless an extension is granted by the Department Chair.

S is given for satisfactory work comparable to a grade of C or better.

U is given for unsatisfactory work comparable to a grade of C- or lower.

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 the withdrawal, is performing at the course-specific standard of performance required for an academic program (for example, a grade of C or better in BIO 209).

WU is used for a student who withdraws from a course and who, at the time of the withdrawal, is not performing at the course-specific standard of performance required for an academic program (for example, a grade of C- or lower in BIO 209).

Z is used for students who are not in attendance, but are on the class roster without having officially dropped or withdrawn from the course.

Change of Grade:

The course instructor 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 3 months after the end of the semester during which the original grade was issued.

HONORS

•**President's List:** Any student who earns 9 or more matriculated credits, a 4.0 grade point average (GPA) and does not earn less than an "A" in any class during a semester, is eligible for the President's List. A "W" or "S" grade will not prevent a student from being included in the President's List if all the other requirements are met.

•**Dean's List:** Any student who earns 9 or more matriculated credits, a 3.2 GPA and does not earn less than a "C" in any class during a semester is eligible for the Dean's List. A "W" or "S" grade will not prevent a student from being included in the Dean's List if all the other requirements are met.

•**Graduation Honors:** Honors are awarded to degree recipients who have demonstrated scholarly achievement during the entire college program as reflected in the cumulative quality point average:

Highest Honors	3.80 or higher
High Honors	3.50 to 3.79
Honors	3.20 to 3.49

Phi Theta Kappa Honor Society:

Phi Theta Kappa is an international honor society comprised of two- year colleges and two-year academic programs offered by four-year colleges. The American Association of Community Colleges (AACC) recognizes Phi Theta Kappa as the official honor society for community colleges. Founded in 1918, it is the largest honor society in higher education, with members located in all 50 states and abroad. Th Beta Rho Kappa Chapter at Maria College, chartered in 2009, recognizes and

encourages outstanding academic achievement among part-time and full-time students. The invitation to join the Society is extended to associate degree and bachelor degree 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 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.

Sigma Theta Tau International, Inc., Honor Society of Nursing, Omicron Sigma at-Large Chapter:

Is a nonprofit organization whose mission is to support the learning, knowledge, and professional development of nurses committed to making a difference in health worldwide. Founded in 1922 by six nurses at Indiana University Training School for Nurses, now the Indiana University School of Nursing, in Indianapolis, Indiana. The founders chose the name from the Greek words storge, tharsos and time meaning “love”, “courage” and “honor”.

Chartered in 2018, Omicron Sigma at-Large Chapter of: Sigma Theta Tau International, Inc., provides leadership and scholarship in practice, education, and research to enhance the health of all people.

Our Vision Connected, empowered nurse leaders transform global healthcare. Our

Mission Developing nurse leaders go anywhere to improve healthcare everywhere.

Potential members who meet everywhere. Potential members who meet our eligibility criteria are invited to join Sigma – baccalaureate nursing students who demonstrate excellence in scholarship and nurse leaders exhibiting exceptional achievements in nursing.

Eligibility Criteria to become a member:

- Completed 12 credit hours at their current school.
- Completed half of the nursing curriculum.
- Achieved academic excellence
- For universities/institutions of higher education that use a 4.0 grade point average system to measure academic achievement, baccalaureate students must have a GPA of at least 3.0. GPAs should be computed according to the policies of the university.
- Rank in the top 35% of the graduating class.
- Meet the expectation of academic integrity. For more information on becoming a member please contact Sigma at: <https://www.sigmanursing.org> or call: (888) 634-7575.

ACADEMIC PROCESSES

Course Enrollment:

Students may add or drop courses during the first 5 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.

Students should add or drop classes through their MyMaria accounts or complete an add/drop form and submit it to the Registrar's Office.

Maximum Number of Course Attempts:

Attempts:

A student can attempt an individual course at Maria College a maximum of 3 times, excluding course withdrawals. All grades are recorded, but the grade for the most recent attempt is used for calculating the cumulative GPA. There may be a more restrictive policy on course attempts in specific academic programs. A student can audit a course no more than 2 times. A grade of Z counts as an attempt.

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 to the Registrar's office by the end of the 10th week of the semester. A "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 "WS" or "WU" will be assigned. Students who withdraw from a course after the 10 week course withdrawal period and before completing final examinations will receive a "W", "WS" or "WU" if there are documented extenuating circumstances that have been approved, in writing, by the advisor and the Vice President of 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 of Academic Affairs when circumstances warrant.

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 Registrar's Office with the required signatures. Students wishing to change their program to Nursing must also consult with the Academic Registration Manager who will certify that all entry requirements have been met prior to obtaining the Department Chair's approval/signature on the change of status form.

Leave of Absence:

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. Upon return from a leave of absence, students must contact their academic advisor to register for their returning semester. A student on a medical leave of absence must provide documentation of medical clearance for return to study. For financial aid purposes, a student on a leave of absence will have their aid treated as a withdrawal effective on the date the student began the leave of absence process. Upon return, a student may reapply for aid in the respective term.

A student who does not return at the end of a leave of absence will be considered

withdrawn from the College, effective as of the beginning date of the leave of absence.

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 of Academic Affairs, Department Chair or their academic advisor. Students withdrawing from the College that have received federal aid must complete exit counseling on studentaid.gov. Withdrawn students will be sent a follow up survey by email and postal mail. Students who withdraw from the College during the course withdraw period (the first 10 weeks of the semester) will receive grades of “W”, “WS” or “WU” in all semester- length courses. Students who withdraw from the College after the 10 week course withdrawal period and before completing final examinations will receive a grade of “W”, “WS” or “WU” if there are documented extenuating circumstances on record at this time. These must be stated in writing and they require the signature of the advisor and the Vice President of 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 of Academic Affairs when circumstances warrant.

Academic Standing:

Students pursuing study at Maria College are expected to achieve the 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 and/or in the program specific manual.

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 Standing Based on Cumulative Grade Point Average (GPA):

Total Credits Attempted	Academic Dismissal
18 or fewer	-----
19-36	Less than 1.00
37-54	Less than 1.50
55 or more	Less than 1.75

Total Credits Attempted	Suspension from Full-Time Study
18 or fewer	Less than 1.00
19-36	1.00 to 1.49
37-64	1.50 to 1.74
55 or more	1.75 to 1.89

Total Credits Attempted	Academic Probation
18 or fewer	1.00 to 1.49
19-36	1.50 to 1.74
37-54	1.75 to 1.89
55 or more	1.90 to 1.99

Total Credits Attempted	Good Academic Standing
18 or fewer	1.50 or higher
19-36	1.75 or higher
37-54	1.90 or higher
55 or more	2.00 or higher

Academic Probation:

The maximum permissible credit load for a student on probation is 13 credit hours per semester. Any exceptions to this credit load maximum must be approved by using the change of status form.

Suspension from Full-Time Study:

Students are restricted to part-time study with a maximum of 7 credits per semester. Students remaining in this status for 2 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 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 1 calendar year.

Appeal of Academic Dismissal:

Students may appeal their academic dismissal by submitting a letter of appeal by mail or email to the Department Chair of their academic program, with a copy to the Vice President of Academic Affairs, within 14 days of having received the formal notification of dismissal. The letter of appeal must specify the significant extenuating circumstances beyond the control of the student which most likely contributed to the unsatisfactory academic performance. The Vice President of Academic Affairs will make the final decision as to whether the appeal is accepted or denied.

Readmission after Dismissal:

Students dismissed from Maria College for academic reasons may apply for readmission after 1 calendar year. Dismissed students must demonstrate improved potential for academic success through successful completion of at least 6 credits per semester with all grades of C or better at another 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.

Transcript Notation Policy:

A student who has been suspended or expelled for any violation of the conduct code including, but not limited to, behavior that leads to the death or serious physical injury of another person, hazing, physical abuse, sexual misconduct, and per New York State Education Law Article 129B, conduct that constitutes a crime of violence (including but not limited to sexual assault) as defined in the Clery Act will have a permanent notation placed on the student's official college transcript indicating the disciplinary suspension or expulsion.

DEGREE AND GRADUATION REQUIREMENTS**Associate Degree Requirements:**

No degree shall be conferred unless the candidate has:

- Completed at least 60 college credits through courses at Maria, transfer credit, or credit through approved proficiency examinations. Some programs may require more than 60 credits.
- Completed at least 24 credit hours at Maria College and earned a cumulative GPA of at least 2.0.
- Completed all course requirements for the program in which the student is matriculated.
- Completed at least 45 credits of coursework in the liberal arts and sciences for the Associate in Arts degree (AA), and 20 credits for the Associate in Applied Science (AAS) degree.

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.

A second bachelor degree may be conferred upon successful completion of an additional 60 credits, with 36 credits completed at Maria College.

Bachelor Degree Requirements:

No degree shall be conferred unless the candidate has:

- Completed at least 120 college credits through courses at Maria, transfer credit, or credit through approved proficiency examinations.
- Completed at least 36 credits at Maria College with 15 credits in the final year of study and earned a cumulative GPA of at least 2.0.
- Completed all course requirements for the program in which the student is matriculated.
- Completed at least 15 credits at the 300/400 level at Maria College, excluding clinical or internship credits.
- Completed at least 2 full time semesters of study at Maria College prior to internship.
- Completed at least 90 credits of coursework in liberal arts and sciences for the BA degree, and 60 credits for the BS degree.

Graduation Requirements:

A candidate for graduation with the degree of Bachelor of Science, Bachelor of Arts,

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; however, in no situation can any exception be made to the total degree credits or minimum grade point average required.

Commencement

Commencement is the ceremony to celebrate our students' academic achievements. Commencement is attended by graduation eligible students who planned to complete their necessary remaining requirements in the Spring term, and also by those who graduated in the previous Summer or Fall terms for which there was no official ceremony.

STUDENT RIGHT TO KNOW INFORMATION

Student Right to Know

Completion/Graduation Rate:

The four-year average student right-to-know graduation rate is based on the number of full-time first-time degree- or certificate-seeking students who entered Maria College from 2013 through 2016. It

indicates the percentage of students who entered as full-time first-time degree- or certificate-seeking students and graduated within 150% of the normal time necessary to complete their program of study. This rate was 36%.

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) 861-2527 or at registrar@mariacollege.edu.

MARIA COLLEGE FERPA POLICY STATEMENT

The Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. (An "eligible student" under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution at any age.) These rights include:

1. The right to inspect and review the student's education records within 45 days after the day the Maria College ("College") receives a request for access. A student should submit to the registrar, a written request that identifies the record(s) the student wishes to inspect. The school official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the school official to whom the request was submitted,

that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. A student who wishes to ask Maria College to amend a record should write [the school official responsible for the record], clearly identify the part of the record the student wants changed, and specify why it should be changed. If the College decides not to amend the record as requested, Maria College will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before Maria College discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent. Maria College discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is typically includes a person employed by the College in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary

or grievance committee. A school official also may include a volunteer or contractor outside of the College who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the College.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the [School] to comply with the requirements of FERPA.

The name and address of the office that administers FERPA is:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

FERPA permits the disclosure of PII from students' education records, without consent of the student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, § 99.32 of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review

the record of disclosures. A postsecondary institution may disclose PII from the education records without obtaining prior written consent of the student

- To other school officials, including teachers, within Maria College whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))
- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the university's State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State- supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§ 99.31(a)(3) and

99.35)

- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- Information the school has designated as "directory information" under § 99.37. (§ 99.31(a)(11))
- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of § 99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§99.31(a)(13))
- To the general public, the final results of a disciplinary proceeding, subject to the requirements of § 99.39, if the school determines the student is an alleged

perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school's rules or policies with respect to the allegation made against him or her. (§ 99.31(a)(14))

- To parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15))

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 establish 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.

Credit Card Policy:

State law prohibits the advertising, marketing, or merchandising of credit cards to student son college campuses except pursuant to an official credit card marketing policy. Credit card advertising or solicitation to students is not permitted on Maria College premises. This includes advertising or solicitation at campus vendor tables, as well as posting or distribution of applications, fliers, posters, handbills and signage (electronic and otherwise) in College facilities. Maria College's e-mail system or web pages may not be used for advertising or solicitation of credit cards to students. Banks, credit unions and other businesses approved to be present at student orientations/opening of school weeks or other campus activities may not provide credit card applications to students during those events. No campus employee, student group, or campus department may accept financial support or other goods and services from credit card issuers or vendors in exchange for allowing them to market credit cards to students.

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 the 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.

Refusal to Provide Copies:

Maria College reserves the right to deny access to certain 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 that are determined appropriate by the College.

Records not Considered Academic:

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

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 6th day of a term. Forms for this purpose will be made available at that office upon request.

PROTOCOL FOR POLICY MODIFICATIONS

Maria College reserves the right to declare a moratorium on the offering of a course or program for insufficient enrollment, change courses, 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 date of the change notification 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.

MARIA COLLEGE SYSTEMS USE POLICY

Maria College's computer and network resources are intended to be used primarily for education related purposes only. By using these systems, you consent to have any communications made through them monitored, recorded, and otherwise accessed.

All electronic, computer and telephonic data and communications transmitted by, received from or stored in Maria College equipment must be secured from unauthorized access and distribution at all times. You are responsible for all activities that take place under your login credentials,

access to and use of Maria College computer or electronic resources.

Maria College provides computer devices, networks, and other electronic information systems to meet missions, goals, and initiatives. The College grants access to these resources and must manage them responsibly to maintain confidentiality, integrity, and availability of all information.

Students are required to be familiar with and comply with all IT policies, including but not limited to, Computer Usage, Password Protection, Security Awareness Training, Encryption, Remote Access, Mobile Device Management, Data Privacy, Wireless Access, Technology Deployment and Disposal. Failure to abide by IT policies will result in loss of computer or network access and could be grounds for employee discipline.

Student Life

The Department of Student Life provides students with opportunities for growth academically, personally, and spiritually. The Department is dedicated to the success of each individual. The Student Life Team works closely with faculty, staff, and students at Maria College to ensure the overall academic and professional success of the student body. Student Life is dedicated to identifying students in need of supplemental assistance and to helping them develop strategies for student success.

Through regular collaboration within its various areas, Student Affairs provides caring support and service to each individual student so that they may go on to contribute to the well-being of the College community and beyond. Assistance is provided to students in the areas of Academic Support Services (Advisement and Tutoring), Accessibility Services, Career Services and Counseling Services.

In addition, the department provides the following other holistic student support services. The Maria Cares Fund assists Maria College students who encounter an unforeseen financial emergency that would prevent them from continuing their education at Maria. E-FARM is available to members of the campus community affected by financial hardship or food insecurity. Finally, the SEA (Student Engagement Alert) Initiative is an early-alert program designed to support students who are facing academic challenges that prevent them from fully engaging with their coursework. Working in partnership with faculty, the SEA Initiative connects students with discipline-specific academic success coaches to help realize their academic goals and potential.

INTEGRATIVE SERVICES ADVISEMENT

New students who enroll in the general studies program are provided with “wrap-around services” during the semester(s) preceding acceptance into their chosen programs. New students receive one-on-one assistance in maneuvering the factors

related to being a Maria College student. The Integrative Services Advisors work closely with new students to provide advisement, help smooth the progress of course registration, and support students at critical points during pre-program semesters. The Advisors promote connections and communication between students and the many offices, services and supports of the College, including but not limited to Admissions, Registrar, Financial Aid, Student Financial Services, Information Technology (IT), The Maria Bookstore, and Academic Success Services, Coaching, and Counseling.

MARY BETH O’BRIEN TUTORING CENTER

Located in the Student Success Center, the Tutoring Center provides students of all academic disciplines with a collaborative learning environment designed to further develop their academic skills through one-on-one and group support. Composed of fulltime staff, professional and peer tutors, the Tutoring Center staff works with students individually and in groups to improve their approach to learning and hone their understanding of the materials presented in class. For more information on tutoring services, please send an email to tutoring@mariacollege.edu. The Tutoring Center, provides students of all academic disciplines with a collaborative learning environment designed to further develop their academic skills through one-on-one and group support. Composed of full-time staff, professional and peer tutors, the Tutoring Center staff works with students

individually and in groups to improve their approach to learning and hone their understanding of the materials presented in class.

For more information on tutoring services, please send an email to tutoring@mariacollege.edu.

TROY SAVINGS BANK WRITING AND COMMUNICATIONS CENTER

The Troy Savings Bank Writing and Communication Center, located in the Frank E. O'Brien, Jr. Student Success Center, provides personalized writing support to all Maria College students to address their academic and professional needs. The fully trained staff of tutors promotes students' critical thinking and professional communication skills to ensure their academic success. Operating as a scholarly community that fosters intellectual debate informed by the respect of human dignity, the Troy Savings Bank Writing and Communication Center is committed to assisting students in developing a more complex understanding of the world – one which values diversity, equity, and inclusivity.

For more information about the Troy Savings Bank Writing and Communication Center, please send an email to tutoring@mariacollege.edu.

VETERANS SERVICES AND MILITARY SUPPORT

Maria College is committed to providing valuable services to students who are

veterans or active service members. The College encourages students to utilize its numerous student-based services. The College's resources assist students in attaining their academic and professional goals. Support includes, but is not limited to academic advisement, career, counseling, pastoral, and tutoring services. Personal support is available through Maria Cares Student Emergency Fund and E-FARM, available to members of the campus community affected by financial hardship or food insecurity.

For questions regarding educational benefits, students are encouraged to reach out to the Office of Student Financial Services at sfs@mariacollege.edu. Other vital services in the wider veteran community are also available.

STUDENT ENGAGEMENT ALERT (SEA) INITIATIVE

The SEA Initiative serves to identify students who are facing academic, spiritual or personal challenges and direct each to the resources that will help them overcome such obstacles. Working in partnership with faculty, staff and members of the local community, the SEA Initiative strives to address the holistic needs of individual students, so they may realize their potential for academic and personal success.

Rooted in the Maria College mission of transforming learned experience into caring service, this initiative allows faculty and staff to communicate concerns about students who are facing known or potential

barriers to academic success. All concerns are reviewed by the Director of Academic Success, to ensure students are provided the necessary resources to progress through their chosen program.

Students identified as at-risk are provided the opportunity to meet with the Director of Academic Success for a Success Planning Session. This session can help identify a student's obstacles and provide them with campus and community resources to encourage their success. Student Success Planning sessions are available to all students and they can be requested at any time. More information about the SEA Initiative, the SEA Report, and Success Planning Sessions can be found here: <https://mariacollege.edu/student-support/academic-support/star-initiative>.

Accessibility Services or Student Reasonable Accommodation Policy

Students with disabilities have equal access to educational programs and the opportunity to participate fully in all aspects of campus life. Through partnerships with students, faculty, and staff members, the goal is promote students' independence, self-advocacy, and development. Students with disabilities must be able to meet the academic and technical skills for their respective programs. Maria College will not modify examinations or curriculum. It is the responsibility of the student under the Americans with Disabilities Act to request reasonable accommodation services, provide professional documentation, complete paperwork, and to provide each instructor, with a letter detailing the reasonable accommodations.

Maria College encourages students talk with their instructors prior to the start of the semester and to develop a plan for implementation of the accommodations in their course or program. Students must work collaboratively with the Office of Accessibility Services, their instructors, and, if applicable the testing center to coordinate their accommodations. Students are also required to notify the Office of Accessibility Services of any changes that would impact their disability determination or accommodations.

A reasonable accommodation is one that does not alter the essential nature of a course or program and does not cause undue hardship. There must always be a clear association between the impact of the disability and requested the requested accommodation.

Students who wish to receive accommodations at Maria College must register by meeting with the Office of Accessibility Services. Students will be required to undertake the intake process and must provide the appropriate and required documentation. First time and returning students can receive accommodations by registering at <https://mariacollege.edu/studentsupport/academic-support/accessibility-services>. Once your registration is received a staff member will contact you to make an appointment. Returning students must register for accommodations each semester and are encouraged to do so once they have registered for classes. Accommodations will be tailored to each course and students are

responsible for providing the Letter of Accommodations to their instructors and to make arrangements for the accommodations.

Temporary Accommodations

Reasonable temporary accommodations are available to students who are experiencing short-term medical conditions or situations that may impact their educational experience at Maria College. The nature and period of time for which accommodations are granted will vary depending on the individual student's circumstances, but are typically issued for a period of less than 30 days. Students seeking a temporary accommodation must register with the Office of Accessibility Services by submitting a Temporary Accommodations Form, provide professional documentation, and complete all paperwork in a timely manner. No temporary accommodations will be approved until all required paperwork has been submitted, reviewed, and a determination made.

CAREER SERVICES

Preparing students for employment opportunities is important to Maria College. The Department of Student Affairs offers a range of career services, including:

- Resume & Cover Letter Development.
- Career Counseling.
- Interview Preparation.
- Employer Networking Opportunities.

Contact careerservices@mariacollege.edu or pay a visit to the Frank E. O'Brien, Jr. Student Success Center located in Mercy Hall for more information.

Health and Wellness

UWill Health and Wellness supports the overall wellness of the student body by providing access to free and confidential mental health counseling and support programming. Maria College has partnered with UWill to provide mental health support to Maria students. Students can access free and confidential mental health counseling, education, and consultation. For more information on how to access UWill and the type of services provided, <https://mariacollege.edu/student-support/personal-support/counseling-center> or visit <https://app.uwill.com/> register. Students can access UWill services by using their Maria College email address.

If you are in crisis, call 911 or contact the 988 Suicide & Crisis Lifeline by calling or texting 988. Or OMH's site - <https://omh.ny.gov/omhweb/crisis/988.html>

OPPORTUNITY PROGRAMS

The Opportunity Programs Office consists of the institutional funded HOPE program and the Renaissance Scholars Program funded by the Renaissance Corporation of Albany. Students that qualify for admission into the HOPE or Renaissance Scholars Program receive financial and academic support services. Information about eligibility, benefits and the application process can be found on the College's website <https://mariacollege.edu/student-support/academic-support/opportunity-programs> Additional information can also be obtained by contacting the Director of

Opportunity Programs at
opportunityprograms@mariacollege.

MARIA CARES EMERGENCY FUND

The Maria Cares Student Emergency Fund was established through contributions from faculty and staff to assist Maria College students who encounter an unforeseen financial emergency which would prevent them from continuing their education at Maria.

These funds are not intended to be used for routine expenses or as a supplement to educational funding sources. Requests must be urgent in nature. Students may apply for funds when they have exhausted all other resources. Funds do not need to be repaid. If you have any questions about the Maria Cares Fund or would like to apply, send an email to
studentsupport@mariacollege.edu.

Educational Expenses

TUITION SCHEDULE

Undergraduate Degrees & Certificates

Full-time \$9,000/semester
Technology & Services ... \$370/semester

Part-time \$760/credit hour
Technology & Services ... \$200/semester

Online Degrees & Certificates

Bachelor of Science in Nursing Online
Degree Program (BSO)*

Tuition \$410/ credit hour
Technology & Services ... \$370/ semester

**Tuition rate of \$410/credit applies ONLY to students
matriculated in the BSO program*

OTHER EXPENSES

Nursing Fee \$1,600/semester
(Includes program fee, materials cost, malpractice
insurance, testing)

Nursing Clinical Makeup Fee \$160

Uniforms (required) Outfitter's Fee

Advanced Placement Review Course Fee
(NUR 195) \$215

All Nursing Students can expect to pay or be
charged the following fees for registration
with Castlebranch Healthcare Clearance.

Nursing Healthcare Clearance Fee\$170

Medical Doc Fee \$35

Portfolio Access \$45

Selected OTA Course Fee \$160/course

OTA Review Seminar/Testing Fee

(OCT 211) \$450

OTA Fieldwork Management Fee

..... \$280/course

Laboratory/Academic:

Science Fee\$80/course

Graduation Fee \$60

Miscellaneous and Optional:

Life Experience Credit\$100/credit hour

Returned check charge\$25

(subject to change if the bank increases their fee)

Parking:

Parking permits are required for all vehicles
parked on campus.

Parking permit No Fee

Full-time Students:

Any student carrying 12 to 18 credit hours
during a semester is considered to be
enrolled full-time. Credit hours in excess of
18 will be charged \$650 per credit hour
unless there is an approved requirement.

Part-time Students:

Any student carrying less than 12 credit
hours during a semester is considered to be
enrolled part-time.

Auditing Students:

Any student who is registered for a course
without the option to receive credit is
considered an auditor and will be charged
half of the tuition rate.

Senior Citizen Audit:

Senior citizens, who are 62 years of age or
older, may audit 1 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 place in the matriculating class by submitting an enrollment deposit. Deposit are refundable for the fall semester if written notice is provided prior to May 1st. Deposits received after May 1st will be considered based upon availability. Any refund will be credited to the student's account.

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

Student Financial Obligation:

Registering for courses means students are obligated to pay the tuition and fees associated with those courses. Students are required to pay their balance due (after deducting "approved" Financial aid, Nelnet or employer provided tuition benefit) by the due date indicated on their bill. If students cannot pay their bill, then contact the Student Financial Services Office to develop an approved payment arrangement.

Late Fees:

The College will assess a late fee in the amount of \$100.00 on student accounts that have an outstanding balance at the conclusion of the add/ drop period each semester. Failure to pay the outstanding balance or entering into an approved college payment plan will result in a Student

Financial Services hold being placed on the account, which restricts a student's ability to view final grades and register for classes in the current or future semesters, and may result in deregistration. Students who register close to or at the beginning of a semester will have two weeks from the date of the bill to pay the balance owed. Failure to pay an outstanding balance within the required timeframe will result in a late fee being applied and a Student Financial Services hold placed on the account.

Late fees will be charged on a monthly basis, until the Student Financial Services hold has been lifted, or the conclusion of the semester or term, whichever occurs first.

Returned Payments/Failed Payment Arrangements:

If a payment made to a student's account is returned by Maria College for any reason, the student is responsible for repaying the original amount of the payment plus a returned payment fee.

Communication:

Maria College uses e-mail as the primary method of communication with students. Students are responsible for reading the e-mails they receive from Maria College on a timely basis.

TUITION LIABILITY POLICY

Students incur tuition liability at time of registration. All students who intend to withdraw/drop any course must do so 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 nonmedical 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. If a student withdraws/drops after Federal financial aid has been awarded, but prior to completing a majority of the course classes, the College may need to refund some of the awarded aid to the government. That amount would then become an obligation of the student.

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

Day and Evening Students:

Withdrawal during first week of semester (Add/Drop week)100%
Withdrawal during the second week of semester80%
Withdrawal during the third week of semester60%
Withdrawal during the fourth week of semester 40%
Withdrawal during the fifth week of semester and laterno refund

Weekend Students:

Withdrawal before first weekend100%
Withdrawal before second scheduled weekend80%
Withdrawal before third scheduled weekend60%
Withdrawal after third scheduled weekend no refund

Summer Session Students:

Withdrawal during the first week of session80%
Withdrawal before second scheduled weekend.....60%
Withdrawal before third scheduled weekend.....40%
Withdrawal after the third scheduled weekendno refund

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 scheduled start date until the day of withdrawal. The withdrawal date is the date on which the student notifies the College of withdrawal from all classes through the established process.

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 completed 50% of the term and is recalculated with this as a last day of attendance.

PROCEDURES FOR PAYMENT

The Maria College Student Financial Services (SFS) Office is here to help students develop a plan and identify resources to fund a Maria College education. The first step is completing the Free Application for Federal Student Aid (FAFSA).

The college also offers a monthly payment plans; Nelnet. Please contact the SFS Office for information and eligibility requirements for this plan as well as for other resources to fund your education.

Students can view their current charges, and any balance due in their MyMaria portal. A separate log in is necessary to review financial aid on the Financial Aid portal within MyMaria. Any balance that is not covered by “approved” financial aid, loans, or a payment plan, must be paid by the term tuition due date. “Approved” financial aid means that the Financial Aid Office has verified that students have completed all application materials and necessary actions related to the financial aid, and/or Student Accounts has established a payment plan. If payment is being made on the student’s behalf (i.e. employer tuition benefit, 529 College Savings plan, or other outside source), then the student must notify the Student

Financial Services Office by the first day of class.

Checks, cash, credit and debit cards are accepted. Payment can be sent to:
Maria College, Student Financial Services,
700 New Scotland Avenue
Albany, NY 12208.

Please include the student’s name or student ID number with payment.

Students who have an outstanding balance that is not covered by approved financial aid, loans, or a college approved payment plan will be subject to a late payment charge of \$100.00 per month and will have a Student Financial Services hold placed on their account. A Student Financial Services hold restricts a student’s ability to register for classes in current or future semesters.

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 FAFSA electronically. Any students who do not have access to a computer and/or the Internet can request a paper copy of the FAFSA by calling 1-800-4FEDAID. Paper copies of the application are also available on Studentaid.gov.

Students may complete their FAFSA online at www.studentaid.gov. All applicants completing the FAFSA for the first time or a renewal application must establish an FSA ID. For a dependent student, at least one parent must establish an FSA ID. The FSA ID allows the student to sign the FAFSA electronically and provides access to several student aid websites.

After completing the FAFSA, a student who is a New York state resident 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.ny.gov. Each student will be prompted to get a HESC PIN 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 offer letter can be found on the Financial Aid portal within the Maria College website under MyMaria. Students can log onto

MyMaria using the assigned username and password that are provided once an applicant is accepted to the College. Students will have to log into the Financial Aid portal after logging into MyMaria to see if any additional documents must be submitted to process their financial aid awards, under the To-Do List tab.

After the Financial Aid Office calculates a student’s eligibility for aid, the financial aid offer letter can be viewed and accepted using the Financial Aid portal within MyMaria. The financial aid offer letter will indicate the types and amount of financial aid for which the student qualifies. A student can expect to view the financial aid offer letter in MyMaria approximately two weeks after the College receives the results of the FAFSA provided there is no need for additional documentation. After a student’s information is updated in MyMaria, an email message will be sent to the student’s Maria College email address.

Changes in enrollment, program, or status may impact the financial aid award. Only courses that satisfy the program in which students are enrolled are eligible for financial aid.

VERIFICATION OF FEDERAL APPLICATION DATA

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. 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, the student will not be eligible for federal or institutional financial aid, including the Federal Direct Loan.

Five Steps to Financial Aid:

1. Complete the FAFSA at <https://studentaid.gov>; establish your FSA ID.
2. If you are a NYS resident attending Maria College on a full- time basis, apply for TAP at www.hesc.ny.gov. Part-time students should complete the “Aid for Part- time Study” application found on the Maria College website or by contacting Student Financial Services.
3. Check MyMaria, the Financial Aid portal, on the Maria College website for tasks on the to-do list; submit all required documents. Grants are automatically accepted on the student’s behalf. Students must accept, reduce, or decline loans.
4. First-time Maria College loan borrowers must complete an Entrance Counseling session and a Master Promissory Note at www.StudentAid.gov.
5. Seek assistance from the Financial Aid Office, within Student Financial Services, whenever you have questions or concerns about your aid or have a change in your enrollment, program or status.

Associate Degrees and Certificate Programs

Standards of Satisfactory Academic Progress for State Financial Assistance (TAP)

In order to remain eligible for state financial assistance (TAP), 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
A student must have accrued at least this many credits: (Quantitative Standard)	0	6	15	27	39
With at least this grade point average (Qualitative Standard)	0	1.30	1.50	1.80	2.00

Bachelor Degrees

Standards of Satisfactory Academic Progress for State Financial Assistance (TAP)

In order to remain eligible for state financial assistance (TAP), 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
A student must have accrued at least this many credits: (Quantitative Standard)	0	6	15	27	39	51	60	75	90
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

Increments: The increment of evaluation for satisfactory academic progress will occur at the end of each semester.

Appeal Process: A student may appeal the loss of financial aid eligibility to the Director of Financial Aid. All appeals must be done in writing and must provide appropriate documentation pertaining to the circumstances of the appeal. A student must also provide a letter from a disinterested third party supporting the 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. Students are allowed only one waiver in during their lifetime and only for undergraduate study.

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 surrounding 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 evaluated quantitatively as credits attempted but not earned, and qualitatively as 0. A student’s eligibility for financial aid will be reevaluated 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 1 degree at Maria College, is seeking an additional degree and has been accepted into the new degree program, satisfactory academic progress will be evaluated using the methodology for transfer students. This is based on the number of credits accepted from the previous degree and applied towards the new degree.

Resumption of Study: Students resuming their educational objective after an absence of at least one increment will be evaluated using either the next increment based on 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

students. Students must follow either of the following steps:

1. Re-Enroll — Students wishing to resume their studies at Maria College can be reactivated in the previously admitted program of study if they were in good academic standing upon leaving the College no more than five years ago. For some programs of study, the permission of the department chairperson will also be required.

2. Re-Apply — Student wishing to resume their at Maria College, who were academically dismissed or left the College more than five years ago, must reapply for admission and again meet the criteria for acceptance.

Satisfactory Academic Progress

All students are required to maintain quantitative and qualitative standard of academic progress to remain eligible for financial aid. A 2.0 GPA is required for graduation from Maria College.

Attempted credits will include credits earned from Maria College associate degree program that have been applied to a bachelor degree program.

Attempted Credits*	Minimum GPA	Percentage of Credits Completed
18 or fewer	1.00	50%
19-36	1.50	67%
37-54	1.75	67%
55 or more	2.00	67%

Satisfactory Academic Progress (SAP) will be measured by: GPA (qualitative) whereby a student must maintain a cumulative GPA in accordance to the published minimums and satisfy the 2.0 or better GPA prior to completion. GPA will be assessed at the end of each semester. SAP will also be measured by pace (quantitative). Federal regulations require institutions that participate in Federal Student Aid to ensure that students complete their program of study within 150% of the credits required by the program. Students must satisfactorily complete 50% of the first 18 credits and 67% (or two-thirds) of the cumulative credits above 18 credits attempted at Maria College. Pace will be assessed at the end of each semester. Students with deficiencies in either the quantitative or qualitative requirement will be given a written financial aid warning and will have one semester to correct deficiencies. Students who do not meet SAP after one semester will have their financial aid eligibility suspended or lost.

HOW TO RE-ESTABLISH FINANCIAL AID ELIGIBILITY

Appeal Process: A student on financial aid suspension may submit an appeal with supporting documentation for reinstatement of financial aid eligibility if mitigating circumstances exist. Mitigating circumstances include, but are not limited to, the following:

- Serious injury of the student and/ or the student's immediate family member

- Serious extended illness of the student and/or the student's immediate family member
- Death of the student's family member

The appeal must be submitted to the Director of Financial Aid for consideration by the Appeals Committee. The petition must be received before the start of the semester, excluding summer, after aid was suspended. The appeal should address the following:

1. Explanation for failure to meet the SAP requirements. The student must list the special mitigating circumstances that impacted their ability to be academically successful. If it is due to an illness, accident, or death of a family member, then the student must provide documentation such as a death certificate, medical proof of illness or injury, or documented evidence of special circumstance that was beyond the student's control.

2. Documentation of problem resolution. The student must include a self-evaluation explaining what steps are being taking to ensure academic success in future semesters. A personal statement and corroborating documents must be submitted in order for the appeal to be considered complete.

Appeal Approval: Appeals can only be approved if the Committee determines that the student will be able to meet Maria College's SAP guidelines after the next evaluation period. Appeals can also be approved if the Committee determines that the student has agreed to follow an academic plan that, if followed, will ensure

that the student can meet the College's SAP guidelines. If an appeal is approved with an academic plan, students will receive aid on a conditional basis for 1 semester. The conditions will be outlined and communicated to the student. Students who fail to meet the conditions outlined in their individual academic plan(s) during their conditional semester will not be able to submit a subsequent appeal and will be ineligible for subsequent federal and state aid.

Appeal Denial: A decision to deny an appeal is usually rendered when the SAP Committee has deemed that it is mathematically impossible for the student to meet the quantitative/qualitative component(s) in a reasonable amount of time, the student failed to follow the established academic plan, or the student's statement is not properly documented. The student is subsequently ineligible to receive federal, state or institutional funding in subsequent semesters and must use alternative means to pay all bills.

Reinstatement after Self-

Funding: If a student decides not to appeal or if an appeal is denied, the student may be eligible for a private loan or other outside funding. The Financial Aid Office can certify a student's enrollment for alternative funding upon request. To regain financial aid eligibility a student must successfully meet the SAP requirements for federal and state aid during the period of non-aid eligible attendance.

Financial Aid Programs

Federal Pell Grant Program

Pell Grants are awarded to undergraduate students who have not earned a bachelor or a professional degree. The maximum Pell Grant award for the 2024-25 award year (July 1, 2024 to June 30, 2025) is \$7,395. 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 costs associated with school attendance, status as a full-time or part-time student, and whether a student plans to attend school for a full academic year or only part of the year. A student may receive a Pell Grant for a maximum of the equivalent of 6 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 can learn more about federal benefits on www.benefits.gov and NY State Benefits on www.hesc.ny.gov.

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 \$5,665. The award range is dependent on NYS taxable income from the previous year. For associate degree students, there is a limit of 6 payments. For bachelor degree students, there is a limit of 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 but may be eligible to receive a prorated award as part time TAP.

NYS Scholarships for Academic Excellence

NYS Scholarships for Academic Excellence provide up to \$1,500 per year for up to 5 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 non-loan student aid, however, the total cannot exceed the total cost of attendance. To apply, see your high school guidance counselor.

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.ny.gov.

NYS Veterans Tuition Awards

Veterans Tuition Awards (VTA) for full-time study, a recipient will receive an award of up to the full cost of undergraduate tuition for New York State residents at the State University of New York, or actual tuition charged, whichever is less. To learn more, please visit:

<https://www.hesc.ny.gov/pay-for-college/financial-aid/types-of-financial-aid/nys-grants-scholarships-awards/veterans-tuition-awards.html>

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 provided 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 courses based on the number of enrolled credit hours, including all course contact hours, clinical hours and lab hours. To learn more, contact the school's School Certifying Official (SCO) within the Financial Aid Office.

Federal Direct Loans

To qualify for a Federal Direct 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 the student is enrolled 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.

Dependent Undergraduates	Subsidized	Unsubsidized	Total
First Year	\$3500	\$2000	\$5500
Second Year	\$4500	\$2000	\$6500
Third and Beyond	\$5500	\$2000	\$7500

Independent Undergraduates & PLUS Loan Denials	Subsidized	Unsubsidized	Total
First Year	\$3500	\$6000	\$9500
Second Year	\$4500	\$6000	\$10,500
Third and Beyond	\$5500	\$7000	\$12,500

A student might be able to borrow loan funds beyond the subsidized loan amount even if the student has not demonstrated a

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.

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 Offer letter:

The Financial Aid Offer letter requires students to accept these amounts, which are the maximum yearly funds 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 Offer letter, which requires students to accept offered amounts before loan originations are submitted to the U.S. Department of Education, is the preferred document for the active confirmation process. The Financial Aid Offer Letter is available within the Financial Aid portal on MyMaria once a student's aid offer is packaged. However, Maria's Financial Aid 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. 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, or loan eligibility has changed, then 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 during their entire attendance at the College. The Federal Direct Loan Master Promissory Note can be completed at 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.studentaid.gov, "Entrance Counseling." All Federal Direct Loans

require multiple disbursements. If approved for fall and spring semesters, a quarter of the funds will be disbursed at the beginning, and the balance at the midpoint of each semester. If the student was approved for only one semester, half of the funds will be disbursed at the beginning of the semester and the balance at its midpoint.

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 someone cosign for the loan. The interest rate is fixed rate at 9.08% for 2024-2025. Repayment must begin 60 days after disbursement, but may be postponed under certain conditions.

Procedure For Appealing Local Financial Assistance

The non-recipient must start the appeal process within 5 business days of the awarding of the nongovernmental, local financial assistance. The appeal must be in writing and delivered to the Financial Aid Office. Within 10 business 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 of Academic Affairs for review.

The Vice President of Academic Affairs 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.

If the applicant contests the decision of the Vice President of Academic Affairs, the President will review the entire record including the recommendation. Within 7 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 President's determination will be communicated to the grievant and other involved parties within 5 business days after receiving it. This will end the grievance procedure at the College.

Scholarships

Provided funding is available, Maria offers select scholarship aid to students based on financial need and academic achievement. The application is available on the College website.

The Andrea Lewis Siek AAS Nursing Scholarship

Established by Richard E. Siek in loving memory of his wife, Andrea Lewis Siek, a 1969 graduate of the St. Peter's Hospital School of Nursing and an accomplished and caring nurse. This scholarship will provide financial assistance to students enrolled in the AAS nursing program who share Andrea's qualities of dedication to the profession and compassion for others and meet the established criteria.

The Andrea Lewis Siek PNC Program Scholarship

Established by Richard E. Siek in loving memory of his wife, Andrea Lewis Siek, a 1969 graduate of the St. Peter's Hospital School of Nursing and an accomplished and caring nurse. This scholarship will provide financial assistance to students enrolled in the Practical Nurse Certificate program who share Andrea's qualities of dedication to the profession and compassion for others and meet the established criteria.

The Andrea Lewis Siek RN to BSN Nursing Scholarship

Established by Richard E. Siek in loving memory of his wife, Andrea Lewis Siek, a 1969 graduate of the St. Peter's Hospital School of Nursing and an accomplished and caring nurse. This scholarship will provide financial assistance to students enrolled in the RN-BS Degree in Nursing Completion

program who share Andrea's qualities of dedication to the profession and compassion for others and meet the established criteria.

Anne Marie Feuerriegel (AMF) 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.

The Architecture+ Scholarship

The Architecture+ Scholarship was established in 2022 to enable recipients an opportunity to advance in their studies while transforming knowledge and skills into caring and compassionate service to others. The intent of the scholarship is to alleviate some of the pressures on one or more Maria College students, helping the recipient(s) find a successful career.

Caron Family Scholarships

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

The Charles H. Nattell '73 Scholarship

The Scholarship recognizes Charles Nattell, Class of 1973, whose generous bequest to Maria College provides financial support in perpetuity to students with financial need.

Eunice Antonucci Scholarship

Established in recognition of the exceptional and distinguished service of

Eunice S. Antonucci to the Center of Disability Services, and her lifelong dedication to healthcare programs and human services, particularly those that support individuals with disabilities and enable them to live healthy and enriched lives. This endowed scholarship will provide financial assistance to students who share her passion and commitment.

The Gail J. Blacklock Scholarship

Established by former Professor Scott Homer, in honor of his mother Gail J. Blacklock, who instilled in him the values of compassion, hard work and integrity. The scholarship will provide financial assistance to a non-traditional student who is in the Occupational Therapy Assistant program. Students must demonstrate a financial need and preference will be given to a student who is caring for a relative with a chronic illness or disability.

The Holly Desmond West Scholarship

The Holly Desmond West Scholarship, established in loving memory of a caring educator, will provide tuition assistance to a current student who meets the established criteria. Scholarship will be given to a returning non-traditional student with demonstrated financial need and a GPA of 3.0 or higher. Preference given to a student interested or intent in Psychology.

The James A. Clark, Jr. Scholarship

The James A. Clark Jr. Scholarship was established by his loving wife, Rhea, to help continue his generous legacy through students at Maria College. The scholarship provides assistance to a current non-traditional student, in good academic standing in an Allied Health Sciences

program who has demonstrated outstanding academic achievement.

James J. Dodge Memorial Scholarship

This scholarship honors the life and legacy of James J. Dodge (1932-1985). Through this scholarship, Jim's legacy continues to be paid forward, by helping others achieve their dream of a college education. This scholarship, awarded annually, will support students in good academic and behavioral standing with the College with a minimum overall GPA of 3.5.

Julia O. Wells Memorial Scholarship*

The Julia O. Wells Scholarship is awarded annually to students enrolled in the RN-BS Degree in the Nursing Completion Program. Priority is giving to graduates of the Memorial School of Nursing.

Kathleen Sheehan Guido Scholarship*

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. The Guido Scholarships may be renewed.

Key Bank Scholarship

This scholarship is open to all students, however, financial need may be taken into account. The students awarded these funds may not have been a member of a household of a director, officer or employee of KeyCorp or any of its affiliates for the past 5 years, or an employee or family member of an employee of Maria College prior to the scholarship application.

Additional requirements are:

- Permanent resident of New York State
- Minimum GPA of 2.5

- Enrolled at Maria College full or part time
- Good standing
- History of community involvement.

Laureen A. Fitzgerald, RSM, Scholarship

Established to honor Sister Laureen Fitzgerald's service as President of Maria College from 1977 through 2012. This scholarship is awarded (each fall) to a student demonstrating both academic commitment and financial need. 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.

Marian Y. Goble Nursing Scholarship

The Marian Y. Goble Nursing Scholarship was established in memory of Marian and will provide support to students who meet the following criteria: student in good academic standing; student that demonstrates financial need; student enrolled in the nursing program.

Marie C. LoPonto Endowed Nursing Scholarship*

Marie C. LoPonto was a mother and homemaker who returned to school at Maria College in midlife to become a nurse. Through her determination and family support she pursued her dream of nursing, launching a successful career in geriatric care. The scholarship was established by a generous gift from her children to honor her memory and her dedication to the profession, and to support the next generation of nurses. The LoPonto Scholarship will benefit a nursing student with demonstrated financial need, with a preference for students who wish to pursue

a career in geriatric nursing or Alzheimer's care.

Marie Mitongu Wa Lika Scholarship

The Marie Mitongu Wa Lika Scholarship was established by her loving daughter, Monica Muamba, to help continue her mother's generous legacy through students of Maria College.

The Maryann Murray Scholarship Fund

The Maryann Murray Scholarship fund was established to support students who meet the following criteria: student that resides in Albany County; GPA of 3.0 or higher in their previous semester. This scholarship may be used for course fee (labs, etc.).

Mary K. Knappek Scholarships *

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

The Pave the Way Fund

The Pave the Way Fund was established by Paula Colarusso in memory of her father who was a mason. The fund is meant to pave the way for generations of Maria students who meet the fund criteria.

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.

The Diane Deeley Scholarship

The Diane Deeley Scholarship was established in her memory to support students enrolled in the BS Nursing Completion program at Maria College.

The Krepa Family Scholarship Fund

The Krepa Family Scholarship fund was established by a generous anonymous donor and will help provide tuition assistance to a current student pursuing a BS Nursing Completion degree.

Jean A. Schmitz Scholarship

Awarded annually to nursing students with a demonstrated financial need and a record of academic achievement, with priority given to those who are attend full time.

The Louis VanZutphen Family Scholarship

The Louis VanZutphen Family Scholarship, Class of 1993, “You must Believe to Achieve.” This endowed annual scholarship is established by a generous and compassionate friend in honor and memory of Lou’s well-lived life. At age 48, Lou graduated from Maria College and began a 20 year career at the Capital District Psychiatric Center as an exemplary psychiatric nurse and manager. His legacy of mentoring friends, students, colleagues and clients will continue for generations through this endowment.

Maria College Presidential Scholarship

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

The Maureen O’Brien and Paul F. Vogt Scholarship

In recognition of the leadership and generosity of Maureen E. O’Brien and Dr.

Paul F. Vogt, the scholarship has been established to provide financial support to students with unique educational needs.

The scholarship is designed to assist students who have demonstrated perseverance and are committed to achieving personal, academic and career goals despite experiencing learning challenges. The scholarship(s) will be awarded to matriculated Maria College students with documented learning challenges and financial need.

The Michael Spector ‘83 Memorial Scholarship*

Established by the family and friends of Michael Spector ‘83 to honor his life and legacy, this fund will provide scholarship aid to male nursing students in the Associate Degree program.

The Mohawk Valley Medical Associates (MVMA) Scholarship

The Mohawk Valley Medical Associates (MVMA) scholarship is designated for an individual(s) who are from one of the following nine-county geographic areas, Schenectady, Saratoga, Fulton, Montgomery, Warren, Washington, Albany, Rensselaer, and Schoharie counties. The individual(s) should demonstrate financial need and plan to work in one of the nine-county geographic areas as listed above after graduating with their nursing degree from Maria College.

The Robin L. Burkhardt ‘06 Memorial Scholarship

This endowed scholarship was created by Donald W. and Teresa L. Hewett in loving memory of Robin L. Burkhardt, a Maria

College graduate who was a compassionate, determined and highly regarded healthcare professional. The scholarship will provide financial assistance to nontraditional students who are either returning to further their nursing education after serving in the workforce or entering the nursing field for the first time after serving in another profession.

The Sr. Gail Waring, RSM Scholarship

Established in honor of Sr. Gail Waring, this scholarship is awarded to those students who demonstrate financial need, are in good academic standing and who are committed to service in the tradition of Catherine McAuley.

The Theresa McDonald Scholarship Fund

This endowed scholarship was created in loving memory of Theresa McDonald, a St. Peter's nursing graduate and mother of eight children who worked nights to support her family. The scholarship will provide financial assistance to non-traditional students enrolled in the nursing program.

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

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

Admissions 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 and extracurricular activities regarding potential for success at and contribution to Maria College.

GENERAL APPLICATION PROCEDURE

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

- An Application for Admission
- Official high school transcript* or its equivalent.
- All official college transcripts (transfer students only).

Applicants are encouraged, but not required to:

- Submit SAT or ACT test scores.
- Submit a personal essay/ statement.
- Provide an academic letter of recommendation.
- Participate in an Admission Interview.

Applicants who do not meet all admission standards may be asked to submit additional documentation to support their application including but not limited to, SAT or ACT scores, essay recommendation or 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.)

**All documents submitted for a student's academic file become the property of Maria College and will*

not be released. This includes, but is not limited to, transcripts, GED certificates, and recommendation letters.

ADMISSION REQUIREMENTS FOR SECONDARY SCHOOL STUDENTS

Maria College is committed to enrolling qualified applicants 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 select 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. For the Practical Nurse Certificate program, 2.0 on a 4 point scale will be considered. Leadership qualities and extracurricular activities are also taken into consideration. While not required, it is strongly encouraged that all candidates for admission visit Maria College and meet with an Admissions Counselor. The submission of test scores is optional for admission, however scores are considered when submitted and may be asked of students when additional information is needed for an admission evaluation or for proper course placement.

Application Deadlines:

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 15th. Admission decisions will depend, in part, on whether there is available space.

Nursing and Occupational Therapy Assistant Deadlines:

Applications for the Associate Degree in Nursing program and the Associate Degree in Occupational Therapy Assistant program must be submitted by March 1st, with a deposit deadline of April 1st. The Admissions Office will continue to accept applications to these programs after the March 1st deadline, however space will be subject to availability. Students accepted into the programs by the March 1st deadline who do not deposit by April 1st will no longer be guaranteed a seat in the programs.

ADMISSION REQUIREMENTS FOR TRANSFER STUDENTS

Maria College enrolls transfer students in the fall and spring semesters. Prospective students should demonstrate a strong record of success in post-secondary studies and have a cumulative GPA of 2.0 or higher on a 4.0 point scale. Transfer applicants must submit:

- An Application for Admission.
- All college and university transcripts from other institutions.
- An official high school transcript or its equivalent. Applicants are encouraged but not required to submit:
- A personal essay/statement.

- An academic/work letter of recommendation.

Transfer Credit:

Maria College will accept transfer credit for courses taken at another accredited institution under the following conditions:

- Courses completed at another institution transfer only as credit and not as letter grades or quality points.
- The transfer course must satisfy a requirement or elective in the student's academic program.
- The subject matter content, level and credit hours of the transfer course must be equivalent to that of the Maria College course.
- Credit will only be transferred for courses with a grade of C or better (applying only to the highest level course in a sequence), unless there is a higher performance standard for specific courses in an academic program.
- There is a 7 year limit on transfer credit for natural science, math and English writing courses and a 5 year limit for computer science courses (applying only to the highest level course in a sequence).
- Transfer credit will not be accepted for RES 201, Foundations of Social Justice, which is required in all Maria College academic programs.

ADMISSION REQUIREMENTS FOR INTERNATIONAL STUDENTS

Applicants from foreign countries are urged to complete their applications at least 3 months before they plan to enroll. In addition to the information required for secondary school or transfer students,

international applicants must provide the following:

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

World Education Services, Inc. (WES)
Bowling Green Station
P.O. Box 5087
New York, N.Y. 102745087
www.wes.org/students/index.asp
Phone: (212) 966-6311
Fax: (212) 739-6100

- English proficiency is required of all international applicants. The Test of English as a Foreign Language (TOEFL) is used for this requirement for student's seeking initial I-20 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 on a paper- pencil test, 173 on a computer-based test, or 61 on the internet-based test to qualify for admission. A student who has been accepted is required to fill out the College's Certificate of Financial Responsibility, show proof of finances, and pay the non- refundable enrollment deposit prior to the issuance of an I-20 form. If applying for an initial visa, the student must take the I-20 form and

valid passport to the U.S. Consulate or embassy and apply for a visa. If the student is transferring the I-20 form from another U.S. institution, they will take the I-20 to the current institution for the transfer.

NOTE: International students should take into account that tuition and fees are based on 1 year of study. Additional costs will also be incurred due to cost of living and travel expenses. International students with questions regarding student support services should contact the Student Success Center.

PHYSICAL EXAMINATION, IMMUNIZATIONS AND LABORATORY TESTS

New York State Public Health Law 2165 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. They must also show protection against Meningitis within the past 5 years or submit a signed Meningitis Waiver Form, available in the Registrar's Office. The immunization documentation must be submitted within 30 days of the start of the term. All immunization documentation can be sent to the registrar's office via mail, email (registrar@mariacollege.edu), or fax (518-730-9623).

If immunization documentation is not submitted, the respective student will not be permitted to continue attending classes, will be officially dropped from 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 uploaded with the other documentation to the student's electronic health care account.

RE-APPLICATION PROCEDURE

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 2 years from the original date of application, transcripts from high school and all previous institutions must be resubmitted. Students who were academically dismissed from the College and have met the conditions for readmission, and students who have not attended Maria College for a period of more than 5 years, must file another application for College admission.

RE-ENROLLMENT

A student who has previously attended Maria College as a matriculated student, has not been at Maria College for more than one semester, and did not file a leave of absence through Registrar's Office must complete a re-enrollment application, available through the Admissions Office, and must also submit any transcripts from all colleges attended since last enrolled at Maria College.

Students on a medical leave of absence must provide medical clearance documentation upon re-enrollment to the Registrar's Office.

DENIALS

Any applicant who is initially denied admission into the College must wait one calendar year before re-applying. During that time, the student must complete at least six credit hours of coursework with grades of C or better at another post-secondary institution in order to be considered for admission into Maria College.

ADDITIONAL REQUIREMENTS FOR ADMISSION TO A NURSING PROGRAM

RN-BS Degree in Nursing Completion & RN-BS Degree in Online Nursing Completion

The Bachelor of Science (BSN) degree in the Nursing Completion Program and the Bachelor of Science (BSO) in Online Nursing Completion is designed for students who have obtained an unencumbered RN License from the state of New York or have graduated with the Associate Degree in Nursing (ADN) within 6 months of the start of the program. The program is designed to offer flexibility to working RNs to complete their BS degree in Nursing. 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 with a GPA of 2.5.
- Maintain a current unencumbered RN license within the United States or U.S. Territory, and professional liability coverage or meeting the RN licensure requirement within 6 months of the completion of the 2 year associate degree in nursing.

Course work within the BS degree in the Nursing Completion Programs will require the student to have a firm foundation in liberal arts and nursing, as well as a license and the ability to practice nursing. These requirements ensure that the student is prepared to meet the program's demands. Diploma graduates must have earned credit for their non-nursing course work at another accredited college or university for transfer to Maria College.

Associate in Applied Science in Nursing

Students applying for the Nursing program are encouraged to submit all required documentation prior to March 1st. The Nursing program is highly selective, with competitive and limited enrollment. Applicants are encouraged to take 4 years of science and math courses during 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 in biology and chemistry as evidenced by:

- A final grade of 80 or higher in both subjects from high school.
- A grade of C or better in both biology and chemistry college credit bearing courses, or
- A grade of 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) VII:

- Preference for admission is given to applicants who meet the national mean on

all 4 sections of the exam, however, the following scores are required:

Reading	70.5%
Mathematics	69.0%
Science	53.6%
English	63.8%

- Current high school students or students within 2 months of graduating from high school with SAT or ACT scores meeting or exceeding the following will be exempt from the TEAS VII:

Evidence based	
Reading and Writing:	500
Math:	520

ACT Composite: 419

The highest scores in the relevant sections of the SAT or ACT will be used to assess eligibility for exemption status. Students with a master degree will be reviewed on a case by case basis.

- Students with a master degree will be reviewed on a case by case basis.
- Students completing the MCAT with a score of 25 will be exempt from the TEAS VII.

Practical Nursing Certificate

The Practical Nursing Certificate (PNC) Program is a 16 month weekend program, with nursing courses beginning in the fall and spring terms. Interested students are encouraged to complete their application prior to December 1 or March 1 for the spring and fall terms. In addition to the regular admission standards, applicants must: Achieve a successful total score on the TEAS-VII and preferences for admissions

is given to applicants who meet the national mean on all four sections of the exam.

Additional Information on the TEAS:

A prospective student may attempt the TEAS three times prior to December 1st if they are applying for the Practical Nursing Certificate (PNC) program, or March 1st if applying for the Associate Degree in Nursing (ADN) program.

- TEAS scores are valid for 2 years; students whose scores are older than 2 years must re-test.
- Interested nursing students who do not meet the academic criteria for nursing, but meet the college requirements, will be admitted to the General Studies program.
- If the TEAS exam is the only requirement not met after the student receives the acceptance to the college in General Studies program, students may submit their new TEAS scores to be reconsidered for admission to the appropriate Nursing program, if space is available.

Accuplacer Reading/Math assessment scores may be considered.

Once a student has matriculated to 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 VII test only 2 additional times after the first day of classes during the student's initial matriculated semester.

- There must be a minimum of 45 days between tests.
- If multiple exams are submitted, admissions will use the highest scores from

the relevant sections for admission decisions.

Students have inquired about Maria College accepting the HESI –A2 exams instead of the TEAS scores. In short, yes, we will accept the HESI-A2 with the proper sections for admissions. While admissions committee prefers the TEAS exam to measure the student's success because of how our Nursing curriculum is prepared, we also understand the burden that an additional test could have on the students. Maria College requires a minimum competency of 70% in each of the following subject areas Reading Comprehension, Vocabulary and General Knowledge, Grammar, Math, Biology, Chemistry, and Anatomy & Physiology for the HESI-A2 to be acceptable. Scores from the TEAS and HESI-A2 cannot be combined.

AUDITORS & NONMATRICULATED STUDENTS

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 interested in auditing a course or enrolling as a non- matriculated student must:

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

CHANGE OF STATUS TO NURSING

Any student enrolled in a General Studies program who intends to change majors to the Associate Degree in Nursing or Practical Nursing Certificate programs must consult with the Academic Registration Manager, within the Registrar's Office, who will certify that all entry requirements have been met, and submit a Change of

Status Form by the following dates:

- Practical Nursing Certificate (PNC):
November 25, 2024
- Associate Degree in Nursing (ADN):
March 1, 2025

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

Non-Discrimination Policy:

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, or any other characteristic protected by state, federal or local laws and ordinances. Information about the services, activities and facilities accessible to students or prospective students with disabilities is available from the Office of Accessibility Services. Information about the services, activities and facilities accessible to employees or prospective employees with disabilities regarding the Americans with Disabilities Act may be obtained from Rosa Lyn Vazquez, Human Resources Manager at (518) 861-2580

CHANGE OF INTENT

Students who wish to change their program of intent must complete a Change of Status form with their advisor 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.

EVENING DIVISION

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 3 hour blocks, Monday through Thursday, usually once a week. All evening associate degree programs are planned to span a 3 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: a bachelor degree in Healthcare Sciences; an associate degrees in General Studies, Liberal Arts and Nursing.

Evening students interested in student support services should contact studentsupport@mariacollege.edu.

WEEKEND COLLEGE

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 2 year time frame as traditionally enrolled day students by attending classes in 3 hour time blocks on Saturday and Sunday, every other weekend, year round. The Occupational Therapy Assistant (OTA) program requires 3 years of weekend study.

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

The following may be earned in the Weekend College: An associate degree in Occupational Therapy Assistant (OTA) and a Certificate in Practical Nurse (LPN Training).

Weekend students interested in student support services should contact studentsupport@mariacollege.edu.

ONLINE/HYBRID COURSES

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 learning environment that allows them to complete course work at locations and times that are convenient for them. While most work is done from remote locations, some courses may require on-campus meetings for labs or exams. Most online courses span the timeline of a regular semester.

Online courses are those that deliver 80% or more of the course content online; there are typically no face to-face meetings. Hybrid courses combine online and face-to-face instruction, delivering at least 50% of the content online. Hybrid courses typically require 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 will use a Learning Management System (LMS) to post the syllabus, learning materials and/or discussion boards online.

Students use the Blackboard Learning Management System (LMS) 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.

This method of instruction is geared toward students who are self-motivated and are

capable of using technology. Successful online learners are self-starters with a desire to learn, who take initiative, are resourceful and persistent. Online learners work well alone, do not procrastinate, have good reading and comprehension skills, resist distractions and are comfortable without the social elements of face-to-face courses. All campus buildings have widespread wireless hotspots where students and faculty can connect with a wireless-enabled computer, including the Marian Hall courtyard.

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, whether a student has never having attended a course and the last date of attendance.

Students interested in one-on-one support with Blackboard should seek assistance through the Mary Beth O'Brien Tutoring Center located in Mercy Hall.

NEW STUDENT PROGRAMMING

The Student Success Center offers a range of programs and services aimed at helping new and first-time students adapt to life in higher education. For more information, please contact the Student Success Center at studentaffairs@mariacollege.edu.

Online College Consortium

Maria College offers a variety of online courses through Acadeum, an online consortium of like-minded accredited colleges and universities that share online course offerings. A course taken through this consortium is considered institutional credit and will impact student grade point averages just like a Maria course. Maria College students can access a list of the pre-approved Acadeum courses through the course search in MyMaria. These consortial courses have been pre-approved by Maria for students to request registration. Please note that all registrations are still dependent on advisor approval on a student-by-student basis. If you have any questions please contact the Registrar's Office.

TRANSFER ARTICULATION AGREEMENTS

Maria College has signed articulation agreements with numerous schools, colleges and universities within the Albany capital region and beyond. Such agreements are designed to provide clearly defined educational pathways between two colleges or between a secondary school and a college. One type of articulation agreement facilitates effective transfer of credit for students wishing to pursue further study at another college or university upon completion of an academic program at Maria College. A second type of articulation agreement provides a pathway for secondary school graduates or students completing an academic program at another college or university into an academic program at Maria College. The

following table provides a list of current agreements with secondary schools, 2- and 4 year colleges, and colleges with graduate programs. Information on articulation agreements can be found online at 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 secondary schools and colleges have articulation agreements for graduates of selected curricula:

School/College/ University	Articulation Type
Belanger School of Nursing	Graduates with an Associate in Applied Science in Nursing to the Bachelor of Science degree in Nursing completion program at Maria College.
Capital District Educational Opportunity Center (EOC), Hudson Valley Community	College Graduates of the Nursing Assistant Program at the Capital District EOC with license to practice as Nursing Assistant to the Practical Nurse Certificate (LPN) program at Maria College with exemption from TEAS requirement and related fee.
Capital Region BOCES	<p>Graduates of Capital Region BOCES Certified Nurse Aide Program with license to practice as CNA to Associate in Applied Science in Nursing at Maria College.</p> <p>Graduates of Capital Region BOCES Practical Nursing Program certified as LPN to an Associate in Applied Science in Nursing at Maria College.</p> <p>Graduates of Capital Region BOCES Sterile Processing Program with national certification for Sterile Processing to a Bachelor of Science in Health and Occupational Sciences at Maria College with credit for HOS 150, Introduction to Health Professions, and 4 elective credits.</p>
Columbia-Greene Community College	<p>Graduates with an Associate in Science in Nursing to a Bachelor of Science degree in Nursing Completion Program at Maria College.</p> <p>Graduates from Columbia-Greene Community College with an Associate in Science in Social Science to the Bachelor of Science in Psychology at Maria College with third year status.</p>

School/College/ University	Articulation Type
Dominican College	Graduates from Maria College with an Associate in Applied Science in Occupational Therapy Assistant to a Bachelor/Master of Science in Occupational Therapy at Dominican College.
Empire State College, SUNY	Graduates from the Maria College Bachelor of Science or Bachelor of Arts degree program to a Master of Arts, Master of Business Administration, or Master of Science degree program at Empire State College by early admission.
Fulton-Montgomery Community College	<p>Graduates from Fulton-Montgomery Community College with an Associate in Applied Science degree in Human Services to the Practical Nurse Certificate program at Maria College.</p> <p>Graduates from Fulton-Montgomery Community College with an Associate in Applied Science degree in Health Studies to the Practical Nurse Certificate program at Maria College.</p> <p>Graduates from Fulton-Montgomery Community College with an Associate in Arts degree in Human Services to the Practical Nurse Certificate program at Maria College.</p> <p>Graduates from Fulton-Montgomery Community College with a Certified Nurse Assistant or Home Health Aid Certificate to the Practical Nurse Certificate program at Maria College.</p> <p>Graduates from Fulton-Montgomery Community College with a General Education Certificate to the Practical Nurse Certificate program at Maria College.</p>

School/College/ University	Articulation Type
Fulton-Montgomery Community College	<p>Graduates with an Associate in Science in Nursing to a Bachelor of Science degree in the Nursing Completion Program at Maria College</p> <p>Graduates from Fulton-Montgomery Community College with Associate in Science in Business Administration to a Bachelor of Science in Healthcare Management at Maria College with a third year status.</p> <p>Graduates from Fulton-Montgomery Community College with Associate in Science in Health Studies to Bachelor of Science in Health and Occupational Sciences at Maria College with third year status</p> <p>Graduates from Fulton-Montgomery Community College with Associate in Science in Health Science to Bachelor of Science in Health and Occupational Sciences at Maria College with third year status</p> <p>Graduates from Fulton-Montgomery Community College with Associate in Science in Liberal Arts and Sciences: Science to Bachelor of Science in Health and Occupational Sciences at Maria College with third year status</p> <p>Graduates from Fulton-Montgomery Community College with Associate in Arts in Liberal Arts and Sciences: General Studies to Bachelor of Arts in Liberal Arts at Maria College with third year status</p> <p>Graduates from Fulton-Montgomery Community College with an Associate in Arts in Liberal Arts and Sciences: General Studies to Bachelor of Science in Psychology at Maria College with third year status</p>

School/College/ University	Articulation Type
Fulton-Montgomery Community College	<p>Joint admission to associate degree at Fulton-Montgomery Community College and seamless entry into bachelor degree programs at Maria College as specified by articulation agreements</p> <p>Maria College will deliver a portion of the Practical Nurse Certificate Program on-site at Fulton-Montgomery Community College, with enrolled students officially designated as Maria College students.</p>
Hudson Valley Community College	<p>Graduates with an Associate in Applied Science in Nursing to a Bachelor of Science degree in the Nursing Completion Program at Maria College.</p> <p>Graduates with an Associate in Applied Science in Community Health Navigation to a Bachelor of Science in Healthcare Management at Maria College with 3rd year status.</p>
Memorial College of Nursing	Graduates with an Associate in Applied Science in Nursing to a Bachelor of Science degree in the Nursing Completion Program at Maria College.
Questar III - Rensselaer, Columbia and Greene Counties	Graduates from the Questar III BOCES Certified Nurse Aide program with a CNA license to an Associate in Applied Science in Nursing at Maria College.
Questar III BOCES - Rensselaer, Columbia and Greene Counties	Graduates from the Questar III BOCES Certified Nurse Aide program with a CNA license to the Practical Nurse Certification program at Maria College.
Samaritan Hospital School of Nursing	Graduates with an Associate in Science in Nursing to a Bachelor of Science degree in the Nursing Completion Program at Maria College.

School/College/ University	Articulation Type
Schenectady County Community College	<p>Graduates from the Schenectady County Community College with an Associate in Arts in Liberal Arts: Humanities and Social Sciences with a concentration in Psychology to a Bachelor of Science in Psychology at Maria College with 3rd year status.</p> <p>Graduates from Schenectady County Community College with a Community Health Worker certificate to a Bachelor of Science in Healthcare Management at Maria College with credit for HCM 120, The U.S. Healthcare System and 3 elective credits.</p> <p>HPOG Students from Schenectady County Community College certified as a Nurse Aide or Home Health Aide to a Practical Nurse certificate (LPN) program at Maria College with exemption from the TEAS requirement and related fee; access for eligible Maria College students to HPOG funded Home Health Aide or short courses at Schenectady County Community College.</p>
SUNY Adirondack	Graduates with an Associate in Science in Nursing to a Bachelor of Science degree in the Nursing Completion Program at Maria College.
SUNY Ulster	Graduates with an Associate in Science in Nursing to a Bachelor of Science degree in the Nursing Completion Program at Maria College.
The Sage Colleges	Graduates from Maria College with an Associate in Applied Science in Occupational Therapy Assistant to a Bachelor of Science in Interdisciplinary Studies in Health Studies at Russell Sage College.

School/College/ University	Articulation Type
The Sage Colleges	<p>Graduates from Maria College with an Associate in Arts in Liberal Arts to a Bachelor of Science in Nutrition at Russell Sage College.</p> <p>Graduates from Maria College with Associate in Science in General Studies to a Bachelor of Science in Applied Biology at the Sage Colleges of Albany.</p> <p>Graduates from Maria College with a Bachelor of Science in Psychology to a Master of Science in Forensic Mental Health at the Sage Colleges.</p> <p>Graduates from Maria College with a Bachelor of Science in Psychology to a Master of Science in Counseling and Community Psychology at the Sage Colleges.</p>

Maria College Student Code of Conduct

Maria College expects that its students will act as responsible, courteous, and law-abiding citizens and will treat others and campus facilities with appropriate respect and civility. Further, as members of an intellectual community, students are expected to maintain standards of personal and academic honesty in all coursework and examinations and to refrain from behaviors that are disruptive to the teaching and learning of others in the classroom. This policy prohibits conduct set forth in Section Prohibited Conduct (below).

Scope of Policy

This policy applies to all non-Title IX Student Code of Conduct Violations and Academic Integrity. Please see the College's Title IX (Sexual Misconduct Policy) for reports that involve sexual misconduct allegations.

Maria College may investigate any alleged violation of the Policy that occurs in the context of a College program, or activity, or otherwise affects the learning environment. The College will review reports to determine whether the conduct occurred, or had continuing effects on campus, or whether the College otherwise has a substantial interest in the allegations. A substantial interest includes:

Any action that constitutes a criminal offense as defined by law;

Any situation in which it is determined that there is an immediate threat to the physical health or safety of any student or other individuals; or

Any situation that is detrimental to the educational interests, mission, or learning environment of the College.

Communication Regarding Conduct Matters

Students have the responsibility to respond promptly to all forms of communication regarding conduct matters. The Chief Student Affairs Officer or designee will communicate with students primarily through Maria College email account but can use phone calls, return receipt letters and certified letters. Failure to respond promptly to these types of communication may result in fines or additional sanctions.

Definitions

Reporting Individual/Party: Is the person who makes a report of Prohibited Conduct.

Responding Individual/Party:

Is the person who is alleged to have engaged in Prohibited Conduct.

Prohibited Conduct:

The conduct prohibited by this Policy ("Prohibited Conduct") is set out below. The College will respond to all reports of Prohibited Conduct pursuant to the applicable Procedures set out in this Policy.

Conduct that does not meet the definitions below or that is not otherwise prohibited by this Policy may violate other College policies. In appropriate cases, the Chief Student Affairs Officer or designee may refer such conduct elsewhere within the College for resolution.

The following offenses are prohibited under the College's Code of Conduct:

- **Academic dishonesty:** which includes, but is not limited to, plagiarism, cheating, misuse of academic resources or facilities, misuse of software, data, equipment or networks or any act that hinders the academic process.
- **Academic and professional misconduct:** which includes, but is not limited to, misuse of academic resources or facilities, behavior inside or outside of the classroom, misuse of software, data, equipment, or networks, or any act that hinders academic progress.
- **Participating in any activity that disrupts or obstructs the normal operation of the college** or its members, or inciting others to disrupt scheduled/ or normal activities. Specific examples include, but are not limited to the following:
 - Disruptive behavior
 - Insubordination to Faculty or Staff
 - Noise Violations
- **Physical harm or threat of physical harm to any person(s).** Specific examples include, but are not limited to the following:
 - Aggressive behavior
 - Physical violence which can include kicking, shoving, striking another person or attempting/ threatening to do the same.
- **Harassment** occurs if an individual engages in conduct (physical, verbal, graphic, written, or electronic) that is sufficiently severe, pervasive, or persistent so as to interfere unreasonably with or limit the ability of another individual to participate in or benefit from the academic or other offerings of the College, or has the purpose of creating an intimidating or hostile environment. Harassment may include conduct that occurs based on race, color, ethnic, or national origin, religion, age, sexual orientation disability, or veteran status. Harassment can also include obscene, threatening behavior and/or verbal abuse.
 - Any unauthorized use of an image, electronic or other devices to make an audio or video record of any person that occurs in the context of a College program, or activity, or otherwise affects the learning environment without his or her knowledge or consent.
 - Conduct that threatens the mental or physical health and safety of any person(s).Specific examples include, but are not limited to the following:
 - ~ Endangering one's safety
 - ~ Endangering the safety of others
 - ~ Alcohol/drug use

~ Inhaling or ingesting any substance that could alter a student's mental state or have a negative impact on a student's well-being

- Theft or damage to personal or institutional property or services. Examples include, but are not limited to the following:
 - Theft
 - Theft of services
 - Vandalism
 - Damage to property
 - Possession of stolen property
- Misuse of College identification cards, records, or documents, including forgery, alteration, or fabrication. Failure to comply/failure to act. Examples include but are not limited to the following:
 - Failure to comply with a directive of a College official, staff, faculty or representative
 - Furnishing false information to a College official, staff, faculty or representative
 - Intentionally reporting a false incident
- Unauthorized entry, use, or occupation of College facilities that are locked, closed or otherwise restricted. Examples include, but are not limited to the following:
 - Unauthorized use/misuse of keys
 - Trespassing
 - Unauthorized use of property
 - Providing unauthorized access
- False or bad faith allegations. Examples include but are not limited to the following:
 - Knowingly making a false complaint or report
 - Knowingly giving false information during a process outlined in this Policy.

Reporting Violations of Code of Conduct

All students, faculty, and staff may report a potential or actual violation of the Student Code of Conduct, other college policy or law with the Chief Student Affairs Officer or designee or designee or by filing a report online at www.mariacollege.edu/studentincident-reporting-forms.

Investigation/Allegation Review Process

Preliminary Review – Upon receiving a report or otherwise learning of a claimed violation of the Student Code of Conduct or other policy, a designee of the Department of Student Life or will conduct a preliminary review of the complaint to determine if there is sufficient information or basis to conduct a disciplinary review.

Meeting with Reporting Party or Other Members of the College Community

A designee of the Department of Student Life may meet with the reporting party to review the complaint and request additional information. The Designee of the Department of Student life

may also, in their discretion, meet with other members of the Maria College community who may have information to share in relation to the complaint or review other pertinent information.

Dismissal of Complaint: If the Department of Student Life designee finds insufficient information or basis to support the complaint, they are authorized to dismiss the complaint.

Notification to Responding Party: If the Department of Student Life designee determines there is sufficient information or basis to support the complaint, the responding party will be notified in writing as to the receipt of the complaint, the opportunity to respond, and the need to meet with Hearing Board or Hearing Officer. The notification will also advise the student of the ability to request and engage in the informal resolution process prior to hearing.

Informal Resolution

A student can elect to take part in an informal resolution or Maria College could include this as a necessary step, so long as student agrees. The informal resolution is not a hearing. It is a meeting between the student and a staff member. The student will be encouraged to discuss and review information contained in the report and allegation(s) being brought against the student.

During the informal meeting, the student charged will have the ability to choose from the following:

- Accept responsibility for their actions and appropriate sanctions will be issued and student will waive their rights associated with a formal hearing.
- Deny responsibility for the allegations and request a hearing to be held before a hearing board or officer.

Rights of Students Charged

If an allegation is referred to a hearing board or officer, a student charged with a violation has the following rights:

The student shall be informed in writing of the date, time, and place of the hearing. The student shall be allowed a reasonable time to prepare for the hearing. The student may choose to waive the time period in order to expedite the hearing process. The student shall be able to speak on their own behalf, present witnesses, and to ask questions.

The student may review evidence, documents and reports pertaining to the allegation prior to the hearing by making an appointment, during regular hours with the Department of Student Life designee. The student may present additional evidence. Any additional evidence in form of pictures, documents, or written materials must be submitted to Department of Student Life designee for approval at least two (2) days before the hearing. Approval of additional evidence is at the discretion of the College.

The student may elect not to appear at the hearing. Absence shall be noted and hearing will be conducted in student's absence and a decision will be rendered. Where more than one student has been charged in the same alleged incident, the College maintains the right to conduct a group hearing, when it deems appropriate. In the event of a group hearing, each individual charged will have the opportunity to present to the board and to be questioned separately. All individuals charged will be present for the questioning of all witnesses. The responsibility of each individual charged in the incident will be determined separately.

Student Conduct Hearings

Violations of the student code of conduct can be heard by a hearing board or a hearing officer at the discretion of the College. A single hearing officer can be assigned when a case involves sanctions less than suspension or dismissal from the College. In instances where the sanction may result in suspension or dismissal from the College a hearing board comprised of three (3) or more member will be established.

Process for Conduct Hearings

The usual format for a hearing will be as follows:

- Cases are introduced, allegation(s) read by the Hearing Officer or Chairperson or designated representative of the hearing panel.
- Opening statement by student charged.
- Questions for the student charged by hearing officer or members of the hearing panel.
- Statement(s)/report(s) from witnesses on behalf of the College (if applicable).
- Questions for College witnesses from hearing officer or members of the hearing panel (if applicable).
- Questions for College witnesses from student charged (if applicable).
- Statement(s) from witnesses on behalf of student charged (if applicable).
- Questions for student's witnesses from hearing officer or members of the hearing panel.
- Final questions for the student charged from hearing officer or members of the hearing panel.
- Closing statement from student charged.

Note: During the hearing, statements or reports are verbal unless a student or witness is absent, then written statements preapproved will be entered into the record.

Responsibility is established based on a preponderance of the evidence (i.e., it is more likely than not that the student charged is responsible). Only evidence presented at the hearing shall be considered.

Sanctions

When a student accepts responsibility or is found responsible for a policy violation as an outcome of a hearing, the Department of Student Life designee, determines an appropriate sanction. A student found responsible for violating College policy may receive one or more

sanctions tailored to the violation(s). Individual circumstances, as well as aggravating factors, such as past misconduct by the student, or failure to comply with previously imposed sanctions, shall be considered when determining the level and scope of the sanction.

Disciplinary actions include but are not limited to one or more of the following sanctions:

No Consequences/Sanctions

Disciplinary Warning: A disciplinary warning is issued to a student for violating College policy. Warnings notify student that subsequent violations will warrant more serious disciplinary action.

Disciplinary Probation: Disciplinary probation is issued to a student for a specific period of time. This is more serious than a warning. It is a period of review during which the student must demonstrate the ability to comply with College policies. Students who violate their probation may face sanctions more punitive in nature.

Disciplinary Suspension: Disciplinary suspension is a sanction imposed in which the student is separated and banned from the College for a specific or indefinite period of time. Such period may begin during or at the close of a semester. Upon the expiration of the suspension period, the student may be subjected to probation period during which the student is expected to comply with College policies.

Expulsion: Permanent termination of status as a student of the College without opportunity for readmission.

Fines and Restitution: Fines may be levied against students who violate College policy. Students are responsible for all fines levied against them for violating College policy. In addition, restitution may be imposed to recover damages or losses experienced by the College.

Educational Sanction: In some cases, a punitive sanction is inappropriate and an educational sanction may be imposed. This sanction is to help educate the student toward responsible behavior. These sanctions may include but are not limited to a written apology, educational assignment/paper, community service, volunteer service, etc.

Appeal Procedures for Student Conduct Proceedings

A student found responsible for a policy violation shall have the ability to appeal within five (5) calendar days from the receipt of the decision letter, on any of the following grounds:

1. It can be clearly and specifically demonstrated that the student was denied a fair review.
2. There is reason to believe the procedural rights of the accused student have been violated in a way that impacted the decision.

3. New information that was not available and could not have been available at the time of the hearing has surfaced, the consideration of which would have resulted in a different conclusion or sanction.

The student must submit a written appeal to the Chief Student Affairs Officer or designee supporting one or more of the grounds outlined above. A request must explain, in detail, the basis for the appeal. The Chief Student Affairs Officer or designee will decide if there is sufficient documentation to modify or uphold the original sanction. These decisions are final. In situations where new evidence is introduced, the Chief Student Affairs Officer or designee can decide to reopen the original hearing and the hearing board can uphold or modify its finding.

Maria College Title IX & Prohibited Sex Discrimination Policy

I. INTRODUCTION:

A. Purpose of This Policy

This policy identifies and defines conduct prohibited under this policy and the procedures and process that will be used to respond to allegations of Prohibited Conduct.

Maria College (the College) will act on all notices of allegations of sex discrimination or retaliation. It will take necessary measures to end conduct that is in violation of this policy, prevent its recurrence, and remedy its effect on individuals and the community. Within any process related to this policy, the College provides reasonable accommodations to persons with disabilities and reasonable religious accommodations, when that accommodation is consistent with state and federal law.

Situations involving other conduct that may be in violation of other student or employee conduct policies should be reported to Student Affairs for matters involving students, or Human Resources for matters involving faculty or staff. Situations involving other conduct relating to nonaffiliates should be reported to Campus Safety.

B. Statement of Nondiscrimination

Maria College does not discriminate and prohibits discrimination against any individual based on any category protected under applicable federal, state, or local laws.

Accordingly, the College does not discriminate, and strictly prohibits unlawful discrimination on the basis of race (including traits historically associated with race, such as hair texture and protective hairstyles), color, religion, creed, national origin, ancestry, sex (including pregnancy, childbirth, or related medical conditions), gender, gender identity or expression, age, sexual orientation, physical or mental disability, citizenship, genetic information or predisposing genetic characteristics, marital status, familial status, domestic violence victim status, caregiver status, military status, including past, current, or prospective service in the

uniformed services, or any other category or characteristic protected by applicable law. When brought to the attention of the College, sex discrimination will be appropriately addressed by the College according to the procedures below, and discrimination on the basis of any other protected category will be addressed in accordance with applicable student or employee policies.

The protections in this policy apply regardless of race, color, national origin, religion, creed, age, disability, sex, gender identity or expression, sexual orientation, familial status, pregnancy, predisposing genetic characteristics, military status, domestic violence victim status, or criminal conviction.

C. Title IX of the Education Amendments of 1972

Maria College does not discriminate in its admissions practices except as permitted by law, in its employment practices, or in its educational programs or activities on the basis of sex. As a recipient of federal financial assistance for education activities, the College is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex. Discrimination on the basis of sex includes discrimination on the basis of sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or related conditions.

The College has obligations under Title IX to provide certain supports and modifications to people experiencing pregnancy or related conditions in order to ensure their equal access to the College's program or activity. For example, the College must treat pregnancy or related conditions in the same manner and under the same policies as any other temporary medical conditions and must allow voluntary leaves of absence. Students, employees, or applicants should contact the Title IX Coordinator for more information. Employees or applicants may also contact Human Resources for more information, because additional workplace laws and policies apply.

Pregnancy or related conditions include pregnancy, childbirth, termination of pregnancy, lactation; medical conditions related to pregnancy, childbirth, termination of pregnancy, or lactation; and recovery from pregnancy, childbirth, termination of pregnancy, lactation, or related medical conditions.

The College also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process, whether internal or external to the institution. Sex-based harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by the College's policy.

D. Application of Section 504/Americans with Disabilities Act to this Policy

In both practice and policy, Maria College adheres to the requirements of the Americans with Disabilities Act of 1990, as amended 2008 (ADA); Sections 504 and 508 of the Rehabilitation Act of 1973, as amended; and all other federal and state laws and regulations prohibiting

discrimination on the basis of disability. The College is committed to providing individuals with disabilities equal access and opportunity and strives in its policies and practices to provide for the full participation of individuals with disabilities in all aspects of campus life.

Parties may request reasonable accommodations for disclosed disabilities to the Title IX Coordinator at any point relating to the implementation of this policy, including making a disclosure or report, and initiating a grievance procedure. Accommodations will be granted if they are appropriate and do not fundamentally alter the process. The Title IX Coordinator will not affirmatively provide disability accommodations that have not been specifically requested by the parties, even where the parties may be receiving accommodations in other College programs and activities. With the consent of the impacted student or employee, the Title IX Coordinator will work collaboratively with the Office of Accessibility Services (for students) or Human Resources (for employees) to ensure that approved reasonable accommodations (disability-related) are honored as applicable throughout any process related to this policy.

E. To Whom This Policy Applies

This policy applies to the entire Maria College community, including, but not limited to, students, student organizations, faculty, administrators, and staff, whether on or off campus (including study abroad), and third parties such as guests, visitors, vendors, volunteers, invitees, board members, and alumni when they are on campus or participating in College sponsored activities. This policy may also pertain to instances in which the conduct occurred outside of the campus or College sponsored activity if the College determines that the off-campus conduct affects a substantial College interest, including access to the educational program or activity, safety and security, compliance with applicable law, and meeting its educational mission. Any member of the campus community, guest, or visitor who acts to deny, deprive, or limit the educational or employment opportunities and/or benefits of any member of the College community on the basis of sex is in violation of this policy.

Members of the College community are expected to provide truthful information in any report, meeting, or proceeding under this policy.

Any respondent who is not a College student, faculty member, or staff member is generally considered a third party. The College's ability to take appropriate corrective action against a third party may be limited and will depend on the nature of the third party's relationship, if any, to the College. When appropriate, the Title IX Coordinator will refer such allegations against third-party respondents to the appropriate office.

The status of a party may impact which resources and remedies are available to them, as described in this policy.

F. Academic Freedom

The College is dedicated to an uncompromising standard of academic excellence and an unwavering commitment to academic freedom, freedom of inquiry, and freedom of expression in the search for truth. This policy and procedures are not intended to inhibit or

restrict free expression or exchange of ideas, abridge academic freedom, or prohibit educational content or discussions inside or outside of the classroom that includes germane, but controversial or sensitive subject matters protected by academic freedom.

Members of the College community are free to express their views on any academic subject — regardless of whether those viewpoints are provocative or controversial. Before proceeding with or continuing an investigation of any report of harassment or retaliation that involves an individual's speech or other communication, the College will take care to distinguish between protected speech and hostile environment harassment. The Title IX Coordinator will take action as needed to re-store or preserve a person's access to the College's education program or activity.

G. Student Bill of Rights

All Maria College students have the right to:

- Make a report (or decline to report) to local law enforcement and/or state police;
- Have disclosures of Sexual Assault, Domestic Violence, Dating Violence, and Stalking and all other forms of Prohibited Conduct treated seriously;
- Make a decision about whether or not to disclose a crime or violation and participate in the complaint resolution process and/or criminal justice process free from pressure by the institution;
- Participate in a process that is fair, impartial, and provides adequate notice and a meaningful opportunity to be heard;
- Be treated with dignity and to receive from Maria College courteous, fair, and respectful health care and counseling services, where available;
- Be free from any suggestion that the Complainant is at fault when these crimes and violations are committed, or should have acted in a different manner to avoid such crimes or violations;
- Describe the incident to as few representatives of Maria College as practicable and not be required to unnecessarily repeat a description of the incident;
- Be protected from retaliation by Maria College, any student, the Respondent, and/or their friends, family and acquaintances within the jurisdiction of the College;
- Access to at least one level of appeal of a determination;
- Be accompanied by an Advisor of choice who may assist and advise a Complainant or a Respondent during any meetings and hearings under the Policy and procedures; and
- Exercise civil rights and practice of religion without interference by the investigative, criminal justice, or complaint resolution process of Maria College.

II. PROHIBITED CONDUCT:

This policy prohibits sex discrimination, including sex-based harassment, and retaliation as defined below. These acts shall also be referred to as Prohibited Conduct under this policy.

A. Discrimination on the Basis of Sex

Discrimination is defined as treating members of a protected category less favorably because of their actual or perceived membership in that category or as having a policy or practice that adversely impacts the members of one protected category more than others. Discrimination on the basis of sex includes discrimination on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity.

B. Sex-Based Harassment

Sex-based harassment is a form of sex discrimination and means sexual harassment and other harassment on the basis of sex, including on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity. Sex-Based Harassment includes the following:

1. **Quid pro quo harassment:** An employee, agent, or other person authorized by the College to provide an aid, benefit, or service under the College's education program or activity explicitly or impliedly conditioning the provision of such an aid, benefit, or service on a person's participation in unwelcome sexual conduct.

2. **Hostile environment harassment:** Consistent with state law, hostile environment sex-based harassment is a form of sex discrimination and a form of discriminatory harassment. Unwelcome sexual advances, requests for sexual favors, requests for sexual contact, sexual comments, physical or visual conduct of a sexual nature, and sharing or displaying sexual images constitute sex-based harassment.

This includes when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, academic, co-curricular, or campus life activities; or Submission to or rejection of such conduct by an individual is used as the basis for academic, student life, or employment decisions affecting that individual; or
- Such unwelcome conduct is intentional or serves no legitimate purpose; or
- It involves unwelcome contact with parts of another individual's body which may cause that person to feel degraded or abused; or
- The unwelcome behavior is for the purpose of gratifying the actor's sexual desire; or
- The unwelcome conduct constitutes more than "petty slights or trivial inconveniences"; or
- Such unwelcome conduct has the purpose or effect of unreasonably interfering with another person's academic or work performance or creating an intimidating, hostile, demeaning, or offensive working, learning, campus, or living environment.

The following describes acts that may be unlawful sex-based harassment and are strictly prohibited:

- Unwelcome touching, pinching, patting, grabbing, brushing against another's body;
- Subtle or obvious pressure for unwelcome sexual activities;
- Unwelcome requests for sexual favors accompanied by implied or overt threats concerning performance evaluations, promotion, etc.;
- Unwelcome images, texts, social media posts, or other images or materials that are sexually demeaning or pornographic (this does not include images shown solely for the purposes of academic instruction or research); or
- Unwelcome sexually oriented gestures, noises, remarks, jokes or comments about a person's sexuality or sexual experience, which create a hostile environment

NYS workplace sexual harassment can take a variety of forms. Examples include, but are not limited to:

- Unwelcome sexual propositions, invitations, solicitations, and flirtations;
- Non-consensual sexual intercourse or other sexual contact;
- Coercive behavior, unreasonable pressure, or manipulation to compel a person to engage in sexual activity;
- Threats or insinuations that a person's employment, wages, promotional opportunities, work assignments, academic grade, classroom assignments, or other conditions of employment or academic or other collegiate life may be adversely affected by not submitting to sexual advances;
- Unwelcome verbal expressions of a sexual nature, including graphic sexual commentaries about a person's body, dress, appearance, or sexual activities; the unwelcome use of sexually degrading language, jokes, or innuendoes; unwelcome suggestive or insulting sounds or whistles; obscene phone calls, mail, or email;
- Sexually suggestive objects, pictures, videotapes, audio recordings or literature, placed on the work or study area, if not used solely for a legitimate educational purpose;
- Non-consensual touching, grabbing, groping, pinching, or other physical contact;
- Spreading sexual rumors; distributing intimate or sexual information about another person;
- Causing or attempting to cause the incapacitation of another person in order to gain a sexual advantage over that person;
- Electronically recording, photographing, or transmitting intimate or sexual utterances, sounds or images of another person.

3. **Sexual assault:** an offense classified as a forcible or non-forcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation. Specifically, this includes:

- Rape—The penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim.

- **Fondling**—The touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of their age or because of their temporary or permanent mental incapacity.
- **Incest**—Sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.
- **Statutory Rape**—Sexual intercourse with a person who is under the statutory age of consent.

4. Dating violence: violence committed by a person:

- Who is or has been in a social relationship of a romantic or intimate nature with the victim; and
- Where the existence of such a relationship shall be determined based on a consideration of the following factors:
 - o The length of the relationship;
 - o The type of relationship; and
 - o The frequency of interaction between the people involved in the relationship. Emotional and psychological abuse do not constitute violence for the purposes of this definition.

5. Domestic violence: felony or misdemeanor crimes of violence committed by a person who:

- Is a current or former spouse or intimate partner of the victim under the family or domestic violence laws of the jurisdiction of the College, or a person similarly situated to a spouse of the victim;
- Is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner;
- Shares a child in common with the victim; or
- Commits acts against a youth or adult victim who is protected from those acts under the family or domestic violence laws of the jurisdiction.

Emotional and psychological abuse do not constitute violence for the purposes of this definition.

6. Stalking: Engaging in a course of conduct, on the basis of sex, directed at a specific person that would cause a reasonable person to fear for the person's safety or the safety of others; or suffer substantial emotional distress.

7. Sexual Coercion: The application of unreasonable pressure, including emotionally or physically manipulative actions or statements, or direct or implied threats, in order to compel the person to engage in sexual activity.

8. Sexual Exploitation is the abuse or exploitation of another person's sexuality without consent, for the perpetrators own advantage or benefit, or for the benefit or advantage

of anyone other than the one being exploited. Sexual Exploitation includes, without limitation, causing or attempting to cause the incapacitation of another person in order to gain a sexual advantage over that person; causing the prostitution of another person; electronically recording, photographing, or transmitting intimate or sexual utterances, sounds or images of another person; allowing third parties to observe sexual acts; engaging in voyeurism; distributing intimate or sexual information about another person; and/or knowingly transmitting a sexually transmitted infection, including HIV, to another person.

C. Retaliation:

Retaliation is any materially adverse action taken against an individual because they were involved in the disclosure, reporting, investigation, or resolution of a report of Prohibited Conduct. Retaliation includes threats, intimidation, harassment, coercion, discrimination, violence, or any other conduct against any person by the College, a student, or an employee or other person authorized by the College to provide aid, benefit, or service under the College's education program or activity, for the purpose of interfering with any right or privilege secured by this policy or by law, including Title IX or its regulations. Adverse action does not include perceived or petty slights, or trivial annoyances.

The prohibition against retaliation applies to any individuals who participate (or refuse to participate) in any manner in an investigation, proceeding, or hearing, and to any student who refuses to participate in an investigation, proceeding, or hearing.

Retaliation may occur even where there is a finding of "not responsible" under this policy. Good faith actions lawfully pursued in response to a report of Prohibited Conduct are not Retaliation.

D. Consensual Relationships – Fraternization Policy

In an effort to promote efficiency of operations, improve productivity and morale, avoid conflict of interest, prevent favoritism and bias, and provide the best service to our students, no person in a management or supervisory position shall have an intimate, sexual or romantic relationship with a subordinate (direct or indirect reporting relationship) at the College. This policy applies to ALL employees of the College. Further, this shall also apply to relationships between faculty and students.

- Any manager or supervisor shall not fraternize with an employee whom they supervise or whose terms and conditions of employment they may influence are required to bring this to the attention of Human Resources immediately.
- Any faculty member or staff member shall not fraternize with any student with whom they teach or whose academic career they may influence, control or impact.

- Maria College will try to place necessary and reasonable measures to avoid an actual or apparent conflict of interest. The supervisory employee may be demoted or reassigned to remove the supervisor-subordinate conflict.
- In the event no suitable accommodation can be arranged, it may be necessary for one of the individuals in the dating relationship to be assigned a new position at the College. The individuals involved in the dating relationship will be given the opportunity to determine which person will move. If no decision can be made, the College will make arrangements to reassign the manager/supervisor.

Maria College reserves the right to assess current situations where a potential conflict of interest may exist. These situations will be looked at on a case-by-case basis by Human Resources.

III. TITLE IX COORDINATOR:

Maria College is committed to promoting a diverse, equitable, and inclusive working and learning environment free from sex discrimination. The Title IX Coordinator is charged with monitoring compliance with Title IX; providing education and training; and coordinating the College's response, investigation, and resolution of all reports of Prohibited Conduct under this policy. The Title IX Coordinator acts with independence and authority and oversees all resolutions under this policy free from bias and conflicts of interest. The Title IX Coordinator is available to meet with any Student, Employee, or other individual to discuss this policy or the accompanying procedures and can be contacted at:

Dr. Bill Boerner
Title IX Coordinator
700 New Scotland Avenue
Albany, NY 12208
titleix@mariacollege.edu
650-383-4753 ext. 158

Rosalyn Vazquez
Deputy Title IX Coordinator
700 New Scotland Avenue
Albany, NY 12208
rvazquez@mariacollege.edu
518-861-2580

Karen Conrad
Deputy Title IX Coordinator
700 New Scotland Avenue
Albany, NY 12208
kconrad@mariacollege.edu
518-861-2529

A. Delegation of Duties Under This Policy

Obligations in this policy assigned to a particular title, such as the Title IX Coordinator may be designated as appropriate by the College, including to external professionals.

B. Conflicts of Interest or Bias

Any individual carrying out any part of this policy shall be free from any actual conflict of interest or demonstrated bias that would impact the handling of a matter. Should the Title IX Coordinator have a conflict of interest, the Title IX Coordinator is to immediately notify the Senior Associate Vice President of Academic and Student Life who will either take, or reassign, the role of Title IX Coordinator for purposes of carrying out the handling and finalization of the matter at issue. Should any Investigator, Decision maker, or Appeal Panel Member have a conflict of interest, the Investigator, Decision maker, or

Appeal Panel Member is to notify the Title IX Coordinator upon discovery of the conflict so that the Title IX Coordinator may reassign the role as appropriate. This policy will note where parties have the opportunity to challenge the participation of any individual implementing this policy based on actual conflict of interest or demonstrated bias.

IV. REPORTING HARASSMENT AND DISCRIMINATION

A. Employee Reporting Obligations

Maria College believes it is important to be proactive in taking reasonable steps to identify and prevent incidents of sex discrimination. All employees, with limited exceptions as identified by the College, are required to promptly provide to the Title IX Coordinator all complaints or reports of sex discrimination, including sex-based harassment, and all complaints or reports of discrimination and harassment to the Title IX Coordinator and share all information reported or made available to the employee.

Researchers conducting IRB-approved human subjects research study designed to gather information about sex discrimination are not required to report to the Title IX Coordinator disclosures made in the course of that study.

The College also encourages employees who themselves experience sex discrimination to bring their concerns to the Title IX Coordinator, though they are not required to do so.

When providing this information to the Title IX Coordinator, the employee must include their own name and contact information, and all known details about an incident, which may include, if known, the dates, times, locations, names of involved individuals and the nature of the incident.

Aside from this reporting obligation, employees will, to the fullest extent possible, maintain the privacy of an individual's information, consistent with the College's [FERPA requirements](#).

In addition, certain members of the College community who interact with, supervise, chaperone, or otherwise oversee minors in programs or activities at the College or sponsored by the College are required to report immediately to the NYS Maltreatment Hotline if they have reasonable cause to suspect abuse or maltreatment of individuals under the age of 18. If there is suspected abuse or maltreatment of a minor on campus, contact the College's Campus Safety at (518) 376-0690, the Title IX Coordinator, and call the NYS Child Maltreatment Hotline at 800-342-3720.

B. Crime and Incident Disclosure Obligations

The Clery Act is a federal crime and incident disclosure law. It requires, among other things, that the College report the number of incidents of certain crimes, including some of the

Prohibited Conduct in this policy, that occur in particular campus-related locations. The Clery Act also requires the College to issue a warning to the community in certain circumstances.

In the statistical disclosures and warnings to the community, the College will ensure that a complainant's name and other identifying information is not disclosed. The Title IX Coordinator will refer information to Campus Safety when appropriate for a determination about Clery-related actions, such as disclosing crime statistics or sending campus notifications.

C. Coordination Among Multiple Institutions

When such conduct involves students or employees from two or more institutions, such institutions may work collaboratively to address the conduct provided that such collaboration complies with the Family Educational Rights and Privacy Act.

D. Public Awareness Events

Employees are required to report to the Title IX Coordinator information about sex discrimination or harassment they learn about at public awareness events such as at "Take Back the Night" or other similar programs. The Title IX Coordinator will outreach directly to any identified complainant in a report of sex-based harassment disclosed at a public awareness event that takes place on-campus or in a school-sponsored online platform, especially when there is an imminent and serious threat to someone's health or safety. The Title IX Coordinator must respond to reports of conduct that could constitute sex discrimination other than sex-based harassment if disclosed at public awareness events, wherever they occur. In all cases the College must use the information to inform its efforts to prevent sex-based harassment, including by providing tailored training to address alleged sex-based harassment in a particular part of its education program or activity or at a specific location when information indicates there may be multiple incidents of sex-based harassment.

E. How to Make a Report to the College

All complaints of violations of this policy will be taken seriously and in good faith. The Title IX Coordinator will provide information and guidance regarding how to file a complaint with the College and/or local law enforcement, as well as information and assistance about what course of action may best support the individual(s) involved and how best to address the complaint.

Every reasonable effort will be made to maintain the privacy of those making a report to the extent possible. In all cases, the College will give consideration to the party bringing forward a report with respect to how the matter is pursued. The College may, when necessary to protect the community, initiate an investigation or take other responsive actions to a report, even when the person identifying a concern chooses not to participate in a resolution process and/or requests that the College not initiate an investigation.

Employees, students, guests, or visitors who believe that this policy has been violated should promptly contact the Title IX Coordinator or another member of the Title IX Office as follows:

Dr. Bill Boerner

titleix@mariacollege.edu

[Reporting Form](#)

Website: [Office of Title IX](#)

There is no timeline for making a report of harassment or discrimination under this policy, however, the College encourages the prompt reporting of a complaint as the ability of the College to pursue the complaint to conclusion may be hindered by the passage of time. Additional information about reporting matters involving conduct by an employee may be found by contacting Human Resources at rvazquez@mariacollege.edu.

F. Policy for Alcohol and/or Drug Use Amnesty for Students

The health and safety of every student at the College is of utmost importance. The College recognizes that students who have been drinking and/or using drugs (whether such use is voluntary or involuntary) at the time that violence, including but not limited to domestic violence, dating violence, stalking, or sexual assault occurs may be hesitant to report such incidents due to fear of potential consequences for their own conduct. The College strongly encourages students to report domestic violence, dating violence, stalking, or sexual assault to institution officials. A bystander acting in good faith or a reporting individual acting in good faith that discloses any incident of domestic violence, dating violence stalking, or sexual assault to the College's officials or law enforcement will not be subject to the College's code of conduct action for violations of alcohol and/or drug use policies occurring at or near the time of the commission of the domestic violence, dating violence, stalking, or sexual assault. This policy does not provide amnesty for drug dealers or those who use drugs or alcohol as a weapon or to facilitate Prohibited Conduct. Under this Amnesty provision, personal drug use and possession, whether it is intentional or accidental, will not form the basis of student disciplinary charges. A bystander is someone who observes a crime, impending crime, conflict, potentially violent or violent behavior, or conduct that is in violation of rules or policies of an institution.

G. Privacy and Confidentiality

The College values the privacy of its students, employees, and other community members. Community members should be able to seek the assistance they need and access this policy without fear that the information they provide will be shared more broadly.

References made to privacy mean College offices and employees who cannot guarantee confidentiality, but will maintain privacy to the greatest extent possible, relaying information as necessary to investigate or seek a resolution and to notify the Title IX Coordinator or designee,

who is responsible for tracking patterns and spotting systemic issues. The College will limit the disclosure as much as practicable.

All activities under these procedures shall be conducted with the privacy interests of those involved. While the College will take all reasonable steps to protect the privacy of individuals involved in a complaint, it may be necessary to disclose some information to individuals or offices on campus in order to address a complaint or provide for the physical safety of an individual or the campus. Thus, the College cannot, and does not, guarantee that all information related to complaints will be kept confidential.

In order to maintain the privacy of evidence gathered as part of any resolution process, access to materials under the procedures in this policy will be provided only by a secure method and parties and advisors are not permitted to make copies of any documents shared or make use of the documents outside of the processes described in this policy. Parties may request to review a hard copy of materials, and the College will make that available in a supervised or monitored setting. Inappropriately sharing materials provided during this process may constitute retaliation under this policy. Nothing in this policy prohibits parties from discussing or disclosing the outcome of the matter, consistent with the prohibition on retaliation.

Individuals may speak confidentially with a Confidential Resource. Confidential Resources (e.g., licensed mental health care providers, physicians, clergy) may not report to Title IX Coordinator any identifying information about conduct that may violate the College's policies against harassment and discrimination without the written consent of the individual who supplied the information, unless required by law. Such disclosures will not be reported to the Title IX Coordinator or initiate any process under this policy.

The College has employees who are not required to report information about sex discrimination to the Title IX Coordinator:

- Privileged and confidential employees whose communications are privileged or confidential under Federal or State law. The employee must be hired for and functioning within the scope of their duties to which the privilege or confidentiality applies. For example, physicians, clergy, and mental health counselors are all confidential employees. Disclosures made to these employees means that information cannot be disclosed to anyone internal or external to the College without the expressed permission from the individual disclosing the information.

State law requires professional counselors to report: (i) when a patient is likely to engage in conduct that would result in serious harm to the patient or others; (ii) if there is reasonable cause to suspect that a minor has been sexually abused.

A list of Confidential and Non-Confidential resources may be found in section XII of this policy.

H. Protective Orders

The College's Campus Safety, if applicable, or other officials will assist members of the campus community in obtaining an order of protection or, if outside of New York State, an equivalent protective or restraining order from any state or federally recognized tribal court. If the College receives an order of protection or equivalent, an institution representative or other appropriate person will reach out and provide a copy of the order. Upon request they can also provide an explanation of the order, including the consequences for violating these orders, and answer questions about it. Campus Security will provide assistance in effecting an arrest when an individual violates an order of protection.

I. Reporting to the Police

Some Prohibited Conduct may constitute a violation of both the law and Maria College policy. The College encourages students to report alleged crimes promptly to local law enforcement agencies and/or state police. All persons have the right to file with law enforcement, as well as the right to decline to file with law enforcement. The decision not to file shall not be considered as evidence that there was not a violation of College policy.

Criminal investigations may be useful in the gathering of relevant evidence, particularly forensic evidence. The standards for finding a violation of criminal law are different from the standards for finding a violation of this policy. Conduct may constitute Prohibited Conduct under this policy even if law enforcement agencies lack sufficient evidence of a crime and decline to prosecute.

Proceedings under this policy may be carried out prior to, simultaneously with, or following civil or criminal proceedings off campus. However, when a complaint is made to the College as well as to law enforcement, the College may delay its process if a law enforcement agency requests that the College delay its process for a reasonable amount of time to allow law enforcement to gather evidence of criminal misconduct. These temporary delays should not last more than ten days except when law enforcement specifically requests and justifies a longer delay. Criminal or legal proceedings are separate from the processes in this policy and do not determine whether this policy has been violated.

All investigations and hearings under this policy will be thorough, reliable and impartial, and will seek to collect evidence and names of witnesses to gather information that is directly or substantially relevant to whether the alleged policy violation occurred and will not be based on the grounds that civil or criminal charges involving the same incident have been filed or that charges have been dismissed or reduced.

In the case of an emergency, where the physical well-being of a member of the College community or the safety of the College as an institution is threatened, any individual with such knowledge should promptly inform Campus Safety. The College may take any immediate steps

as may be necessary and appropriate under the circumstances to ensure the well-being of the College community and the College as an institution.

J. Emergency Access to Information & Resources

At any time, one of the following resources trained in interviewing victims of sexual assault will be available to provide information about options to proceed, and, where applicable, the importance of preserving evidence and obtaining a sexual assault forensic examination as soon as possible, and detailing that the criminal justice process utilizes different standards of proof and evidence and that any questions about whether a specific incident violated the penal law should be addressed to law enforcement or to the district attorney. These individuals will also explain whether they are authorized to offer the reporting individual confidentiality or privacy, and shall inform the reporting individual of other reporting options:

- Title IX Coordinator: Dr. Bill Boerner, titleix@mariacollege.edu, 650-383-4753 ext. 158
- [Albany County Crime Victims and Sexual Violence Center](#): 518-447-7716
- [Equinox Domestic Violence Services](#): 518-432-7865

V. RESPONDING TO A REPORT

The following process will be used following the receipt of a report of sex discrimination.

A. Initial Contact

- Following receipt of a report alleging a potential violation of this policy, the Title IX Coordinator will contact the complainant to meet with the Title IX Coordinator (or their designee) for an initial intake and assessment meeting, and will provide the following:
- An invitation to meet to offer assistance and explain their rights, resources, and options under this policy;
- Access to this policy;
- Information regarding available campus and community resources for counseling, health care, mental health, or victim advocacy. Upon request, information regarding legal assistance, visa and immigration assistance, student financial aid and other available services may be provided;
- The availability of Supportive Measures regardless of whether a complaint is filed and/or any resolution is initiated;
- The options for resolution (no action, prevention, agreement, investigation) and how to initiate such resolution processes;
- The right to notify law enforcement as well as the right not to notify law enforcement;
- The importance of preserving evidence and, in the case of potential criminal misconduct, how to get assistance from Campus Safety or local law enforcement in preserving evidence;
- The right to an advisor of choice during College proceedings under this policy including the initial meeting with the Title IX Coordinator;
- A statement that retaliation for filing a complaint, or participating in the complaint process, is prohibited;

- Ensure that the Complainant receives a written explanation of all available resources and options and is offered the opportunity to meet and discuss the resources and options, including information about STI's, forensic exams, and resources available through NYS Office of Victim Services; and
- Information on how to initiate the Investigation or Resolution-Based Agreement process.

B. Initial Intake & Assessment

The Initial Assessment process seeks to gather information about the nature and circumstances of the report to determine whether this policy applies to the report and, if so, which resolution process may be appropriate, as well as which section of the grievance procedures apply based on the conduct and the status of the parties. The Title IX Coordinator may also determine that the provision of supportive measures only is the appropriate response under the policy. The initial assessment is not a finding of fact or responsibility. If the individual bringing forward the complaint is not the actual complainant, the Title IX Coordinator will limit communication to general information on policies and processes.

Should the complainant wish to initiate a resolution process, the Title IX Coordinator will determine whether this policy applies and, if so, the appropriate process under this policy. The Title IX Coordinator will communicate to the complainant this determination.

If the information provided does not suggest a potential violation of this policy, the Title IX Coordinator will provide the complainant written notice that the matter is being referred for handling under a different policy, and/or to another appropriate office for handling.

C. Requests for Confidentiality or No Further Action

When a complainant requests that the Complainant not use their name as part of any resolution process, or that the College not take any further action, Maria College will generally try to honor those requests. However, there are certain instances in which the College has a broader obligation to the community and may need to act against the wishes of the complainant. In such circumstances, the Title IX Coordinator will notify the complainant in writing of the need to take action. The factors the Title IX Coordinator will consider when determining whether to act against the wishes of a complainant include:

1. The complainant's request not to proceed with initiation of a complaint;
2. The complainant's reasonable safety concerns regarding initiation of a complaint;
3. The risk that additional acts of Prohibited Conduct would occur if a complaint were not initiated;
4. The severity of the alleged Prohibited Conduct, including whether the discrimination, if established, would require the removal of a respondent from campus or imposition of another disciplinary sanction to end the discrimination and prevent its recurrence;
5. The age and relationship of the parties, including whether the respondent is an employee of the College, or whether the impacted person is a minor;

6. The scope of the alleged discrimination, including information suggesting a pattern, ongoing discrimination, or discrimination alleged to have impacted multiple individuals;
7. The availability of evidence to assist a Decision-maker in determining whether discrimination occurred;
8. Whether the College could end the alleged discrimination and prevent its recurrence without initiating its grievance procedures under this policy;
9. Whether the accused has a history of violent behavior or is a repeat offender;
10. Whether the incidents represent an escalation on the part of the person accused;
11. Whether the accused used a weapon or force;
12. Whether available information reveals a pattern of perpetration at a given location by a particular group; and
13. Whether the conduct as alleged presents an imminent and serious threat to the health or safety of the complainant or other persons, or that the conduct as alleged prevents the College from ensuring equal access on the basis of sex to its education program or activity.

D. Emergency Removal

For sex discrimination and sex-based harassment, Maria College retains the authority to remove a respondent from the College's program or activity on an emergency basis, where the College (1) undertakes an individualized safety and risk analysis, (2) determines that an immediate and serious threat to the health or safety of a complainant or any student, employee, or other individual arising from the allegations of sex discrimination justifies a removal, and (3) the College provides the respondent with notice of and an opportunity to challenge the decision immediately following the removal.

The respondent may challenge the decision immediately following the removal, by notifying the Title IX Coordinator in writing. The Title IX Coordinator will designate an impartial individual, not otherwise involved in the case, to consider the challenge to the removal and determine if the emergency removal was reasonable.

For all other Prohibited Conduct, the College may defer to its interim suspension policies for students and administrative leave for employees.

E. Administrative Leave

The College retains the authority to place an employee respondent on administrative leave during a pending complaint process under this policy, with or without pay as appropriate. Administrative leave may be a supportive measure, emergency removal, or consistent with applicable law. Administrative leave implemented as a supportive measure or as emergency removal is subject to the procedural provisions above, including the right to challenge the decision to implement that measure.

F. Dismissal of a Complaint

Before dismissing a complaint, Maria College will make reasonable efforts to clarify the allegations with the complainant. The College may dismiss a complaint if:

- The College is unable to identify the respondent after taking reasonable steps to do so;
- The respondent is not participating in the College's education program or activity and is not employed by Maria College;
- The complainant voluntarily withdraws their complaint in writing and the Title IX Coordinator declines to initiate a complaint.
- The complainant voluntarily withdraws some but not all allegations in a complaint in writing, and the College determines that the conduct that remains alleged in the complaint would not constitute Prohibited Conduct under this policy; or
- The College determines the conduct alleged in the complaint, even if proven, would not constitute Prohibited Conduct under this policy.

Upon dismissal, the College will promptly notify the complainant in writing of the basis for the dismissal. If the dismissal occurs after the respondent has been notified of the allegations, then the College will notify the parties simultaneously in writing. If a dismissal of one or more allegations changes the appropriate decision making process under these procedures, the Title IX Coordinator will include that information in the notification.

The College will notify the complainant that a dismissal may be appealed on the basis outlined in the Appeals section. If dismissal occurs after the respondent has been notified of the allegations, then the College will also notify the respondent that the dismissal may be appealed on the same bases. If a dismissal is appealed, the College will follow the procedures outlined in the Appeals section of these procedures.

When a complaint is dismissed, the College will, at a minimum:

- Offer supportive measures to the complainant as appropriate;
- If the respondent has been notified of the allegations, offer supportive measures to the respondent as appropriate; and,
- Take other prompt and effective steps, as appropriate, through the Title IX Coordinator to ensure that discrimination does not continue or recur within the College's education program or activity.

A complainant who decides to withdraw a complaint or any portion of it may later request to reinstate it or refile it.

G. Referrals for Other Misconduct

Maria College has the discretion to refer complaints of misconduct not covered by this policy for handling under any other applicable College policy or code. As part of any such referral for further handling, the College may use evidence already gathered through any process covered by this policy.

Should there be a conflict between the provision of this policy and other College policies, procedures, rules, regulations, or terms or conditions of employment, the provisions of this policy will govern unless specifically stated otherwise.

This policy and these procedures are separate from the College's student disciplinary processes, by which the College may bring a discipline charge against a student for violating College policy according to the provisions found in the [Academic Catalog – Student Code of Conduct](#).

H. Consolidation of Cases

Maria College may consolidate complaints under this policy as appropriate: for example, if there are multiple complaints where the allegations of Prohibited Conduct arise out of the same facts or circumstances, or there are multiple complaints with overlapping parties.

The College also reserves the right to use this policy to adjudicate other allegations and conduct charges as defined by policies outside of the scope of this policy in instances when the conduct is associated with an alleged issue of Prohibited Conduct under this policy. The Title IX Coordinator will address these consolidated complaints in collaboration and coordination with other appropriate offices, such as Student Affairs and Human Resources. Allegations of a violation of a separate policy are not required to be handled using the procedural requirements set forth in this policy.

I. Student Withdrawal or Employee Resignation while Matters are Pending

If a student or employee respondent withdraws or resigns from Maria College with unresolved allegations pending, the College will consider whether and how to proceed with the resolution process. The College will continue to address and remedy any systemic issues or concerns that may have contributed to the alleged violation(s) and any ongoing effects of the alleged Prohibited Conduct.

An employee respondent who resigns with unresolved allegations pending is not eligible for rehire with the College and the records retained by the Title IX Coordinator will reflect that status. All College responses to future inquiries regarding employment references for that individual will include that the former employee resigned during a pending disciplinary matter.

VI. OPTIONS FOR RESOLUTION

There are multiple ways to resolve a complaint or report of harassment and discrimination. Whenever possible, the College will utilize the resolution method chosen by the complainant. During the resolution of a complaint, the Title IX Coordinator will determine whether to implement reasonable supportive measures designed to assist all parties (complainants and respondents) and community members in maintaining access to and participation in the College's programs, services and activities during the resolution of the complaint.

This section includes information on three resolution options: (A) Support-Based Resolution, (B) Agreement-Based Resolution, and (C) Formal Resolution, which may include an investigation only based process, or an Investigation and Hearing based process.

A. Support- Based Resolution

A support-based resolution is an option for a complainant who does not wish the College to take any further steps to address their concern, and when the Title IX Coordinator determines that another form of resolution, or further action, is not required. Some types of support that may be appropriate include, but are not limited to, adjustments or changes to class schedules; moving from one residence hall room to another; adjusted deadlines for projects or assignments; adjustments to work schedule or arrangements; escorts to and around campus; or counseling.

A support-based resolution does not preclude later use of another form of resolution, for example if new information becomes available to the College and the Title IX Coordinator determines there is need for additional steps to be taken, or the complainant later decides to pursue a Resolution Agreement or type of Formal Resolution.

B. Agreement-Based Resolution

Agreement-Based Resolution is an alternative to the investigation and decision-making procedures where the Parties each voluntarily agree to resolve the complaint in a way that does not include an investigation and does not include any finding of responsibility. Agreement-Based Resolution is a voluntary, structured interaction between or among affected parties that balances support and accountability. If the College offers Agreement-Based Resolution to the parties, and they voluntarily consent to engage in that process, the Title IX Coordinator must still take other prompt and effective steps as needed to ensure that sex discrimination does not continue or recur within the education program or activity.

Any party may design a proposed agreement between the parties. The Title IX Coordinator must approve of the use of the Agreement-Based Resolution process and approve the final agreement between the parties. Agreement-Based Resolution may be initiated at any time prior to the release of the final determination should the matter be resolved via Formal Resolution. Because Agreement-Based Resolution does not involve an investigation, there is not any determination made as to whether a respondent violated this policy.

The Title IX Coordinator has the discretion to determine that Agreement-Based Resolution is not an appropriate way to address the reported conduct, and that the matter must instead be resolved through the Formal Resolution process if appropriate.

1. Initiating the Agreement-Based Resolution Process

Prior to the initiation of Agreement-Based Resolution, the Title IX Coordinator will provide the Parties written notice that includes:

- The specific allegation and the specific conduct that is alleged to have occurred;
- The requirements of the Agreement-Based Resolution process;
- Any consequences resulting from participating in the Agreement-Based Resolution process, including the records that will be maintained or could be shared, and whether Maria College could disclose such information for use in a future College grievance process, including an investigation and resolution process arising from the same or different allegations, as may be appropriate.
- Notice that an agreement resulting from the Agreement-Based Resolution process is binding only on the parties and is not subject to appeal.
- Notice that once the Agreement is finalized and signed by the Parties, they cannot initiate or continue an investigation procedure arising from the same allegations.
- A statement indicating that the decision to participate in the Agreement-Based Resolution process does not presume that the conduct at issue has occurred.
- A statement that the respondent is presumed not responsible for violating this policy, unless respondent admits to violations of this policy;
- An explanation that all parties may be accompanied by an advisor of their choice, who may be a parent, colleague, friend, or attorney;
- A statement that any party has the right to withdraw from the Agreement-Based Resolution process and initiate or resume grievance procedures at any time before agreeing to a resolution;
- The date and time of the initial meeting with staff or the Title IX Coordinator, with a minimum of 3 business days' notice;
- Information regarding Supportive Measures, which are available equally to the parties; and
- The potential terms that may be requested or offered in an Agreement-Based Resolution agreement.

2. Facilitating an Agreement

If all parties are willing to explore Agreement-Based Resolution, the Title IX Coordinator will then meet separately with each party to discuss the Agreement-Based Resolution process and facilitate an agreement. If an agreement cannot be reached, either because the Parties do not agree, determine they no longer wish to participate in the Agreement-Based Resolution process, or the Title IX Coordinator does not believe that the terms of the agreement or continuing the Agreement-Based Resolution process is appropriate, the Title IX Coordinator may decide that the reported conduct will instead be addressed through the Formal Resolution process as appropriate. The Title IX Coordinator will inform the Parties of such decision, in writing.

Agreement-Based Resolution processes are managed by facilitators who do not have a conflict of interest or bias in favor of or against complainants or respondents generally or regarding the specific parties in the matter. The Title IX Coordinator may serve as the facilitator, subject to these restrictions. An Investigator or Decision maker for the matter may not facilitate an Agreement-Based Resolution in that same matter.

Any party may craft or create the terms of their agreement and will be asked for their suggestions or ideas. Examples of agreements may include but are not limited to:

- an agreement that the respondent will change classes or housing assignments;
- an agreement that the Parties will not communicate or otherwise engage with one another;
- an agreement that the Parties will not contact one another;
- completion of a training or educational project by the respondent;
- completion of a community service project by the respondent;
- an agreement to engage in a restorative justice process or facilitated dialogue; and/or
- discipline agreed upon by all parties.

In order to facilitate Agreement-Based Resolution, information shared by any party will not be used in any related resolution process of the same complaint under this policy. No evidence concerning the allegations obtained within the Agreement-Based Resolution process may be disseminated to any outside person, provided that any party to the Agreement-Based Resolution process may generally discuss the allegations under investigation with a parent, advisor, or other source of emotional support, or with an advocacy organization. An admission of responsibility made during an Agreement-Based Resolution process, however, may not be incorporated into the Formal Resolution and adjudication proceedings.

3. Finalizing the Resolution Agreement

Once the final terms of the Resolution Agreement have been agreed upon by all parties, in writing, and approved by the Title IX Coordinator, the matter will be considered closed, and no further action will be taken. Once signed, no appeal is permitted. The Agreement-Based Resolution process is generally expected to be completed within thirty (30) days and may be extended by the Title IX Coordinator as appropriate. All parties will be notified, in writing, of any extension and the reason for the extension.

Records of an Agreement-Based Resolution process can be shared with other offices as appropriate. Any violations of the terms of the Resolution Agreement may result in disciplinary action.

C. Formal Resolution: Investigation & Decision-making Resolution

This policy includes two types of investigation and decision-making procedures for Formal Resolution:

- **Resolution Process A:** utilized for Formal Resolution adjudication of all prohibited conduct matters except for sex-based harassment involving a student as a party;
- **Resolution Process B:** utilized for Formal Resolution adjudication for sex-based harassment involving a student as a party.

The following information applies to both types of Formal Resolution Processes:

Acceptance of Responsibility

If a respondent accepts responsibility for all or part of the Prohibited Conduct alleged, the designated sanctioning officer will issue an appropriate sanction or responsive action as to those violation(s) and continue processing any remaining allegations of Prohibited Conduct, if any.

Assignment of the Investigator and/or Decision-maker

The College will assign a trained investigator and/or Decision-maker to conduct an adequate, reliable, and impartial investigation and hearing, if applicable, in a reasonably prompt timeframe. The College reserves the right to utilize internal or external investigators, Decision-makers, or hearing officers.

All parties have the option to participate in the investigation and/or hearing, and each have the same rights during the resolution process including the right to an advisor, to submit relevant witness names and evidence, and to review the evidence gathered by the investigator prior to the investigator providing the final report to the Decision-maker. In cases where there is a hearing, all parties have the same rights at the hearing, including the right to review any evidence that will be considered by the Decision-maker prior to the hearing.

The investigator will establish deadlines for submission of names of relevant witnesses and submission of evidence and communicate those deadlines to the parties in writing.

Conflict of Interest or Bias

After a Notice of Investigation is issued to all parties, any party may object to the participation of the Title IX Coordinator or designated investigator on the grounds of a demonstrated bias or actual conflict of interest. All parties will have three (3) business days from the date of the Notice of Investigation to object to the selection of the investigator or the Title IX Coordinator. Objections to the Title IX Coordinator are to be made, in writing, to the Vice President of Student Affairs. Objections to the appointment of the investigator are to be made in writing, to the Title IX Coordinator. All objections will be considered, and changes made as appropriate. If the objection is substantiated as to either the Title IX Coordinator or the Investigator, that individual shall be replaced. Any change will be communicated in writing.

Timeline

In those cases that do not include a hearing, the College strives to complete the investigation process within ninety (90) days from the date of the Notice of Investigation. In those cases that include a hearing, the College strives to complete the investigation process within sixty (60) days from the date of the Notice of Investigation and complete the hearing within sixty (60) days of the Notice of Hearing.

The timeline for any part of the resolution process may be extended for good cause by the Title IX Coordinator. All parties shall be notified, in writing, of any extension to the timeline that is granted, the reason for the extension, and the new anticipated date of conclusion of the investigation and/or hearing. Good cause reasons for extension may include ensuring availability of witnesses and other participants and ensuring participants have sufficient time to review materials.

The College shall not unreasonably deny a student request for an extension of a deadline related to a complaint during periods of examinations or school closures.

The investigator and/or Title IX Coordinator shall provide the Parties with periodic status updates, in writing.

Burden and Standard of Review

Maria College has the burden of conducting an investigation that gathers sufficient evidence to determine whether Prohibited Conduct occurred. This burden does not rest with any party, and any party may decide to limit their participation in part or all of the process, or to decline to participate. This does not shift the burden of proof away from the College and does not indicate responsibility. The standard of proof used in any investigation and decision-making process is the preponderance of the evidence standard, which means more likely than not.

Written Notice of Meetings

Maria College will provide to a party or witness whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all meetings or proceedings with sufficient time to prepare to participate.

Evidence Gathering

Interviews

The investigator will interview all parties and relevant witnesses and gather relevant documentary evidence provided by the parties and any identified witnesses. Interviews may be conducted in person, or via video conference. When a party meets with an investigator, the investigator will ask questions related to the allegations in the complaint and a party is given the opportunity to speak to the allegations and related events. Parties may identify fact witnesses and provide evidence that is relevant to the allegations and not otherwise impermissible. This will include inculpatory evidence (that tends to show it more likely that

someone committed a violation) and exculpatory evidence (that tends to show it less likely that someone committed a violation). The investigator ultimately determines whom to interview to determine the facts relevant to the complaint.

Impermissible Evidence

The following types of evidence, and questions seeking that evidence, are impermissible. This means this information will not be accessed or considered, except by the College to determine whether one of the exceptions listed below applies. This information will not be disclosed or otherwise used, regardless of relevance:

- Evidence that is protected under a privilege recognized by Federal or State law, unless the person to whom the privilege or confidentiality is owed has voluntarily waived the privilege or confidentiality;
- Evidence provided to an employee designated by the College as exempt from internal reporting under this policy, unless the person who made the disclosure or otherwise provided evidence to that employee has voluntarily consented to re-disclosure;
- A party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the provision of treatment to the party or witness, unless the College obtains that party's or witness's voluntary, written consent for use in its grievance procedures; and
- Evidence that relates to the complainant's sexual interests or prior sexual conduct, unless evidence about the complainant's prior sexual conduct is offered to prove that someone other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant's prior sexual conduct with the respondent that is offered to prove consent to alleged sex-based harassment. The fact of prior consensual sexual conduct between the parties does not by itself demonstrate or imply the complainant's consent to other sexual activity or preclude a determination that Prohibited Conduct occurred.
- In matters of sexual assault, domestic violence, dating violence, and stalking, all parties have the right to exclude their own prior sexual history with persons other than the other party in the investigation and decision-making process or their own mental health diagnosis and/or treatment from admittance in the institution disciplinary stage that determines responsibility. The limit does not exclude evidence of prior sexual history with the other party in the investigation that is relevant to an allegation or defense of an allegation.

Expectations of Decorum in all proceedings

The College will share expectations of decorum to be observed at all times in any meeting or proceeding under this policy. These expectations are applied equally to all parties and advisors. The College has the discretion to remove, with or without prior warning, from any meeting or proceeding an involved party, witness, or advisor who does not comply with these expectations and any other applicable rules. Decorum expectations include the following:

- Individuals participating in the resolution process are expected to maintain decorum and abide by any expectations detailed in this policy or provided by the Investigator, Decision Maker, or Title IX Coordinator. These expectations are applied equally to all parties and advisors.
- Questions must be conveyed in a neutral tone;
- Parties and Advisors will refer to other parties, witnesses, advisors, and institutional staff using the name and gender used by the person and shall not intentionally mis-name or mis-gender that person in communication or questioning;
- No party may act abusively or disrespectfully toward any other party, witness, Investigator, or any other resolution process participant;
- Parties may not use profanity or make irrelevant ad hominem attacks upon a party or witness. Questions are meant to be interrogative statements used to test knowledge or understand a fact, they may not include accusations within the text of the question;
- Parties and advisors may take no action that a reasonable person in the shoes of the affected party would see as intended to intimidate that person (whether party, witness, or official) into not participating in the process or meaningfully modifying their participation in the process.
- No unauthorized audio or video recording of any kind is permitted during any proceeding or meeting. If the Investigator or Title IX Coordinator elects to audio and/or video record interviews, meetings, or proceedings, all involved parties must be made aware of audio and/or video recording.

1. Resolution Process A: Investigation & Decision-making Procedures for All Prohibited Conduct Except Sex-Based Harassment Involving a Student Party

This procedure is for all matters of Prohibited Conduct being investigated and determined under this policy except for sex-based harassment involving a student as a party.

The College will assign a trained investigator to conduct an adequate, reliable, and impartial investigation in a reasonably prompt timeframe. The College reserves the right to utilize internal or external investigators.

All parties have the option to participate in the investigation and/or hearing, and each have the same rights during the resolution process including the right to an advisor, to submit relevant witness names and evidence, and to review the evidence gathered by the investigator prior to the investigator's making any findings. In the event of a hearing, all parties have the same rights, including the right to review any evidence gathered by the investigator prior to the investigator making any findings.

Notice of Investigation

Prior to the start of an investigation, the Parties will be provided a written Notice of Investigation communicating the initiation of an investigation. Should additional allegations

be brought forward, or information regarding location or date of the incident(s), a revised written Notice of Investigation shall be provided to all parties.

The Notice shall include, at a minimum:

- Maria College's resolution procedures, including the applicable determination procedure, and any alternative resolution process, with a link to the full procedures;
- The specific allegations, including the identity of the parties, and dates and location if known;
- Sufficient information available at the time to allow the parties to respond to the allegations, including the identities of the parties involved in the incident(s), a description of the facts alleged to constitute Prohibited Conduct, the type of Prohibited Conduct, and the date(s) and location(s) of the alleged incident(s);
- A statement that Retaliation is prohibited;
- Contact information for the assigned investigator, as well as the process for raising a challenge to the appointed investigator or Title IX Coordinator, and the deadline for doing so;
- Expected length of the major stages of the resolution process, as well as any applicable deadlines.
- Whether the Investigator, or another individual, shall serve as the Decision maker.
- A statement that the respondent is presumed not responsible for Prohibited Conduct until a determination is made at the conclusion of the investigation and decision-making procedures. Prior to such a determination, the parties will have an opportunity to present relevant and not otherwise impermissible evidence.
- The parties may have an advisor of their choice who may be a friend, colleague, therapist, or attorney;
- The parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence, and to provide a response;
- A statement that the College prohibits knowingly making false statements or knowingly submitting false information during grievance procedures, with a link to the relevant policy(ies).
- The date and time of the initial interview with the investigator, with a minimum of five (5) business days' notice.

Individual Interviews

The investigator will hold individual interviews with parties and witnesses to ask relevant and not otherwise impermissible questions and follow-up questions, including questions exploring credibility. Only the investigator and the party or witness may attend each individual interview. A party's advisor may attend these meetings, subject to the rules described in this policy. Additional attendees may be permitted at the discretion of the Title IX Coordinator in connection with an approved disability-related accommodation. All persons present at any time during any part of the investigation or resolution process are expected to maintain the privacy

of the proceedings and not discuss or otherwise share any information learned as part of those proceedings and may be subject to further College discipline for failure to do so.

The individual interviews may be conducted with all participants physically present in the same geographic location, or, at the College's discretion, with all participants joining virtually through a video conferencing option.

Evidence Review

At the conclusion of all fact-gathering, the investigator will provide each party and their advisor, if any, the opportunity to review all relevant and not otherwise impermissible evidence gathered.

The purpose of the inspection and review process is to allow each party the equal opportunity to meaningfully respond to the evidence prior to conclusion of the investigation, to submit any additional relevant evidence, and the names of any additional witnesses with relevant information. This is the final opportunity to offer evidence, or names of witnesses. Given the sensitive nature of the information provided, the College will facilitate this review in a secure manner. None of the parties nor their advisors may copy, remove, photograph, print, image, videotape, record, or in any manner otherwise duplicate or remove the information provided. Any student or employee who fails to abide by this may be subject to discipline. Any advisor who fails to abide by this may be subject to discipline and/or may be excluded from further participation in the process.

The parties will have a minimum of five (5) business days to inspect and review the evidence and submit a written response in writing to the investigator. The College will provide access to copies of the parties' written responses to the investigator to all parties and their advisors, if any. The Title IX Coordinator shall have the discretion to extend the evidence review period based on the volume and nature of the evidence. At the conclusion of the evidence review, when deemed appropriate by the investigator, the investigator shall then conduct any additional fact-gathering as may be necessary. If new, relevant evidence is gathered during this second fact-gathering period, the new evidence will be made available for review by the parties and their advisors. The parties shall have five (5) business days to provide a response to the newly gathered evidence. No new evidence will be accepted as part of any response, except that the investigator shall have the discretion to accept relevant evidence that was not previously available or known to exist, and that was not previously discoverable with the exercise of reasonable diligence.

The investigator will consider the parties' written responses before finalizing the investigation report.

Impact Statements

Following the investigation, the parties will be offered an opportunity to provide written impact statements to the Title IX Coordinator. The Title IX Coordinator will share the impact statements, if submitted, with the parties and their advisors; however, the parties may not respond or provide any comments to the submitted impact statements. The Title IX Coordinator will only provide the impact statements to the investigator if there is a finding of responsibility for Prohibited Conduct to support sanctioning decisions. Impact statements will not be considered by the investigator when reaching a determination of responsibility.

Investigation Report

The investigator, who will also serve as the Decision-maker, shall evaluate the relevant and not impermissible evidence and make a factual determination regarding each allegation, and also determine whether a violation of the policy occurred. The investigator may choose to place less or no weight upon statements by a party or witness who refused to respond to questions deemed relevant and not impermissible or declined to participate. The investigator will not draw an inference about whether sex-based harassment occurred based solely on a party's or witness's refusal to respond to questions.

The investigator shall prepare a report which shall include:

- A description of the allegations of Prohibited Conduct;
- Information about the policies and procedures used to evaluate the allegations;
- A description of the procedural steps taken from the receipt of the complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, and methods used to gather other evidence;
- An evaluation of the relevant and not otherwise impermissible evidence and the rationale for that evaluation;
- Findings of fact for each allegation, with rationale;
- Conclusions regarding which section of this policy or other College policy, if any, the respondent has or has not violated, with rationale.

This report shall be provided to the Title IX Coordinator. In the event that the investigator has determined that a violation of College policy has occurred, they will then make a recommendation for the sanction with support from the Title IX Coordinator. The Title IX Coordinator shall then determine the appropriate remedy(ies) for the complainant and any impacted parties. Past findings of responsibility relating to this Policy, or any other College Policy are admissible in the sanctioning stage only. The investigator's sanction recommendation will be identified to the appropriate appointing authority for employees, and the Vice President of Academic Affairs for students to determine the final sanction.

The Title IX Coordinator shall then provide the parties and their advisors, if any, with a written Notice of Outcome and a copy of the investigation report. The Notice of Outcome shall include:

- A statement of, and rationale for, any disciplinary sanctions the College imposed on the respondent;
- A statement as to whether remedies will be provided to the Complainant;
- For the complainant, a description of any remedies that apply to the complainant;
- The College's procedures and the permitted reasons for the parties to appeal, including identifying the Appeal Panel;
- How to challenge participation by the Appeal Panel for bias or conflict of interest, which the Title IX Coordinator will resolve in their sole discretion.

The determination regarding responsibility becomes final either on the date that the College provides the parties with the written determination of the result of any appeal, or, if no party appeals, the date on which an appeal would no longer be considered timely.

2. Resolution Process B: Investigation & Decision-making Procedures in Cases of Sex-Based Harassment Involving a Student Party

The following describes the investigation and decision-making procedures for matters of sex-based harassment in which a student is either a complainant or respondent, regardless of the status of the other party.

Notice of Investigation

Prior to the start of an investigation, the Parties will be provided a written Notice of Investigation communicating the initiation of an investigation. Should additional allegations be brought forward, or information regarding location or date of the incident(s), a revised written Notice of Investigation shall be provided to all parties.

The Notice shall include, at a minimum:

- Maria College's investigation procedures, including the applicable determination procedure that will be used in this investigation and resolution, and a link to the relevant policies;
- Information about the agreement-based resolution process, with a link to the full procedures;
- Sufficient information available at the time to allow the parties to respond to the allegations, including the identities of the parties involved in the incident(s), a description of the facts alleged to constitute Prohibited Conduct, the specific type of Prohibited Conduct alleged under the policy, and the date(s), time(s), and location(s) of the alleged incident(s);
- A statement that retaliation is prohibited;
- Whether the investigator, or another individual, shall serve as the Decision-maker;
- Expected length of the major stages of the resolution process, as well as any applicable deadlines;
- The Notice will inform the parties that the investigator will establish and communicate, in writing, all investigation deadlines, including the final deadlines for submitting

names of witnesses, evidence, and relevant questions to ask a party or witness. These deadlines may be extended by the Title IX Coordinator for good cause, and any changes will be provided, in writing, to the parties, along with the rationale for the revised deadline(s);

- The process for raising a challenge to the appointed investigator or Title IX Coordinator, and the deadline for doing so;
- A statement that the respondent is presumed not responsible for Prohibited Conduct until a determination is made at the conclusion of the resolution process. Prior to such a determination, the parties will have an opportunity to present relevant and not otherwise impermissible evidence to a trained, impartial Decision-maker. Should the respondent be found responsible, possible sanctions may include suspension or expulsion from the College.
- A statement that the parties may have an advisor of their choice who may be a friend, parent, therapist, colleague, or attorney;
- The parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence or an investigation report that accurately summarizes this evidence. The parties are entitled to an equal opportunity to access the relevant and not impermissible evidence upon the request of any party;
- Information that the College's Code of Conduct prohibits knowingly making false statements or knowingly submitting false information during grievance procedures; and
- The date and time of the initial interview with the Investigator, with a minimum of five (5) business days' notice.

Individual Interviews

The investigator will hold individual interviews with parties and witnesses to ask relevant and not otherwise impermissible questions and follow-up questions, including questions exploring credibility, and to request of the parties the names of relevant witnesses and relevant evidence. Only the investigator and the party or witness may attend each individual interview. A party's advisor may attend these meetings, subject to the rules described in this policy. Additional attendees may be permitted at the discretion of the Title IX Coordinator in connection with an approved disability-related accommodation. All persons present at any time during any part of the investigation or resolution process are expected to maintain the privacy of the proceedings and not discuss or otherwise share any information learned as part of the grievance process and may be subject to further College discipline for failure to do so.

The investigator will then gather from parties, witnesses, and other sources, all relevant evidence.

The College will share expectations of decorum to be observed at all times in any meeting or proceeding under this policy. These expectations are applied equally to all parties and advisors. The College has the discretion to remove, with or without prior warning, from any meeting or

proceeding an involved party, witness, or advisor who does not comply with these expectations and any other applicable College rules.

The individual interviews may be conducted with all participants physically present in the same geographic location, or, at the College's discretion, with all participants joining virtually through a video conferencing option. The investigator will determine, in their sole discretion, whether parties and witnesses are likely to provide relevant information about the allegations and has the sole discretion to determine which parties and witnesses to call to an interview. The investigator may conduct follow-up interviews as they deem appropriate.

Investigator Determination of Relevance

The investigator will determine whether parties and witnesses are likely to provide relevant information about the allegations and has the sole discretion to determine which parties and witnesses to call to individual follow-up meetings.

The investigator will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance. Character evidence is not relevant evidence, and therefore will not be considered.

Evidence Review

At the conclusion of all fact-gathering, the investigator will provide each party and their advisor the opportunity to review all relevant and not otherwise impermissible evidence gathered. In the event that an audio or audiovisual recording is shared, the recording will only be made available at an in-person and monitored meeting on campus, and will not otherwise be transmitted for review, so as to maintain the privacy of those participating in the process.

The purpose of the inspection and review process is to allow each party the equal opportunity to meaningfully respond to the evidence prior to conclusion of the investigation, to submit any additional relevant evidence, and the names of any additional witnesses with relevant information. This is the final opportunity to offer evidence or names of witnesses. Evidence not provided during the investigation process will not be considered by the Decision-maker. Given the sensitive nature of the information provided, the College will facilitate this review in a secure manner. None of the parties nor their advisors may copy, remove, photograph, print, image, videotape, record, or in any manner otherwise duplicate or remove the information provided. Any student or employee who fails to abide by this may be subject to discipline. Any advisor who fails to abide by this may be subject to discipline and/or may be excluded from further participation in the process.

The parties will have a minimum of five (5) business days to inspect and review the evidence and submit a written response in writing to the investigator. The Title IX Coordinator shall have the discretion to extend the evidence review period based on the volume and nature of the evidence.

When deemed appropriate by the investigator, the investigator shall then conduct any additional fact gathering as may be necessary. If new, relevant evidence was submitted as part of evidence review, or is gathered during this second fact-gathering period, the new relevant evidence will be made available for review by the parties and their advisors. The parties shall have five (5) business days to provide a response to the newly gathered evidence. No new evidence will be accepted as part of any response, except that the investigator shall have the discretion to accept relevant evidence that was not previously available or known to exist, and that was not previously discoverable with the exercise of reasonable diligence.

The investigator will consider the parties' written responses before finalizing the investigation report.

Determination and Investigation Report

The investigator will prepare a written report summarizing all of the relevant evidence gathered and all steps taken during the investigation process. The investigator will also include as an attachment all relevant evidence gathered during the investigation, as well as all interview notes.

Conclusion of Investigation, Notice of Hearing

Once the investigation report is final, the report together with all attachments shall be provided to each party and to their advisor, if any, in a secure manner (e.g., by providing digital copies of the materials through a protected, "read-only" web portal). Each party shall have ten (10) business days to provide a response. The response, if any, shall be provided to the Decision-maker/Hearing Officer and shared with the parties and their advisor, if applicable.

Following conclusion of the investigation, each party shall be provided with a Notice of Hearing, which shall include information regarding the date of the hearing, the identity of the Decision-maker/Hearing Officer, the process to be used at the hearing, deadlines for submission of evidence, names of witnesses, or questions to be reviewed by the Decision-maker/Hearing Officer to ensure they are relevant to the allegations. The hearing shall be scheduled no less than ten (10) business days from the date of the Notice of Hearing.

Within three (3) business days of receipt of the Notice of Hearing, either party may object to the Decision-maker/Hearing Officer on the basis of a demonstrated bias or actual conflict of interest. Any objection is to be in writing and sent to the Title IX Coordinator. Should the Title IX Coordinator determine that there is an actual bias or conflict of interest, the Title IX Coordinator shall remove the Decision-maker/Hearing Officer and appoint another.

Hearing Procedures

The purpose of a hearing is for a Decision-maker/Hearing Officer to determine whether the conduct occurred as alleged, and if so, whether that conduct violates this policy. The College expects that all individuals who participate in the hearing process do so truthfully and that

all who have a responsibility for carrying out one or more aspects of the hearing process do so fairly and without prejudice or bias. Hearings may be conducted in person or via videoconferencing. The Title IX Coordinator may determine that the hearing will continue in the absence of any party or any witness.

The College will appoint a Decision-maker/Hearing Officer, who may be the same person as the Title IX Coordinator or investigator, who will determine whether a violation of College policy has occurred. The Decision-maker/Hearing Officer shall have the authority to determine the relevance of evidence submitted, and of questions asked, to limit the time allotted to any phase of the hearing, and/or to limit the time allotted to the full hearing. Decision-maker/The Hearing Officer shall not draw an inference about the determination regarding responsibility based solely on a party's absence from the hearing or refusal to answer questions posed.

Each hearing shall be recorded by the College and this recording will be considered the only official recording of the hearing. No other individual is permitted to record while the hearing is taking place. The recording is the property of the College but shall be available for listening until the conclusion of the appeals process to complainant, respondent, their respective advisors, Decision-maker/Hearing Officer, and Appeal Panel by contacting the Title IX Coordinator.

Prior to the Hearing

The parties and the Hearing Officer all have the right to call witnesses. Witnesses participating in the hearing must have information relevant to the allegations. Parties who wish to call witnesses must submit the name of the witness at least five (5) business days in advance of the hearing.

Only witnesses who participated in the investigation will be permitted to participate in the hearing, unless the witness was otherwise unknown or not known to have relevant information during the course of the investigation. If the witness did not participate in the investigation, the party must also provide the reason the witness was not interviewed by the investigator, and what information the witness has that is relevant to the allegations. The Decision-maker/Hearing Officer will then determine whether the witness has relevant information and if there is sufficient justification for permitting the witness to participate. The Decision-maker/Hearing Officer may instead send the case back to the investigator to interview the newly proffered witness prior to the hearing taking place.

A list of witnesses approved by the Decision-maker/Hearing Officer will be provided to the parties at least three (3) business days prior to the hearing.

Three (3) business days prior to the hearing, each party shall submit to the Decision-maker/Hearing

Officer a preliminary list of questions they wish to pose to the other party, or to a witness. If the Decision-maker/Hearing Officer determines that any questions are not relevant or seek otherwise impermissible evidence, the Decision-maker/Hearing Officer shall exclude the question and explain the reason for the exclusion of the question at the hearing. Questions that are unclear or harassing of the party or witness being questioned will not be permitted. The Decision-maker/Hearing Officer must give a party an opportunity to clarify or revise any question that the Decision-maker/Hearing Officer has determined is unclear or harassing and, if the party sufficiently clarifies or revises a question, and the question is relevant, the question will be asked.

Advisor

Each party is entitled to be accompanied by one advisor at the hearing. The role of the advisor is to assist the party with understanding and navigating the proceedings. The advisor may not advocate for, respond for, or otherwise speak on behalf of, a party during the hearing. In the event that a party does not appear for the Hearing, the advisor for that party may not participate in the hearing or submit questions to be asked on behalf of the party.

Hearing Participation Guidelines

The Decision-maker/Hearing Officer shall have the authority to maintain order and decorum at the hearing, including responding to disruptive or harassing conduct, and when necessary to adjourn the hearing or exclude the disruptive person. In the event the Decision-maker/Hearing Officer removes an advisor, the Decision-maker/Hearing Officer will have the discretion to appoint another advisor for the remainder of the hearing. The Decision-maker/Hearing Officer also has the authority to determine whether any questions are not relevant, abusive, intimidating, or disrespectful, and will not permit such questions. The Decision maker/Hearing Officer cannot draw an inference about the determination regarding responsibility based solely on a party's absence from the live hearing.

Statements, Questioning and Presentation of Evidence

During the hearing, each party will be permitted to provide an introductory statement. Following introductory statements, the Decision-maker/Hearing Officer will call parties and witnesses for questioning. The order of questioning shall be determined by the Decision-maker/Hearing Officer. The Decision-maker/Hearing Officer will pose questions to the parties and witnesses including the questions the Decision-maker/Hearing Officer approved to be asked that were submitted by each party prior to the hearing. Each party will then be provided an opportunity to submit follow-up written questions to the Decision-maker/Hearing Officer for the Decision-maker/Hearing Officer to pose to the other party or witnesses. If the Decision-maker/Hearing Officer determines that any questions are not relevant to the allegations, or seek otherwise impermissible evidence, the Decision-maker/Hearing Officer shall exclude the question and explain the reason for the exclusion of the question at the hearing and offer an opportunity to the party to reframe or resubmit

the question. Questions that are unclear or harassing of the party or witness being questioned will not be permitted.

Only the Decision-maker/Hearing Officer is permitted to ask questions of parties and witnesses. Neither party may directly question the other party or witness. Advisors are not permitted to directly or indirectly question the other party or witness.

Following the questioning of parties and witnesses, each party will be permitted to provide a closing statement. An advisor is not permitted to provide a closing statement on behalf of their party.

Impact Statements

Following the hearing, the parties will be offered an opportunity to provide written impact statements 24 hours after the conclusion of the hearing to the Title IX Coordinator. The Title IX Coordinator will share the impact statements, if submitted, with the parties and their advisors; however, the parties may not respond or provide any comments to the submitted impact statements. The Title IX Coordinator will only provide the impact statements to the Decision-maker/Hearing Officer if there is a finding of responsibility for Prohibited Conduct to support sanctioning decisions. Impact statements will not be considered by the Decision-maker/Hearing Officer when reaching a determination of responsibility.

Hearing Officer's Report

Following the hearing, the Decision-maker/Hearing Officer shall prepare a determination report. All findings shall be made by a preponderance of the evidence, meaning more likely than not. To the extent credibility determinations need to be made, such determinations shall not be based on a person's status as complainant, respondent, or witness. In the event the Decision-maker/Hearing Officer makes a determination of responsibility their sanction recommendation(s) will be identified to the appropriate appointing authority for employees, and the Vice President of Academic Affairs for students to determine the final sanction. Past findings of responsibility relating to this Policy or any other College Policy are admissible in the sanctioning stage only.

The determination report will include:

- A description of the sex-based harassment;
- A reference to the policies and procedures used to evaluate the allegations;
- Description of all procedural steps taken to date;
- The Decision-maker/Hearing Officer's evaluation of the relevant and not otherwise impermissible evidence along with the finding of facts;
- Determinations for each allegation, with the rationale;
- Sanction recommendation, if applicable; • Whether remedies will be provided;
- The procedures for an appeal.

The Decision-maker/Hearing Officer's report shall be provided to the Title IX Coordinator. The Title IX Coordinator shall communicate the findings to each party, and their advisor should the party wish the advisor to receive it, a written Notice of Outcome along with a copy of the Decision-maker/Hearing Officer's report, to the parties, together with procedures for appeal. The Title IX Coordinator will also provide written communication to the complainant regarding any appropriate remedies in the event of a finding of responsibility.

VII. SANCTIONS

One or more of the sanctions or disciplinary steps listed here may be imposed on a respondent who is found responsible for a violation of the College's policies. Sanctions or disciplinary steps not listed here may be imposed in consultation with the Title IX Coordinator. If found not responsible, no further action taken regarding the complaint.

The form of sanction or discipline used will depend on the nature of the offense, as well as any prior disciplinary history. Such discipline or sanction will be imposed pursuant to and in accordance with any and all applicable College rules, policies, and procedures. Factors considered when determining a sanction/responsive action may include:

- The nature, severity of, and circumstances surrounding the violation.
- An individual's disciplinary history.
- Previous grievances or allegations involving similar conduct.
- The need for sanctions/responsive actions to bring an end to the discrimination, harassment, or retaliation.
- The need for sanctions/responsive actions to prevent the future recurrence of discrimination, harassment, or retaliation.
- The need to remedy the effects of the discrimination, harassment or retaliation on the victim and the campus community.

Student sanctions imposed are implemented when the decision is final (after an appeal, or, if there was no appeal, after the appeals period expires).

Employees found responsible for violating this policy may be referred to the appropriate College official for any other applicable processes.

Possible sanctions and disciplinary steps for student respondents include, but are not limited to the following:

- Reprimand or warning;
- Changing the Respondent's work or academic schedule;
- Disciplinary probation;
- Revocation or withholding of honors or awards, or a degree;
- Community service and/or training;
- Restricting the Respondent's access to College facilities or activities;
- Issuing a no-contact order or requiring that such an order remain in place;

- Suspension (limited time or indefinite);
- Expulsion; and/or
- Other actions deemed appropriate by the College.

Possible sanctions and disciplinary steps for employee respondents include, but are not limited to:

- Reprimand or warning;
- Changing the Respondent's work schedule;
- Disciplinary probation;
- Revocation of honors or awards;
- Community service and/or training;
- Restricting the Respondent's access to College facilities or activities;
- Issuing a no-contact order or requiring that such an order remain in place;
- Dismissal from, restricting, or reassignment of College employment;
- Suspension (limited time or indefinite);
- Forfeiture of a benefit, honor, leadership position, or other privilege enjoyed by virtue of the person's membership as adjunct faculty, staff, or administration;
- Reassignment of College employment;
- Administrative leave during the pendency of processes outlined in this policy;
- Termination; and/or
- Other actions deemed appropriate by the College.

The sanctions available for students or employees who have been found responsible under the following specific forms of prohibited conduct are limited to the following:

Sexual Assault:

- Expulsion or Termination.
- Suspension for 1, 2, 3, 4, 5, 6, 7, or 8 semesters or for employees for a designated period of time.
- Restricting the Respondent's access to College facilities or activities.
- Dismissal from or restricting reassignment of College employment.
- Assignment of educational program and/or training.

Domestic Violence:

- Expulsion or Termination.
- Suspension for 1, 2, 3, 4, 5, 6, 7, or 8 semesters or for employees for a designated period of time.
- Restricting the Respondent's access to College facilities or activities.
- Dismissal from or restricting reassignment of College employment.
- Assignment of educational program and/or training.
- Disciplinary probation.

Dating Violence:

- Expulsion or Termination.
- Suspension for 1, 2, 3, 4, 5, 6, 7, or 8 semesters or for employees for a designated period of time.
- Restricting the Respondent's access to College facilities or activities.
- Dismissal from or restricting reassignment of College employment.
- Assignment of educational program and/or training.
- Disciplinary probation.

Stalking

- Expulsion or Termination.
- Suspension for 1, 2, 3, 4, 5, 6, 7, or 8 semesters or for employees for a designated period of time.
- Restricting the Respondent's access to College facilities or activities.
- Dismissal from or restricting reassignment of College employment.
- Assignment of educational program and/or training.
- Disciplinary probation.

VIII. APPEALS

Determinations may be appealed in writing by either party. Appeals will be sent to the Title IX Coordinator, who will then send the appeal to an assigned Appeal Panel (3 panelists) to conduct a written review of the appeal(s) and to make a final determination. Appeals must be in writing and filed within ten (10) business days following the issuance of the outcome letter.

When an appeal is filed with the Title IX coordinator, the other party shall be notified and provided with a copy of the filed appeal within one (1) business day and have five (5) business days to respond to the appeal in writing. Any party's decision not to submit a reply to an appeal is not evidence that the non-appealing party agreed with the appeal.

Within three (3) business days of an Appeal Panel being assigned, either party may provide written objection to any member of the panel on the basis of an actual bias or conflict of interest. Any objection is to be sent to the Title IX Coordinator. Should the Title IX Coordinator determine that there is an actual bias or conflict of interest, the Title IX Coordinator will appoint another member to the panel.

Appeals may be filed only on the following grounds:

1. Procedural Error: A procedural error occurred would change the outcome. A description of the error and its impact on the outcome of the case must be included in the written appeal; or,
2. New Evidence: New evidence or information has arisen that was not available or known to the party during the investigation or hearing, that would change the outcome. Information that was known to the party during the resolution process but which they chose not to present is not considered new information. The new evidence, an explanation as to why the evidence was not previously available or known, and an explanation of its potential impact on the investigation findings must be included in the written appeal; or
3. Actual Conflict of Interest or Demonstrated Bias: The Title IX Coordinator, investigator, or others with a role in the process with an actual conflict of interest or demonstrated bias for or against complainants or respondents generally, or the individual complainant or respondent, that would change the outcome. Any evidence supporting the alleged conflict of interest or demonstrated bias must be included in the written appeal.
4. Unreasonable Sanction. The sanction is objectively unreasonable in light of the facts and circumstances and is disproportionate to the conduct committed.

The Appeal Panel will make a determination regarding the appeal and communicate that decision, along with a rationale for the decision to the Title IX Coordinator who will communicate the Panel's decision to the Parties. The decision of the Appeal Panel is final.

A. Failure to Complete Sanctions/Comply with Responsive Actions

All responding parties are expected to comply with conduct sanctions/responsive actions/corrective actions within the timeframe specified by the College. Responding parties needing an extension to comply with their sanctions must submit a written request to the Title IX Coordinator stating the reasons for needing additional time.

Failure to follow through on conduct sanctions/responsive actions/corrective actions by the date specified, whether by refusal, neglect or any other reason, may result in additional sanctions/responsive actions/corrective actions, such as suspension, expulsion, termination, or a transcript notation. Students who fail to comply will be referred for a potential violation of the Student Code of Conduct.

B. Transcript Notation

Maria College has a policy of making a notation on a transcript related to outcomes for crimes of violence as defined by the Clery Act. Upon conclusion of any appeal process, a transcript notation will be indicated on the respondent's record for cases resulting in

suspension, expulsion or in cases where the respondent withdraws from the College during the investigation and decision-making process. Notations on transcripts will be indicated as follows:

- “suspended after a finding of responsibility for a code of conduct violation”
- “expelled after a finding of responsibility for a code of conduct violation” or
- “withdrew with conduct charges pending.”

Transcript notations for a student who is suspended or who chooses to withdraw with a pending investigation will remain on a transcript for a minimum of one year. After one year's time, a student may request to have the transcript notation removed by filing an appeal with the Vice President of Academic Affairs.

Transcript notations for students expelled are permanent and cannot be removed. If a finding of responsibility is vacated for any reason, any such transcript notation shall be removed.

IX. RECORD RETENTION

In implementing this policy, records of all reports and resolutions will be kept by the Title IX Coordinator in accordance with the applicable College records retention schedule. All records will be afforded the confidentiality protections required by law, including but not limited to the Family Educational Rights and Privacy Act governing confidentiality of student information.

X. ADDITIONAL ENFORCEMENT INFORMATION

An individual who has experienced harassment or discrimination may file a report/complaint with the College only or may also file a report/complaint with an external enforcement agency. Filing a report/complaint internally with the College does not extend the time to file with an external enforcement agency or in court. One does not need an attorney and there is no cost to file a complaint with the following external agencies:

The U.S. Equity Employment Opportunity Commission (EEOC) – investigates reports of unlawful discrimination and harassment in employment.

U.S. Department of Education

Office for Civil Rights

400 Maryland Avenue, SW

Washington, DC 20202-1100

Telephone: 1-800-421-3481

Fax: 202-453-6012

TDD: 1-800-877-8339

Email: OCR@ed.gov <https://www.eeoc.gov/contact-eeoc>

The U.S. Department of Education, Office for Civil Rights (OCR) investigates complaints of unlawful discrimination and harassment of students and employees in education programs or activities.

Office for Civil Rights, New York Office

U.S. Department of Education
26 Federal Plaza, Suite 31-100
New York, NY 10278-9991

Telephone: 646-428-3800
Fax: 646-428-3843, TDD: 800-877-8339
Email: OCR.NewYork@ed.gov

The New York State Division of Human Rights supports complaints related to employees in New York State regarding sexual harassment and protects employees and covered non-employees regardless of immigration status.

NYS Division of Human Rights - Albany

Agency Building 1, 2nd Floor, Empire State Plaza
Albany, NY 12220

Telephone: 518-474-2705 or 518-474-2707
Email: Info.Albany@dhr.ny.gov
Website: www.dhr.ny.gov

XI. POLICY REVIEW & REVISION

These policies and procedures will be reviewed and updated regularly by the Title IX Coordinator. The Title IX Coordinator will submit modifications to this policy in a manner consistent with institutional policy upon determining those changes to law, regulation, or best practices require policy or procedural alterations not reflected in this policy and procedure. Procedures in effect at the time of its implementation will apply. The policy definitions in effect at the time of the conduct will apply even if the policy is changed subsequently, unless the parties consent to be bound by the current policy.

This policy may be revised at any time without notice. All revisions supersede prior policy and are effective immediately upon posting to the Maria College website.

XII. KEY DEFINITIONS

A. Involved Party Definitions

Advisor: Each party has the right to choose and consult with an advisor of their choice at their own expense. The advisor may be any person, including a friend, family member, therapist,

union representative, or an attorney. The College will not limit their choice of advisor. Parties in this process may be accompanied by an advisor of choice to any meeting or proceeding to which they are required or are eligible to attend.

Except where explicitly stated by this policy, advisors shall not participate directly in the process. The College will provide the parties equal access to advisors; any restrictions on advisor participation will be applied equally.

The advisor may not represent, advocate, or speak on behalf of a complainant or respondent. An advisor may not disrupt or impede any resolution proceeding.

Complainant: Any individual who has reported being or is alleged to be impacted by Prohibited Conduct as defined by this policy, and who was participating in a Maria College program or activity at the time of the alleged misconduct.

Decision-maker: Trained professional designated by the College to decide responsibility, sanction, or appeals. A Decision-maker may be one person, or a panel of multiple people as determined by the College. When there is no hearing, the investigator may be appointed as the Decision-maker.

Employee: Any individual performing services for the College as a w-2 employee, which shall include faculty, adjunct and clinical faculty, full-time and part-time staff, part-time seasonal and temporary employees.

Party/parties: Referring to complainant(s), respondent(s), or both/all complainant(s) and respondent(s).

Respondent: an individual, or group of individuals such as a student organization, who has been reported to be the perpetrator of conduct that could constitute Prohibited Conduct under this policy; or retaliation for engaging in a protected activity.

Student: Any person who has (or will have) attained student status by way of:

1. Admission, housing, or other service that requires student status.
2. Registration for one or more credit hours.
3. Enrollment in any non-credit, certificate or other program offered by the College.

B. Conduct Information Definitions

Consent, Incapacitation, Force, and Coercion:

Consent Affirmative consent is a knowing, voluntary, and mutual decision among all participants to engage in sexual activity. Consent can be given by words or actions, as long as those words or actions create clear permission regarding willingness to engage in the sexual activity. Silence or lack of resistance does not in and of itself, demonstrate consent. The

definition of consent does not vary based upon a participant's sex, sexual orientation, gender identity or gender expression. Consent to any sexual act or prior consensual sexual activity between or with any party does not necessarily constitute consent to any other sexual act. Consent is required regardless of whether the person initiating the act is under the influence of drugs and/or alcohol. Consent may be initially given but withdrawn at any time. Consent cannot be given when it is the result of any coercion, intimidation, force, or threat of harm. When consent is withdrawn or can no longer be given, sexual activity must stop. Children under 17 years of age cannot legally consent under New York State law to having sex or sexual contact with an adult (i.e., someone who is 17 years of age or older).

Consent cannot be given if any of the following are present: Incapacitation, Force, or Coercion.

Incapacitation occurs when someone cannot make rational, reasonable decisions because they lack the capacity to give knowing and informed consent (e.g., to understand the “who, what, when, where, why, and how” of their sexual interaction). Incapacitation is determined through consideration of all relevant indicators of a person's state and is not synonymous with intoxication, impairment, or being under the influence of drugs or alcohol. This policy also covers a person whose incapacity results from temporary or permanent physical or mental health condition, involuntary physical restraint, and/or the consumption of incapacitating drugs. Under this policy, the College will consider whether a respondent knew or should have known the complainant to be incapacitated, based on an objective, reasonable person standard that assumes the reasonable person is both sober and exercising sound judgment.

Coercion/Force: Consent cannot be procured by the use of physical force, compulsion, threats, intimidating behavior, or coercion. Sexual activity accompanied by coercion or force is not consensual.

- Coercion refers to unreasonable pressure for sexual activity. When someone makes it clear that they do not want to engage in sexual activity or do not want to go beyond a certain point of sexual interaction, continued pressure beyond that point can be considered coercive. The use of coercion can involve the use of pressure, manipulation, substances, or force. Ignoring objections of another person is a form of coercion.
- Force refers to the use of physical violence or imposing on someone physically to engage in sexual contact or intercourse. Force can also include threats, intimidation (implied threats), or coercion used to overcome resistance.

Sexual activity shall have the same meaning as “sexual act” and “sexual contact.” The term “sexual act” means— A. contact between the penis and the vulva or the penis and the anus, and for purposes of this subparagraph contact involving the penis occurs upon penetration, however slight; B. contact between the mouth and the penis, the mouth and the vulva, or the mouth and the anus; C. the penetration, however slight, of the anal or genital opening of another by a hand or finger or by any object, with an intent to abuse, humiliate, harass,

degrade, or arouse or gratify the sexual desire of any person; or D. the intentional touching, not through the clothing, of the genitalia of another person who has not attained the age of 16 years with an intent to abuse, humiliate, harass, degrade, or arouse or gratify the sexual desire of any person; (3) the term “sexual contact” means the intentional touching, either directly or through the clothing, of the genitalia, anus, groin, breast, inner thigh, or buttocks of any person with an intent to abuse, humiliate, harass, degrade, or arouse or gratify the sexual desire of any person.”

Complaint: A complaint means an oral or written request to Title IX Coordinator that objectively can be understood as a request for the College to investigate and make a determination about alleged discrimination under this policy. A complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail (email), by using the contact information listed on the [Title IX Office website](#), or as described in this policy. Individuals who would like more information about filing a complaint are invited to contact the Title IX Coordinator for additional information.

Disclosure or Report: A disclosure or report may be made by anyone, whether they learned about conduct potentially constituting discrimination or harassment under this policy, or whether they personally experienced such conduct. A person making a disclosure or report may or may not be seeking to initiate an investigation.

Education Program or Activity: Maria College’s “education program or activity” includes all campus operations, including off-campus settings that are operated or overseen by the College, including, for example, field trips, online classes, and athletic programs; conduct subject to the College’s disciplinary authority that occurs off-campus; conduct that takes place via College-sponsored electronic devices, computer and internet networks and digital platforms operated by, or used in the operations of, the College. Conduct that occurs outside of the education program or activity may contribute to a hostile environment within the program or activity.

Finding: a written conclusion by a preponderance of the evidence, issued by an Investigator, that the conduct did or did not occur as alleged.

No-Contact Directive: A No Contact Directive is a document issued by a College administrator that is designed to limit or prohibit contact or communications between the parties. A No-Contact Directive may be mutual or unilateral, with the exception that a No-Contact Directive issued as either a sanction or remedy shall be unilateral, directing that the respondent does not contact the complainant.

Notice: All notices under this policy are written and sent to the student or employee’s assigned Maria College email address or delivered via Certified Mail to the local or permanent address(es) of the parties as indicated in official College records, or personally delivered to the intended recipient.

Remedies: Remedies means measures provided, as appropriate, to a complainant or any other person the College identifies as having had their equal access to the College's education program or activity limited or denied by discrimination or other prohibited conduct covered by this policy. These measures are provided to restore or preserve that person's access to the education program or activity after the College determines that discrimination occurred. Only the complainant will be informed of any remedies pertaining to them. Some examples are academic support and/or opportunity to retake a class or resubmit work or time extensions on course or degree completion, or non-academic support such as counseling, or changes to work assignments or locations. The Title IX Coordinator is responsible for implementation of remedies.

C. Other Definitions

Confidential Resources: any individual identified by the College who receives information about conduct prohibited under this policy in their confidential capacity and who are privileged under state law will not report prohibited conduct disclosed to them without written consent. Designation as a confidential resource under this policy only exempts such individuals from disclosure to the Title IX Coordinator. It does not affect other mandatory reporting obligations under state child abuse reporting laws, the Clery Act as a campus security authority, or other laws that require reporting to campus or local law enforcement.

Days: any reference to days refers to business days when Maria College is in normal operation.

Supportive Measures: Individualized measures offered as appropriate, as reasonably available, without unreasonably burdening a complainant or respondent, not for punitive or disciplinary reasons, and without fee or charge to the complainant or respondent to:

- Restore or preserve that party's access to the College's education program or activity, including measures that are designed to protect the safety of the parties or the College's educational environment; or
- Provide support during the College's grievance procedures or during an alternative resolution process.

Supportive measures may include but are not limited to: counseling; extensions of deadlines and other course-related adjustments; campus escort services; increased security and monitoring of certain areas of the campus; restrictions on contact applied to one or more parties; leaves of absence; changes in class, work, housing, or extracurricular or any other activity, regardless of whether there is or is not a comparable alternative; no-contact directives (which may be mutual or unilateral at the discretion of the Title IX Coordinator); and training and education programs related to sex-based harassment. Supportive measures are non-disciplinary and non-punitive. Supportive Measures will also be offered to respondents when they are notified of the allegations.

Any Supportive Measures put in place will be kept confidential, except when doing so impairs the ability of the institution to provide the Supportive Measures.

The College will offer and coordinate supportive measures as appropriate for the parties as applicable to restore or preserve their access to the College's program or activity or provide support during the College's alternative resolution process or grievance procedures. Prohibited Conduct under this policy have the right to request supportive measures from the College regardless of whether they desire to make a complaint or seek alternative resolution.

A party may challenge the College's decision to provide, deny, modify, or terminate supportive measures when such measures are applicable to them. An impartial employee will be designated to consider modification or reversal of the College's decision to provide, deny, modify, or terminate supportive measures. When the individual providing Supportive Measures is a Deputy Title IX Coordinator or other individual identified by the Title IX Coordinator to provide Supportive Measures, the Title IX Coordinator will be designated to consider the challenge regarding supportive measures. The impartial employee will typically respond to the challenge within five (5) business days.

The Title IX Coordinator has the discretion to implement or modify supportive measures. Violation of the parameters of supportive measures may violate existing codes or handbooks.

XIII. RESOURCES

A. Confidential Resources

Confidential Resources may not report to Title IX Coordinator any identifying information about conduct that may violate the College's policies against harassment and discrimination without the written consent of the individual who supplied the information, unless required by law. The following information includes the contact information for on-campus confidential resources for students:

- Pastoral Care – Maria College provides confidential spiritual services through Pastoral Care. Please contact tflanagan@mariacollege.edu for more information.
- Counseling Services – Maria College provides free, confidential mental health support through Uwill Student Mental Health & Wellness.

If a student is experiencing a mental health crisis after hours, they should contact 911 or 988 (a new three-digit number for mental health crises and emotional distress).

The following information includes the contact information for confidential resources for employees:

- Albany County Crime Victims and Sexual Violence Center: 518-447-7716
- Equinox Domestic Violence Services: 518-432-7865

The following information includes the contact information for off-campus confidential resources for any individual:

- Local Police, 24-hour, seven days a week: dial 911
- Albany County Crime Victims and Sexual Violence Center: 518-447-7716
- Equinox Domestic Violence Services: 518-432-7865
- In Our Own Voices – LGBT Domestic Violence Support Line: 518-432-4341
- RAINN National Sexual Assault Hotline: 800-656-HOPE
- National Domestic Violence Hotline: 800-799-SAFE
- New York State Hotline for Sexual Assault and Domestic Violence: 800-942-6906
- New York State Office of Victim Services: 800-247-8035
- St. Peters Health Partners Crime Victim Services: 24 Hour Crisis Hotline – 518-271-3257

B. Non-Confidential Resources

The College also has non-confidential campus resources available to the Maria College community. These non-confidential resources are required to report disclosures of conduct that may violate this Policy's Prohibited Conduct to the Title IX Coordinator.

- Campus Security – security@mariacollege.edu, 518-376-0690
- The Department of Student Affairs – wtrevor@mariacollege.edu
- The Office of Title IX – titleix@mariacollege.edu, 650-383-4753 ext. 1

ACADEMIC INTEGRITY POLICY

Maria College believes that academic integrity is essential to providing students with a high-quality education, as well as critical to ensuring the collective reputation of the College and its academic programs, faculty members, students and alumni. As members of an intellectual community, students of Maria College are expected to maintain standards of personal and academic honesty in all coursework and examinations, and to refrain from behaviors that are disruptive to the teaching and learning of others in the classroom. Students who fail to uphold these expectations risk undermining the education of themselves and others, losing the trust of their professors and peers, and damaging the reputation of Maria College.

Faculty members will typically provide students with course syllabi that speak to additional expectations and policies for individual courses. Students have the responsibility of understanding and abiding by the expectations and policies of their professors. Students who witness acts of academic dishonesty are encouraged to report such behavior to their

Plagiarism

Presenting another person's work as your own, including but not limited to submitting work that was copied, stolen, or purchased from another person; submitting without prior authorization of one's professor any work originally completed for a different class; submitting work completed by someone else; and copying and/or borrowing words, phrases, or major ideas from another person without citing or acknowledging the source.

Cheating

Giving or receiving unauthorized assistance before, during, or after academic exercise, assignment, or examination, including but not limited to: unauthorized use of notes, books, electronic devices, or other aids during examinations; unauthorized collaboration (whether with peers or third parties) on assignments, examinations, or other academic exercises; arranging for an examination to be taken by someone other than the intended student; viewing another person's exam responses; allowing someone else to view one's own exam responses; and unauthorized discussion and/or sharing of examination material.

Forgery and/or alteration of institutional records

Including but not limited to the creation of false College records, such as transcripts, letters of recommendation, and disciplinary records; the alteration of true College records, such as transcripts, letters of recommendation, and disciplinary records; and the imitating of signatures of a College official, faculty member, or staff member on any documents, real or fake.

Disruptive campus behavior

Including but not limited to failure to comply with instructions or directives given by one's professor or College officials; interfering with lectures or other academic exercises to the detriment of other students; and disruptive behavior for the purpose of protesting or stifling another person's free speech or the free exchange of ideas.

Sabotage

Intentionally damaging, destroying, stealing, or undermining access to another person's work or materials, including but not limited to notebooks, textbooks, library materials, digital files, computers, and computer programs.

Misrepresentation

Including but not limited to misrepresenting or falsifying information, data, citations, sources, or other information as part of an assignment, presentation, or academic exercise.

Bribery

Offering or giving any goods or service to a professor or other instructor in an effort to induce that professor to provide benefits (such as a higher grade) to which the student would otherwise not be entitled.

Theft, damage, or misuse of library resources and/or technology resources

Including but not limited to taking library materials from the library when the materials have not been properly checked-out; defacing or damaging library materials; abuse of privileges for using library materials on reserve; displacing or hoarding library materials within the library; unauthorized use of another person's computer, email account, or technology privileges; damaging computer equipment; and interfering with College computer network operations.

Students who feel they have been unfairly or erroneously accused of acts of academic dishonesty, or who feel the imposed consequences are unjust, may dispute the accusation and/or punishment under the Student Grievance Policy.

STUDENT GRIEVANCE POLICY

The College is committed to resolving student complaints regarding their College experience in a fair and timely manner. Academic & administrative complaints and disputes are resolved under a different process than that used for Code Conduct violations. Any grievances involving potential sexual misconduct by a student, faculty member, or staff member will be resolved according to Maria College's Sexual Misconduct Policy, which can be found on the website at <https://mariacollege.edu/about-maria/policies-procedures/sexual-misconduct-policy/>.

Academic & administrative complaints and disputes may include, but are not limited to the following:

- Complaints against professors, faculty, staff, or administrative or support services
- Complaints against professors regarding course grades
- Complaints regarding the quality and/or nature of instruction, assessment, or advisement provided by professors, faculty, or staff
- Disagreement with disability accommodations and/or academic accommodations offered by the Disability Services Program

- Other non-conduct-related academic and/or administrative disputes

A student may commence the grievance process at any time while they are enrolled as a student, but all complaints must be brought to the attention of the College within a reasonable period of time from the date of the dispute in question. The length of time that may be reasonable will vary with the nature of the dispute but, as a general rule, a complaint brought to the attention of the College within two weeks of the dispute will be considered to have been raised within a reasonable period of time. The College reserves the right to dismiss complaints that are not raised within a reasonable period of time.

A student should file a grievance (academic or non-academic) online using the 'Student Grievance Report Form' by visiting <https://mariacollege.edu/studentincident-reporting-forms>.

Academic complaints and disputes (including issues involving professors, course grades, academic accommodations, or academic instruction) will be resolved as follows:

Step 1: Student must try to resolve the complaint through an informal discussion between the student and the person(s) against whom the complaint is made (usually the instructor or professor in question).

Step 2: If a good faith effort to resolve the complaint through an informal discussion is not effective, the student may seek the assistance of the Chair of the relevant academic department. Where the Chair is the person against whom the complaint is being made, the student may proceed directly to step 3.

Step 3: If a good faith effort to resolve the complaint through an informal discussion is not effective, the student may seek the assistance of the Vice President of Academic Affairs. The VP of Academic Affairs will request that the student put his/her complaint in writing, and the VP of Academic Affairs will arrange a formal meeting between the student and the person(s) against whom the complaint is made, with the Vice President of Academic Affairs in attendance. Both the student and the person(s) against whom the complaint is made will have an opportunity to provide their perspective and suggest a solution.

Step 4: The Vice President of Academic Affairs will determine the appropriate resolution. The VP of Academic Affairs' decision will be made within 10 business days of the investigation. The VP of Academic Affairs' decision will be provided in writing to both the student and the person(s) against whom the complaint is made. The VP of Academic Affairs' decision will be final.

Administrative complaints and disputes (including issues involving College policies or procedures, College officials or administrators, billing or financial aid issues, or other non-academic issues) will be resolved as follows:

Step 1: Student must try to resolve the complaint through an informal discussion between the student and the person(s) against whom the complaint is made.

Step 2: If a good faith effort to resolve the complaint through an informal discussion is not effective, the student may seek the assistance of the Chief Student Affairs Officer or designee. The Chief Student Affairs Officer or designee will request that the student put his/her complaint in writing, and the Chief Student Affairs Officer or designee will arrange a formal meeting between the student and the person(s) against whom the complaint is made, with the Chief Student Affairs Officer or designee in attendance. At the meeting, both the student and the person(s) against whom the complaint is made will have an opportunity to provide their perspective and suggest a solution.

Step 3: If a solution is not agreed upon, the Chief Student Affairs Officer or designee will determine the appropriate resolution. The Chief Student Affairs Officer or designee decision will be made within 10 business days. This decision will be final.

In certain instances, the Chief Student Affairs Officer or designee may choose to seek the advice and/or involvement of the Vice President of Academic Affairs, program directors, department chairs, or other relevant College officials, as appropriate.

SUBSTANCE ABUSE PREVENTION POLICY

Drug use and alcohol abuse can have an adverse effect on the welfare of individuals and academic environment. Maria College will enforce rules and laws prohibiting the illicit use of drugs and alcohol on campus and at College sponsored events. Under the Drug Free Workplace Act of 1988 and the Drug Free Schools and Community Act of 1989, Maria College has adopted this anti-drug and alcohol use policy for its employees and students.

Maria College is committed to fostering a campus community where each member is responsible for his or her own actions and is expected to respect the rights of others. All students are expected to be familiar with this policy. Any violation of the policy by a student will also be considered a Student Code of Conduct matter and could be reported to law enforcement.

Maria College prohibits:

- The unlawful manufacture, distribution, sale, purchase, possession or use of any drugs or controlled substances by students on owned or controlled property.
- Possession of drug paraphernalia.
- The unlawful service, distribution, sale, possession, consumption, or other unlawful use of alcoholic beverages.
- Unlawful behaviors involving alcohol, drugs, or controlled substances, including but not limited to, underage drinking, public intoxication which impacts the College.

Students who are of legal drinking age may consume alcohol on campus on special events such as Maria College sponsored functions (on and off-campus). The service of such beverages shall

be in compliance with law. Alcoholic beverages must be consumed within a designated area. All events serving Alcoholic beverages must also have non-alcoholic beverages and food available in an adequate amount through the entire event. Alcohol is available only to those 21 years or older. A valid state or federal identification card (driver's license, non-driver identification card, etc., as per the ABC Law of New York State) must be presented upon request.

Students, of legal drinking age, are expected to drink responsibly. Students must at all times be responsible for the consumption of alcoholic beverages they consume. It is also the student's responsibility to be able to drive safely or, if in doubt, arrange alternative transportation.

Use of alcohol may result in mood changes, impulsive actions, loss of judgment, and loss of coordination. Excessive use of alcohol may cause heart damage, liver damage, damage to the digestive tract, cancer, brain damage, mental disorders, loss of sexual function, blood disorders and birth defects. In addition, long-term alcohol use may affect relationships, employment, academic and athletic performance, and self-esteem. Consumption of alcohol while using over-the counter or prescription medications, where such use is contraindicated, can lead to unintended health consequences. Acute alcohol poisoning, occurring when an individual consumes a large amount of alcohol in a short period of time, may result in changes in breathing and heart rate, the gag reflex, and can lead to coma and death. More information regarding the use of alcohol at college and the health risks associated with the consumption of alcohol can be found at <https://www.collegedrinkingprevention.gov/>.

TOBACCO POLICY

The College is a Smoke Free Campus. As such, in the interest of providing a safe and healthy environment for employees, visitors, and students, smoking (the burning or carrying of a lighted cigarette, cigar, pipe, or any other matter or substance which contains tobacco) and vaping are expressly prohibited on Maria College property. Students found smoking or reported will be considered in violation of this policy and will be subject to the Student Code of Conduct.

COMMUNICABLE DISEASE POLICY

A student is required to report his or her exposure to, and symptoms of, and/or diagnosis of communicable diseases to the Chief Student Affairs Officer or his/her designee, regardless of the circumstances, and is expected to take all precautions to prevent further spread of the suspected or real disease. Reportable communicable diseases include but are not limited to, measles, mumps, rubella, chicken pox, hepatitis, influenza, tuberculosis, and COVID-19. The student may be required to seek medical attention and obtain a medical release before being allowed to continue in his or her classroom and clinical sites.

GENDER - INCLUSIVE RESTROOMS

Maria College offers several restrooms on campus that are gender-inclusive. These restrooms are located:

Main Building: Room 116

Marian Hall: All restrooms on first floor level

McAuley Building: All three restrooms on the first floor

Mercy Hall: Next to Mary Beth O'Brien Tutoring Center

COPYRIGHTED MATERIALS AND PEER-TO-PEER FILE SHARING POLICY

Maria College prohibits the unauthorized distribution of copyrighted material. The unauthorized distribution of copyrighted material, including peer-to-peer file sharing, may subject a student to civil and criminal liabilities as listed below.

“Summary of Civil and Criminal Penalties for Violation of Federal Copyright Laws Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement.”

Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or “statutory” damages affixed at not less than \$750.00 and not more than \$30,000.00 per work infringed. For “willful” infringement, a court may award up to \$150,000.00 per work infringed. A court can, in its discretion, also assess costs and attorneys’ fees. For details, see Title 17, United States Code, Sections 504, 505. Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000.00 per offense.

Students who violate this policy will be subject to the Student Code of Conduct. For more information, please see the Website of the U.S. Copyright Office at www.copyright.gov, especially their FAQs at www.copyright.gov/help/faq.

COLLEGE CLOSING PROCEDURES

If it becomes necessary to cancel classes because of bad weather, students will be informed of the cancellation on the Maria College web home page and a posting in the LMS system.

If classes are not cancelled, students living a distance away should use discretion regarding travel safety.

Programs Offered

Degree Programs

Bachelor of Arts (BA)

Liberal Arts – HEGIS 4901

Bachelor of Science (BS)

Health and Occupational Sciences – HEGIS 1201

Healthcare Management – HEGIA 1202

Nursing Completion Program – HEGIS 1203.10

Online Nursing Completion Program – HEGIS 1203.10

Psychology – HEGIS 2001

Public Health – HEGIS 1214

Associate in Arts (AA)

Liberal Arts – HEGIS 5649

Associate in Applied Science (AAS)

Nursing – HEGIS 5208.10

Occupational Therapy Assistant – HEGIS 5210

Associate in Science (AS)

General Studies – HEGIS 5699

Certificate Program

Practical Nurse (LPN Training) – HEGIS 5209.20

Certification Training

Credentialed Alcohol and Substance Abuse Counselor (CASAC)

BACHELOR DEGREE PROGRAMS

Bachelor of Arts (BA)

The Bachelor of Arts degree is awarded to those students who complete 120 credits, of which 90 credits are in the liberal arts and sciences and 30 in major field requirements and electives. A degree program in Liberal Arts with concentrations in Communication Studies and Government Studies is offered.

Bachelor of Science (BS)

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. Degree programs are offered in Health and Occupational Sciences, Healthcare Management, Psychology and Public Health. Bachelor of Science degrees in Nursing Completion are also offered. This degree 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 also qualify for this program.

The bachelor degree programs in the Arts & Sciences Department (Health and Occupational Sciences, Healthcare Management, Liberal Arts, Psychology and Public Health) provide enrolled students, near the completion of their degree requirements, with two opportunities—an internship and capstone courses.

Students can opt for a six-credit internship of 240 hours and COM 451 Capstone II: Graduate Competencies OR a three-credit internship of 120 hours and COM 450 Capstone I: Professional Competencies for the 21st Century plus COM 451 Capstone II: Graduate Competencies. Typically, Capstone I is taken before the internship while Capstone II is taken either with or following the internship. While the experiential internship provides students with valuable real-world experience, the Capstone courses provide students with the opportunity to review the professional skills they have developed through their various courses and to look at how their Maria College experience has shaped them as they prepare for employment or graduate school.

Health and Occupational Sciences (BS)

The BS in Health and Occupational Sciences is designed for students who wish to work in a variety of health services settings, or who wish to pursue a pathway to a profession in occupational therapy. The program provides students who complete the Occupational Therapy Assistant associate with the option to pursue a bachelor degree which will prepare them for graduate study in occupational therapy. Other students who will find this 4-year degree program of interest are those who wish to work in the health services arena.

The BS in Health and Occupational Sciences provides a diverse blend of theoretical, scientific principles and practical, technological applications. Program requirements provide a mix of foundational knowledge and practitioner-oriented subject matter, with a solid foundation in the sciences. The significant number of electives make the program flexible and transfer friendly.

A student enrolled in this program must maintain a minimum grade of C (73) in all courses in the major field requirements and the natural science requirements.

Major Field Requirements (35 or 35 credits)

Group I – all courses required (23 credits)

SCI 100 Medical Terminology & Conditions	3
HOS 150 Intro to Health Professions	2
or HCM 120 The U.S. Health System	3
HOS 300 Fundamentals of Occupational Science	3
BIO 300 Applied Kinesiology	3
PSY 350 Research Methods I	3
HOS 400 Internship in Health and Occupational Sciences*	3/6
COM 451 Capstone II Graduate Competencies	3

*6 credits of HOS 400 or 3 credits of HOS 400 combined with COM450 Capstone I Professional Competencies for the 21st Century.

Group II – select any four courses from the following (12 credits**):

BIO 320 Neurobiology	4
BIO 330 Gross Anatomy	4
BIO 340 Genetics	3
CSC 308 Healthcare Informatics	3
CHM 301 Environmental Health	3
CUL 320 Cultures, Health and Healing	3
HCM 330 Healthcare Quality Management	3
HCM 350 Healthcare Law and Policy	3
HOS 410 Epidemiology	3
PSY 300/400 Elective	3
SOC 410 Health Promotions Across the Lifespan	3

**Extra credits can count as free elective credits; upper level natural science credits can fulfill group II lower level science requirements

Natural Science Requirements (20 credits)

Group I – all courses required (8 credits)

BIO 209 Anatomy and Physiology I	4
BIO 210 Anatomy and Physiology II	4

Group II – select any three courses from the following (12 credits):

BIO 101 General Biology I	4
BIO 102 General Biology II	4
BIO 103 Intro to Human Biology**	4
CHM 100 General Chemistry I	4
CHM 101 General Chemistry II	4
CHM 211 Organic Chemistry I	4
CHM 212 Organic Chemistry II	4
BIO 203 Microbiology	4
PHY 101 General Physics I	4
PHY 102 General Physics II	4

**cannot be taken after higher level BIO courses

Liberal Arts courses (36 credits)

Cultural Studies/History (3 credits): CUL or HIS ELT
 English (9 credits): ENG 111, ENG 211, ENG 300/400 ELT
 Mathematics (3 credits): MAT 200
 Psychology (6 credits): PSY ELT
 Religious Studies/Philosophy (9 credits): RES 201, PHI 300, RES/PHI ELT
 Sociology (6 credits): SOC 101, SOC 300

Free Electives (28 or 29 credits)

Health and Occupational Sciences, BS

HEGIS 1201

First Year			Third Year		
Course	Fall Semester	Credits	Course	Fall Semester	Credits
BIO/CHM/PHY	Science Requirement	4	BIO/CHM/PHY	Science Requirement	4
ENG 111	Composition I	3	PHI 300	Healthcare Ethics	3
HOS 150	Intro to Health Professions	2		Group II Major Field Req	3
or HCM 120	The U.S. Healthcare System	3		Free Elective	3
SCI 100	Medical Terms & Conditions	3		Free Elective	<u>3</u>
	Free Elective	<u>3</u>			16
		15/16			
Spring Semester			Spring Semester		
BIO/CHM/PHY	Science Requirement	4	BIO 300	Applied Kinesiology	3
CUL/HIS	Cultural Studies/History		HOS 300	Fund. Of Occupational	
	Elective	3		Science	3
ENG 211	Critical Inquiry and Writing	3	SOC 300	Medical Sociology	3
MAT 200	Statistics	3		Group II Major Field Req	3
	Free Elective	<u>3</u>		Free Elective	<u>3</u>
		15			15
Second Year			Fourth Year		
Course	Fall Semester	Credits	Course	Fall Semester	Credits
BIO 209	Anatomy & Physiology I	4	PSY 350	Research Methods I	3
PSY 100	General Psychology	3	ENG	English 300/400 Elective	3
RES 201	Foundations of Social Justice	3		Group II Major Field Req	3
SOC 101	Introduction to Social			Free Electives**	<u>4</u>
	Change	3			13
	Free Elective	<u>3</u>			
		16			
Spring Semester			Spring Semester		
BIO 210	Anatomy & Physiology II	4	HOS 400	Internship in HOS**	3/6
PSY	Psychology Elective	3	COM 451	Capstone II Graduate	
RES/PHI	Religious Studies/Phil			Competencies	3
	Elective	3		Free Elective	<u>3</u>
	Group II Major Field Req	3			12
	Free Elective	<u>3</u>			
		16			

**Students substituting COM 450 and 3 credits of HOS 400 Internship should take COM 450 during senior year, Fall semester and 3 credits of free electives with the 3 credits of HOS 400 during senior year, Spring semester.

Semester sequence of courses for concurrent degrees
Occupational Therapy Assistance, AAS
& Health and Occupational Sciences, BS

First Year			Third Year		
Course	Fall Semester	Credits	Course	Fall Semester	Credits
BIO/CHM/PHY	Science Requirement	4	BIO/CHM/PHY	Science Requirement	4
ENG 111	Composition I	3	OCT 213	OT in Develop. Disabilities	3
PSY 100	General Psychology	3	OCT 214	OT in Physical Dysfunction	3
SCI 100	Medical Terms & Conditions	3	ENG	English 300/400 Elective	<u>3</u>
SOC 101	Intro to Social Change	<u>3</u>			13
		16			
Spring Semester			Spring Semester		
BIO/CHM/PHY	Science Requirement	4	OCT 215	Fieldwork II, First Rotation	6
CUL/HIS	Cultural Studies/History		OCT 217	Fieldwork II, Second	
	Elective	3		Rotation	6
ENG 211	Critical Inquiry and Writing	3	SOC 300	Medical Sociology	<u>3</u>
MAT 200	Statistics	3			15
RES/PHI	Religious Studies/Phil				
	Elective	<u>3</u>			
		16			
Second Year			Fourth Year		
Course	Fall Semester	Credits	Course	Fall Semester	Credits
BIO 209	Anatomy & Physiology I	4	PHI 300	Healthcare Ethics	3
HOS 150	Intro to Health Professions	2	PSY 350	Research Methods I	3
or HCM 120	The U.S. Healthcare System	3		Group II Major Field Req	3
OCT 112	OT Skills and Application I	1		Group II Major Field Req	<u>3</u>
OCT 114	Foundations of OT I	1			12
PSY	Psychology Elective	3			
RES 201	Foundations of Social Justice	<u>3</u>			
		16/17			
Spring Semester			Spring Semester		
BIO 210	Anatomy & Physiology II	4	HOS 300	Fund. Of Occupational	
BIO 300	Applied Kinesiology	3		Science	3
OCT 116	OT Skills and Application II	1	COM 451	Capstone II Graduate	
OCT 117	Introduction to Fieldwork	1		Competencies	3
OCT 120	Occ. Perform. Across Lifespan	3		Group II Major Field Req	3
OCT 121	Foundations of OT II	<u>3</u>		Group II Major Field Req	<u>3</u>
		15			12
Summer Semester					
OCT 210	Fieldwork I – Psychosocial	1			
OCT 211	Preparing for Practice	1			
OCT 215	OT in Psychosocial				
	Dysfunction	<u>4</u>			
		6			

**Semester sequence of courses for transfer from
Occupational Therapy Assistance, AAS
to Health and Occupational Sciences, BS**

Third Year			Fourth Year		
Course	Fall Semester	Credits	Course	Fall Semester	Credits
BIO/CHM/PHY	Science Requirement	4	BIO/CHM/PHY	Science Requirement	4
MAT200	Statistics	3	PHI300	Healthcare Ethics	3
SOC101	Intro to Social Change	3	PSY350	Research Methods I	3
HOS150	Intro to Health Professions	2		Group II Major Field Req	3
or HCM120	The U.S. Healthcare System	3	RES/PHI	Religious Studies/Phil	
	Group II Major Field Req	<u>3</u>		Elective	<u>3</u>
		15/16			16
Spring Semester			Spring Semester		
BIO 300	Applied Kinesiology	3			
BIO/CHM/PHY	Science Requirement	4	COM451	Capstone II Graduate	
CUL/HIS	Cultural Studies/History			Competencies	3
	Elective	3		Group II Major Field Req	3
HOS300	Fund. Of Occupational			Group II Major Field Req	3
	Science	3	ENG	English 300/400 ELT	<u>3</u>
SOC300	Medical Sociology	<u>3</u>			12
		16			

Healthcare Management (BS)

The purpose of the BS in Healthcare Management is to prepare students for mid-level management positions in a variety of healthcare settings. From corporate health and wellness departments and pharmaceutical manufacturers to nursing homes, hospitals, assisted living, and rehabilitation centers, the demand for managers in healthcare is expected to grow, especially as the population ages and more individuals are in need of medical treatment or long-term care.

The program is designed to meet the needs of the aspiring healthcare manager who wants a broad exposure to the intricacies of today's healthcare system. Developed to provide a balance among the technological, clinical, and business sides of healthcare, the healthcare management major will develop strong generalists who will be equipped with the knowledge needed to succeed in today's healthcare environment. A required internship providing relevant work experiences with professional practitioners will enhance classroom learning, and will give students a competitive edge when seeking employment.

A student enrolled in this program must achieve a minimum grade of C (73) in all courses in the healthcare management core.

Healthcare Management Core

Requirements (39 or 42 credits)

HCM 120	U.S. Healthcare System	3
HCM 210	Intro to Health Information Management Systems	3
HCM 320	Healthcare Marketing	3
HCM 325	Financial Mgmt in Healthcare	3
HCM 330	Healthcare Quality Management (formerly HCM 425)	3
HCM 350	Healthcare Law and Policy	3
HCM 400	Internship in Healthcare Mgmt	3/6*
HCM 435	Healthcare Governance, Mission and Strategy	3
BUS 202	Financial Accounting	3
BUS 203	Managerial Accounting	3
BUS 219	Business Organization & Mgmt	3
BUS 240	Intro to Human Resources Mgmt	3
BUS 310	Effective Leadership in 21 st Century Organizations	3

Liberal Arts and Sciences Courses (63 or 66 credits)

Economics (6 credits): ECO 100, ECO 101

English (9 credits): ENG 111, ENG 211, ENG 300/400 level elective

Mathematics (6 credits): MAT 101, MAT 106, MAT 200

Psychology (6 credits): PSY 100, PSY30 /400 level elective

Religious Studies/Philosophy (6 credits): RES 201, PHI 300

Science (6 credits): SCI 100, any BIO, CHM or PHY elective

Sociology (6 credits): SOC 101, SOC 300

Liberal Arts and Sciences electives (15 credits):

any ART, BIO, CHM, COM, CUL, ECO, ENG, HIS, HUM, MAT, MUS, PHI, PHY, POL, PSY, RES, SCI, SOC, SPA
COM 450 (3 credits) Capstone I and/or COM 451 (3 credits) Capstone II

Free Electives (15 credits)

CSC 111 is recommended for students lacking basic computer use and application skills.

Healthcare Management, BS

HEGIS 1202

FIRST YEAR			THIRD YEAR		
Course	Fall Semester	Credits	Course	Fall Semester	Credits
BUS 202	Financial Accounting	3	HCM 330	Healthcare Quality Mgmt	3
BUS 219	Business Organization & Management	3	MAT 200	Statistics	3
ENG 111	Composition I	3	PHI 300	Healthcare Ethics	3
	Liberal Arts & Science		ENG	English 300/400 Level	
	Elective	3		Elective	3
	Free Elective	<u>3</u>		Liberal Arts & Science	
		15		Elective	3
				Free Elective	<u>3</u>
					18
	Spring Semester			Spring Semester	
BUS 203	Managerial Accounting	3		Healthcare Marketing	3
HCM 120	US Healthcare System	3	HCM 320	Financial Mgmt in Healthcare	3
MAT 106	College Algebra <i>or</i>		HCM 325	Medical Sociology	3
MAT 101	Found. of Math I	3	SOC 300	Liberal Arts & Science	
PSY 100	General Psychology	3		Elective	3
SOC 101	Intro to Social Change	<u>3</u>		Free Elective	<u>3</u>
		15			15
SECOND YEAR			FOURTH YEAR		
Course	Fall Semester	Credits	Course	Fall Semester	Credits
ECO 100	Macroeconomics	3	BUS 310	Effective Leadership in 21st Century Organizations	3
ENG 211	Critical Inquiry and Writing	3		Healthcare Law and Policy	3
HCM 210	Intro to Health Information Management Systems	3	HCM 350	Healthcare Governance, Mission & Strategy	3
<i>or</i> COM 308	Healthcare informatics	3	HCM 435	Psychology 300/400 Elective	3
SCI 100	Medical Terms & Conditions	3	PSY	Capstone I Prof Comp for the 21st Century	<u>3</u>
	Liberal Arts & Science		COM 450		15
	Elective	<u>3</u>			
		15			
	Spring Semester			Spring Semester	
BUS 240	Intro to Human Resources Mgmt	3	HCM 400	Internship in Healthcare Mgmt	3/6*
ECO 101	Microeconomics	3	COM 451	Capstone II Graduate Competences	3
RES 201	Foundations of Social Justice	3		Free Elective	3
BIO/CHM/PHY	Science Elective	3		Free Elective	<u>3</u>
	Liberal Arts & Science				12/15
	Elective	<u>3</u>			
		15			

Liberal Arts (BA)

The BA in Liberal Arts is a multipurpose degree providing students the opportunity to pursue a well-rounded education by exploring courses in a wide range of content areas within the liberal arts. The required core provides a diverse foundation in the liberal arts. A concentration in communication studies or government studies will allow students to explore a liberal arts specialization in greater depth and at a more advanced level of learning. The significant number of free electives make the program flexible and transfer-friendly. The significant number of free electives make the program flexible and transfer-friendly.

With the pace of economic change and global competition accelerating, educational requirements for many jobs are increasing. The market is requiring more advanced levels of critical thinking, problem- solving and communication skills. In sampling various disciplines in the core requirements and concentration, students will enhance these essential skills. A required internship providing relevant work experience with professional practitioners will augment classroom learning and will give students a competitive edge when seeking employment. The program also provides a solid foundation for study at the graduate level.

A student enrolled in this program must achieve a minimum grade of C (73) in every course in the Liberal Arts Concentration. A minimum grade of C is also required in COM 400 and the Capstone Courses.

Liberal Arts Core (69 or 62 credits)

Arts/Humanities (9 credits): ENG200, ART or MUS elective, HUM elective

Communications/English (9 credits): ENG103, ENG 111, ENG 211 or ENG elective

Cultural Studies (6 credits): CUL 310, CUL 410

History (6 credits): HIS electives

Languages (9 credits): SPA 101, 102, 201; or other foreign language

Philosophy (6 credits): PHI 101, PHI elective

Religious Studies (6 credits): RES 201, RES elective

Science/Math (6 credits): MAT 101 or MAT 106 or MAT 200; BIO/CHM/PHY/SCI elective

Social Sciences (9 credits): PSY 100, SOC 101, ECO 100 or ECO 101

COM 450 (3 credits) Capstone I and/or COM 451 (3 credits) Capstone II

Concentration (select one, 18 or 21 credits)

Communication Studies

ENG 310 Professional Writing (3 credits)

ENG 410 Technical and Professional Communication (3 credits)

COM 100 Foundations of Communication (3 credits)

COM 300 Strategic Communication (3 credits)

COM 320 Social Media: Theory and Practice (3 credits)

COM 400 Internship in Communication Studies (3/6 credits)

Government Studies

ENG 300 Advanced Composition (3 credits)

POL 101 The American Political System (3 credits)

POL 310 International Relations (3 credits)

POL 320 Constitutional Law (3 credits)

PSY 350 Research Methods (3 credits)(MAT 200 prerequisite)

POL 400 Internship in Government Studies (3/6 credits)

Free Electives (30 credits) 18 credits at any level
12 credits at the 300/400 level

Liberal Arts, BA

HEGIS 4901

FIRST YEAR			THIRD YEAR		
Course	Fall Semester	Credits	Course	Fall Semester	Credits
ENG 111	Composition I	3	COM 300	Strategic Communication	3
HUM 101	Intro to Humanities I		<i>or</i> POL 310	International Relations	3
<i>or</i> HUM 102	Intro to Humanities II	3	CUL 310	Cultural Studies I	3
PHI 101	Intro to Philosophy	3	ECO 100	Macroeconomics	3
SPA 101	Spanish I or other language	3	<i>or</i> ECO 101	Microeconomics	3
RES	Religious Studies Elective	<u>3</u>	ENG 300	Advanced Composition	3
		15	<i>or</i> ENG 310	Professional Writing	3
				Free Elective	<u>3</u>
					15
Spring Semester			Spring Semester		
ENG 211	Critical Inquiry and Writing	3	COM 320	Social Media: Theory and Practice	3
PSY 100	General Psychology	3	<i>or</i> POL 320	Constitutional Law	3
SOC 101	Intro to Social Change	3	CUL 410	Cultural Studies II	3
SPA 102	Spanish II or other language	3	ENG 200	Exploring Literature	3
	Art or Music Elective	3		Free Elective, 300/400 level	3
HUM 101	Intro to Humanities I			Free Elective	<u>3</u>
<i>or</i> HUM 102	Intro to Humanities II	<u>3</u>			15
		18			
SECOND YEAR			FOURTH YEAR		
Course	Fall Semester	Credits	Course	Fall Semester	Credits
COM 100	Foundations of Communication <i>or</i>	3	ENG 410	Technical and Professional Communications	3
POL 101	The American Political System	3	<i>or</i> PSY 350	Research Methods I	3
ENG 103	Speech and Oral Comm.	3	BIO/CHM/PHY/SCI Science Elective		3
<i>or</i> ENG	English Elective	3		Free Elective, 300/400 level	3
SPA 201	Intermediate Spanish	3	ENG	English Elective, 300/400 level	3
<i>or</i> ENG 209	Shakespeare	3	COM 450	Capstone I Prof Comp. for the 21st Century	<u>3*</u>
HIS	History Elective	3			15
	Free Elective	<u>3</u>			
		15			
Spring Semester			Spring Semester		
MAT 106	Intro to Algebra	3	COM 400	Internship in Communication Studies	
<i>or</i> MAT 200	Statistics	3	<i>or</i> POL 400	Government Studies	3/6
<i>or</i> MAT 101	Found. of Mathematics I	3	COM 451	Capstone II Graduate Competencies	3
RES 201	Foundations of Social Justice	3		Free Elective, 300/400 level	3
PHI	Philosophy Elective	3		Free Elective	<u>3</u>
HIS	History Elective	3			12/15
	Free Elective	3			
	Free Elective	<u>3</u>			
		18			

*Students can choose COM 450 and COM 451 and the 3 credit internship OR students can choose COM 451 and the 6 credit internship.

Nursing Completion (BS)

The BS degree in Nursing Completion Program is designed for graduates of an accredited associate degree or diploma program in nursing, who also hold a New York State unencumbered RN license, to complete the last two years of a bachelor degree in nursing. The purpose of the program is to educate nurses who utilize evidence for practice decisions throughout a variety of healthcare settings and have knowledge regarding contemporary issues shaping nursing and healthcare. Students can complete the program in either a full-time or part-time plan of study. Students wishing to pursue the program part-time will develop their study plans by academic advisement.

All Maria College Nursing students are required to have and maintain a Castlebranch account which houses health records. All nursing students must meet the health requirements of the department and health agencies.

The following documents must be submitted to CastleBranch by July 1st:

- A complete physical exam, including documentation of completed tuberculin test and all required immunizations.
- Covid 19 Vaccination.
- Basic life support (BLS) for healthcare providers certification.

Once a student account is created, it is theirs to keep throughout their educational and professional endeavors. All required documents must be on file and updated yearly in order to maintain admission status.

A student must achieve a minimum grade of C+ (77%) in all required nursing courses. Failure to successfully complete required course work will

result in dismissal from the program. A student may repeat a nursing course only once.

Readmission to the BS degree in nursing completion program is not automatic, is at the discretion of the department faculty, and dependent 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.

The BS degree in nursing completion program is accredited by the Accreditation Commission for Education in Nursing, Inc. (ACEN).

3390 Peachtree Road NE, Suite 1400 Atlanta, Georgia, 30326
[https:// www.acenursing.org](https://www.acenursing.org) Telephone 404.975.5000 Fax 404.975.5020

The BS degree in nursing completion program is also accredited by the New York State Board of Regents, State Education Department, Office of Professions (Nursing Education).

Nursing Core (30 credits)

NUR 301 Nursing Theory and Practice Issues (3 credits)
 NUR 310 Pathophysiology (3 credits)
 NUR 340 Introduction to Research and Evidence-based Practice (3 credits)
 NUR 360 Health Assessment, Promotion and Diagnostic Reasoning (3 credits)
 NUR 385 Community Health Nursing and Epidemiology* (6 credits)
 NUR 410 Pharmacology (3 credits)
 NUR 421 Leadership, Management and Ethics in Nursing (3 credits)
 NUR 460 Nursing Specialty and Synthesis (6 credits)

Required Liberal Arts and Sciences (24 credits)

CSC 308 Healthcare Informatics (3 credits)
 CUL 320 Cultures, Health and Healing (3 credits)
 ENG 300 Advanced Composition (3 credits)
 ENG 315 Health Wellness and Writing (3 credits)
 MAT 200 Statistics (3 credits)
 PHI 300 Healthcare Ethics (3 credits)
 PSY 300 Organizational Change (3 credits)
 SOC 410 Health Promotion across the Lifespan* (3 credits)

*clinical required for course

Electives (6 credits)

Liberal Arts and Sciences Electives (6 credits):
 any ART, BIO, CHM, COM, CUL, ECO, ENG, HIS, HUM, MAT, MUS, PHI, PHY, POL, PSY, RES, SCI, SOC, SPA

Nursing Completion Program HEGIS 1203.10

FIRST YEAR		
Course	Fall Semester	Credits
ENG 300	Advanced Composition	3
MAT 200	Statistics	3
NUR 301	Nursing Theory & Practice Issues	3
NUR 310	Pathophysiology	3
PSY 300	Organizational Change	<u>3</u>
		15
Spring Semester		
NUR 360	Health Assessment, Promotion and Diagnostic Reasoning	3
CUL 320	Cultures, Health and Healing	3
NUR 340	Intro to Research & Evidence-based Practice	3
*NUR 385	Community Health Nursing & Epidemiology	<u>6</u>
		18
SECOND YEAR		
Course	Fall Semester	Credits
CSC 308	Healthcare Informatics	3
ENG 315	Health Wellness and Writing	3
NUR 410	Pharmacology	3
NUR 421	Leadership, Management and Ethics in Nursing	3
*SOC 410	Health Promotion across Life Span	<u>3</u>
		15
Spring Semester		
*NUR 460	Nursing Specialty & Synthesis	6
PHI 300	Health Care Ethics	3
	Liberal Arts and Sciences Electives**	<u>6</u>
		15

*Experiential learning or clinical required for course.

**Students who have not taken RES 201, Foundations in Social Justice, must select this course as one of their liberal arts and sciences electives.

Online Nursing Completion (BS)

The BS degree in Online Nursing Completion Program is designed for graduates of an accredited associate degree or diploma program in nursing, who also hold a New York State unencumbered RN license, to complete the last two years of a bachelor degree in nursing. The purpose of the program is to educate nurses who utilize evidence for practice decisions throughout a variety of healthcare settings and have knowledge regarding contemporary issues shaping nursing and healthcare. Students can complete the program full-time.

All Maria College Nursing students are required to have and maintain a Castlebranch account which houses health records. All nursing students must meet the health requirements of the department and health agencies.

The following documents must be submitted to CastleBranch by July 1st:

- A complete physical exam, including documentation of completed tuberculin test and all required immunizations.
- Covid 19 Vaccination.
- Basic life support (BLS) for healthcare providers certification.

Once a student account is created, it is theirs to keep throughout their educational and professional endeavors. All required documents must be on file and updated yearly in order to maintain admission status.

A student must achieve a minimum grade of C+ (77%) in all required nursing courses. Failure to successfully complete required course work will result in dismissal from the program. A student may repeat a nursing course only once.

Readmission to the BS degree in online nursing completion program is not automatic, is at the discretion of the department faculty, and dependent 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.

The BS degree in online nursing completion program is accredited by the Accreditation Commission for Education in Nursing, Inc. (ACEN).

3390 Peachtree Road NE, Suite1400 Atlanta, Georgia, 30326

[https:// www.acenursing.org](https://www.acenursing.org) Telephone 404.975.5000 Fax 404.975.5020

The BS degree in online nursing completion program is also accredited by the New York State Board of Regents, State Education Department, Office of Professions (Nursing Education).

Nursing Core (30 credits)

NUR 310 Pathophysiology (3 credits)
 NUR 326 Holistic Pharmacology (3 credits)
 NUR 330 Nursing Theory & Contemporary Trends (3 credits)
 NUR 345 Research to Promote Evidence-based Practice in Nursing (3 credits)
 NUR 355 Comprehensive Health Assessment, Promotion Across the Lifespan (4 credits)
 NUR 418 Healthcare Policy & Advocacy for Vulnerable Populations (3 credits)
 NUR 428 Community & Global Perspectives in Nursing & Epidemiology* (4 credits)
 NUR 430 Teaching & Learning (3 credits)
 NUR 445 Transformational Leadership & Management* (4 credits)

Required Liberal Arts and Sciences (21 credits)

CSC 308 Healthcare Informatics (3 credits)
 CUL 320 Cultures, Health and Healing (3 credits)
 ENG 315 Health, Wellness, & Writing (3 credits)
 MAT 200 Statistics (3 credits)
 PHI 300 Healthcare Ethics (3 credits)
 PSY 300 Organizational Change (3 credits)
 SOC 300 Medical Sociology (3 credits)

Electives (9 credits)**

Liberal Arts and Sciences Electives (9 credits): any
 ART, BIO, CHM, COM, CUL, ECO, ENG, HIS,
 HUM, MAT, MUS, PHI, PHY, POL, PSY, RES,
 SCI, SOC, SPA

Nursing Completion Program

HEGIS 1203.10

Course	First Semester	Credits
ENG 315	Health Wellness & Writing	3
MAT 200	Statistics	3
NUR 310	Pathophysiology	3
NUR 326	Holistic Pharmacology	3
CSC 308	Healthcare Informatics	<u>3</u>
		15
	Second Semester	
PHI 300	Health Care Ethics	3
PSY 300	Organizational Change	3
NUR 330	Nursing Theory & Contemporary Trends	3
NUR 345	Research to Promote Evidence Based Practice in Nursing	3
*NUR 355	Comprehensive Health Assessment	<u>4</u>
		13
	Third Semester	
SOC 300	Medical Sociology	3
CUL 320	Cultures, Health & Healing	3
NUR 418	Healthcare Policy & Advocacy for Vulnerable Populations	3
*NUR 428	Community & Global Perspectives in Nursing & Epidemiology	<u>4</u>
		13
	Fourth Semester	
NUR 430	Teaching & Learning	3
*NUR 445	Transformational Leadership & Management	4
	Liberal Arts and Sciences Electives**	<u>9</u>
		16

*Experiential learning or clinical required for course.

**Students who have not taken RES 201, Foundations in Social Justice, must select this course as one of their liberal arts and sciences electives.

Psychology (BS)

The BS in Psychology provides students with the flexibility and foundation to move into a number of highly rewarding careers. Presently there is anticipated growth in employment opportunities for psychology graduates in areas of organizational and industrial psychology. 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 psychology program is flexible and encourages students to pursue their own interests within the field. A required internship providing relevant work experience with professional practitioners will augment classroom learning and will give students a competitive edge when seeking employment. Two required research courses prepare students for the rigors of graduate school should they decide to continue their education. A large number of free electives provides the opportunity to transfer credits from another major or to develop an area of specialization.

Students enrolled in this program must maintain a minimum grade of C (73) in all psychology core requirements.

Group I: Psychology Core (21 or 24 credits)

PSY 100 General Psychology (3 credits)
PSY 102 Exploratory Psychology (3 credits) or PSY 225 Health Psychology (3 credits)
PSY 205 Interpersonal Psychology (3 credits)
PSY 350 Research Methods I (3 credits)
PSY 360 Research Methods II (3 credits)
PSY 400 Internship in Psychology (3/6 credits)
PSY 430 History and Systems of Psychology (3 credits)

Group II: Psychology Electives

(Select 7 courses with three at 300/400 level)

PSY 200 Developmental Psychology (3 credits)
PSY 201 Psychology of Learning (3 credits)
PSY 202 Adolescent Psychology (3 credits)
PSY 203 Child Psychology (3 credits)
PSY 204 Psychology of Abnormal Behavior (3 credits)
PSY 209 Psychology of Aging (3 credits)
PSY 232 Positive Psychology (3 credits)
PSY 270 Social Psychology (3 credits)
PSY 300 Organizational Change (3 credits)
PSY 305 Psychology of Food and Eating (3 credits)
PSY 315 Psychology of Criminal Behavior (3 credits)
PSY 320 Psychology and the Media (3 credits)
PSY 330 Psychology of Terrorism (3 credits)
PSY 340 Cognitive Psychology (3 credits)

Liberal Arts and Sciences Courses (51 or 54 credits)

Cultural Studies (6 credits): CUL 310, CUL 410
English (12 credits): ENG 111, ENG 211, ENG 300/400
level electives (6 credits)
History (6 credits): HIS electives
Religious Studies/Philosophy (12 credits): RES 201, 9
credits of RES/PHI electives
Science/Mathematics (9 credits): MAT 106, or MAT
100, MAT 200; any BIO/CHM/PHY/SCI elective
Sociology (3 credits): SOC 101
COM 450 (3 credits) Capstone I and/or COM 451 (3
credits) Capstone II

Free Electives (24 credits)

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

Psychology, BS

HEGIS 2001

FIRST YEAR			THIRD YEAR		
Course	Fall Semester	Credits	Course	Fall Semester	Credits
ENG 111	Composition I	3	CUL 310	Cultural Studies I	3
PSY 100	Intro to Psychology	3	PSY 350	Research Methods I	3
SOC 101	Intro to Social Change	3	ENG	English 300/400 Level	
RES/PHI	Religious Studies/Phil.			Elective	3
	Elective	3	PSY	Psychology 300/400 Level	
	Free Elective	<u>3</u>		Elective	3
		15		Free Elective	<u>3</u>
					15
Spring Semester			Spring Semester		
MAT 106	College Algebra	3	CUL 410	Cultural Studies II	3
or MAT 101	Found. of Mathematics	3	PSY 360	Research Methods II	3
PSY 102	Exploratory Psychology	3	RES/PHI	Religious Studies/Philosophy	
or PSY 225	Health Psychology	3		Elective	3
PSY 205	Psychology of Interpersonal		PSY	Psychology 300/400 Level	
	Relations	3		Elective	3
RES/PHI	Religious Studies/Philosophy			Free Elective	<u>3</u>
	Elective	3			15
	Free Elective	<u>3</u>			
		15			
SECOND YEAR			FOURTH YEAR		
Course	Fall Semester	Credits	Course	Fall Semester	Credits
ENG 211	Critical Inquiry and Writing	3	PSY 430	History and Systems of	
MAT 200	Statistics	3		Psychology	3
HIS	History Elective	3	ENG	English 300/400 Level	
PSY	Psychology 200 Level			Elective	3
	Elective	3	PSY	Psychology 300/400 Level	
PSY	Psychology 200 Level			Elective	3
	Elective	3	COM 450	Capstone I Prof Comp for the	
	Free Elective	<u>3</u>		21 st Century	3
		18		Free Elective, 300/400 Level	<u>3</u>
					15
Spring Semester			Spring Semester		
RES 201	Foundations in Social Justice	3	PSY 400	Internship in Psychology	3/6*
BIO/CHM/PHY/SCI	Science Elective	3	COM 451	Capstone II Graduate	
HIS	History Elective	3		Competencies	3
PSY	Psychology 200 Level			Free Elective, 300/400 Level	3
	Elective	3		Free Elective	<u>3</u>
PSY	Psychology 200 Level				12/15
	Elective	<u>3</u>			
		15			

Beginning in Academic year 2022-2023: Students can choose COM 451 and the 6 credit internship or COM 450 and COM 451 and the 3 credit internship.

**Semester sequence of courses for concurrent CASAC training
Psychology, BS**

HEGIS 2001

FIRST YEAR			THIRD YEAR		
Course	Fall Semester	Credits	Course	Fall Semester	Credits
ENG 111	Composition I	3	CUL 310	Cultural Studies I	3
PSY 100	Intro to Psychology	3	PSY 350	Research Methods I	3
SOC 101	Intro to Social Change	3	PSY 317	Case Management	3
RES/PHI	Religious Studies/Phil.		ENG	English 300/400 Level	
	Elective	3		Elective	3
	Free Elective	<u>3</u>		Free Elective	<u>3</u>
		15			15
Spring Semester			Spring Semester		
PSY 200	Developmental Psychology	3	CUL 410	Cultural Studies II	3
PSY 102	Exploratory Psychology	3	PSY 360	Research Methods II	3
or PSY 225	Health Psychology	3	PHI 300	Healthcare Ethics	3
PSY 205	Psychology of Interpersonal Relations	3	RES/PHI	Religious Studies/Philosophy	
				Elective	3
MAT 106	College Algebra	3		Free Elective, 300/400 Level	<u>3</u>
or MAT 101	Found.of Mathematics	3			15
RES/PHI	Religious Studies/Phil.				
	Elective	<u>3</u>			
		15			
SECOND YEAR			FOURTH YEAR		
Course	Fall Semester	Credits	Course	Fall Semester	Credits
ENG 211	Critical Inquiry and Writing	3	PSY 430	History and Systems of Psychology	3
MAT 200	Statistics	3			
PSY 237	Alcoholism and Substance Use Treatment	3	COM 450	Capstone I Prof Comp for the 21st Century	3
PSY 247	Deviance and Therapy	3	ENG	English 300/400 Level	
	Free Elective	3		Elective	3
HIS	History Elective	<u>3</u>	PSY	Psychology 300/400 Level	
		18		Elective	3
				Free Elective	<u>3</u>
					15
Spring Semester			Spring Semester		
RES 201	Foundations in Social Justice	3			
BIO/CHM/PHY/SCI	Science Elective	3	PSY 407	Internship in CASAC Training	6
PSY	Psychology 200 level Elective	3		Free Elective, 300/400 Level	3
PSY	Psychology 200 level Elective	3		Free Elective, 300/400 Level	<u>3</u>
	Free Elective	<u>3</u>			12
		15			

CASAC

CASAC Training Program – 350 hours

Maria College's CASAC training program is certified by NYS OASAS. Start your pathway to become a counselor in addictions and substance use disorders, also known as Credentialed Alcohol and Substance Abuse Counselor (CASAC). There is a growing need in the Capital Region and nationally for CASAC certified practitioners. Gain the practical skills you need to make yourself more marketable for many healthcare settings and enter a career in which you can have a significant impact on people's lives.

Who can Apply?

This non-matriculated training program is open only to new students. Students can enroll in the 350-hour training program as a part-time non-degree student or as a Psychology program student. The CASAC curriculum is delivered in eight courses offered through the Psychology program. Each of these eight courses addresses unique knowledge and skills required of the CASAC curriculum. **Students who have already earned credit for any of these courses will be required to re-take the course.** These courses include: PSY 100, PSY 200, PSY 225, PSY 237, PSY 247, PSY 317, PHI 300, PSY 407 (Internship).

Program Highlights

- The Maria College CASAC training includes 8 courses for a total of 27 credits. It is possible to complete this program in 1-calendar year by taking the courses in the Fall, Spring and Summer semesters.
- This program suits those who are in the allied health field or psychology: Consider this opportunity either as a viable career option or as an opportunity to complement your program major.
- Through this training program, you will obtain College credits that can be used to complete a degree.
- After obtaining your CASAC Certification, you will be prepared for direct patient care and supervisory positions in the field of substance use and addiction.
- This education and training will prepare you to increase your scope of practice, whether already working in mental health and addiction services, or seeking credentials to enhance or expand your healthcare provider role into addiction services.

The education requirements will culminate with an internship at an approved drug treatment facility, contributing towards one's readiness to complete the clinical hours requested for the CASAC certification.

Public Health (BS)

The BS in Public Health integrates a scientific foundation of health with behavioral science and humanities, clinical practice, and social justice principles that are pillars of our community. We engage students, staff, and faculty to contribute to the community, to help people, while pursuing core Public Health. Specifically, students can utilize this degree to enter the workforce or enter a graduate/professional school for advanced training in a wide range of fields.

Students graduating from this program are prepared for:

- Entry level positions in community health programming, education, and promotion
- Positions in program coordination or research at the assistant level;
- Graduate or advanced training in public health, health administration, data analytics, and health services research;
- Further training in clinical or professional education, including but not limited to Nursing, MS in Occupational Therapy, MS in Physician's Assistant Studies, Medical School, MS in Clinical/Community Psychology, etc.

Program Objectives:

1. Recognize the structural, biological, and social determinants of health that affect individuals and communities.
2. Demonstrate an appreciation of social justice as the ethical framework for advancing public and community health.
3. Describe the historical role of public health nationally and globally and identify and understand current and future public health challenges faced by the U.S. and the World including the structure of the U.S. healthcare system.

4. Obtain, analyze, synthesize, and apply quality data for assessment and planning in community health programs.
5. Coordinate and implement the delivery of community health interventions and programs through experiential as well as didactic learning.
6. Demonstrate the basics of project implementation, including planning, assessment, and evaluation.
7. Communicate effectively with diverse individuals, communities, and stakeholders.
8. Advocate for evidence-based practices, programming, and policies that affect the health of individuals and communities to address known health disparities.
9. Demonstrate an understanding of, and ability to apply ethical decision making, and professionalism.
10. Understand the basic legal, ethical, economic, and regulatory components of health care and public health policy and the government and government agency roles in the relevant processes.

Students enrolled in this program must maintain a minimum grade of C (73) in all public health core requirements as well as in every course in the program concentration.

All students will complete the foundational courses (49 credits), the Public Health core (47 credits) and the free electives (12 credits). Students also must complete one set of track courses (12 credits). The total number of credits required for the program is 120.

Public Health Core (47 credits)

CUL 320 Culture, Health, and Healing (3 credits)
HCM 120 The U.S. Health Care System (3 credits)
HCM 350 Health Care Law and Policy (3 credits)
HOS 410 Epidemiology (3 credits)
PBH 101 Intro to Public Health (3 credits)
PBH 200 Seminar in Public Health (1 credit)
PBH 210 Introduction to Data (3 credits)
PBH 375 Applied Public Health Research (3 credits)
PBH 425 Program Implementation and Planning (3 credits)
PBH 420 Determinants of Health (3 credits)
PBH 400 Professional Development Seminar (1 credit)
PBH 450 Capstone (3 credits)
PBH 410 Service Learning (3 credits)
PSY 225 Health Psychology *or* PSY 200 Developmental Psychology (3 credits)
PHI 300 Health Care Ethics (3 credits)
SOC 300 Medical Sociology (3 credits)
SOC 410 Health Promotion Across the Lifespan (3 credits)

Foundational Courses (49 credits)

Communications/English (9 credits): ENG 103, ENG 111, ENG 211
History (3 credits): HIS elective
Philosophy (3 credits): PHI 101
Religious Studies (3 credits): RES 201
Science/Math (19 credits): BIO 103, SCI 100, MAT 101 *or* MAT 106, MAT 200, CHM 301, BIO 340
Social Sciences (12 credits): PSY 100, SOC 101, ECO 100 *or* ECO 101, PSY 350

Free Electives (12 credits)

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

Concentration (select one, 12 credits)

Communication Health

HIS 399 History of Health Care and Medicine (3 credits)
ENG 410 Technical and Professional Communication (3 credits)
300/400 Psychology Elective (3 credits)
NUR 418 Healthcare Policy and Advocacy for Vulnerable Populations (3 credits) *or* POL 202 Public Administration (3 credits) *or* HCM 330 Health Care Management (3 credits)

Health Professions/Biomedical Sciences

BIO 209 Anatomy & Physiology I (4 credits)
BIO 210 Anatomy and Physiology II (4 credits)
Natural Science Elective (3 credits)
GRN 102 Nutrition of Aging (1 credits) *or* GRN 108 Health of Aging (1 credit)

Healthcare Management

HCM 330 Health Care Management (3 credits)
HCM 325 Financial Management in Healthcare (3 credits)
HCM 320 Healthcare Marketing (3 credits)
BUS 310 Effective Leadership in 21st Century (3 credits) *or* HCM 400 Leadership in Healthcare Management (3 credits)

Public Health, BS

HEGIS 1214

FIRST YEAR			THIRD YEAR		
Course	Fall Semester	Credits	Course	Fall Semester	Credits
ENG 111	Composition I	3	PHI 300	Healthcare Ethics	3
BIO 103	General Biology	4	PSY 350	Research Methods I	3
PBH 101	Intro to Public Health	3	CHM 301	Environmental Health	3
HIS	History Elective	<u>3</u>	HCM 350	Healthcare Law and Policy	3
		13	BIO 340	Genetics	<u>3</u>
					15
Spring Semester			Spring Semester		
ENG 211	Critical Inquiry and Writing	3	SOC 300	Medical Sociology	3
PSY 100	General Psychology	3	PBH 375	Applied Public Health	
SOC 101	Intro to Social Change	3		Research	3
SCI 100	Medical Terminology and		HOS 410	Epidemiology	3
	Conditions	3	CUL 320	Culture, Health and Healing	3
MAT 106	Intro to Algebra	3		Concentration Course	<u>3</u>
or MAT 101	Found. of Mathematics I	<u>3</u>			15
		15			
SECOND YEAR			FOURTH YEAR		
Course	Fall Semester	Credits	Course	Fall Semester	Credits
HCM 120	U.S. Healthcare System	3	PBH 425	Program Implementation	
PBH 200	Seminar in Public Health	1		and Planning	3
ENG 103	Speech and Oral		PBH 420	Determinants of Health	3
	Communication	3	SOC 410	Health Promotion Across	3
PHI 101	Intro to Philosophy	3		the Lifespan	
MAT 200	Statistics	3	PBH 400	Professional Development	
	Free Elective	<u>3</u>		Seminar	1
		16		Concentration Course	3
				Free Elective	<u>3</u>
					16
Spring Semester			Spring Semester		
RES 201	Foundations of Social Justice	3	PBH 450	Capstone	3
ECO 100	Macroeconomics	3	PBH 410	Service Learning	3
or ECO 101	Microeconomics	3		Concentration Course	3
PSY 225	Health Psychology	3		Free Elective, 300/400 level	3
or PSY 200	Developmental Psychology	3		Free Elective, 300/400 level	<u>3</u>
PBH 210	Introduction to Data	3			15
	Concentration Course	<u>3</u>			
		15			

Associate Degree Programs

Associate in Applied Science (AAS)

The Associate in Applied Science degree is awarded upon completion of occupationally oriented curricula. The course of study leading to this degree is an organized curriculum of at least 60 credits, including a minimum of 20 credits in the liberal arts and sciences. The remaining credits are in the candidate's specialized career program. Degree programs are offered in Nursing and Occupational Therapy Assistant

Associate in Arts (AA)

Associate in Science (AS)

The Associate in Arts and Associate in Science degrees are awarded to those students who complete a general education curriculum in liberal arts and sciences. The course of study for these degrees is designed to develop judgment and understanding about human beings' relationships to the social, cultural and natural facets of their environment.

The Associate in Arts degree is awarded upon completion of at least 60 credits, of which 45 credits are in the liberal arts and sciences.

The Associate in Science degree is awarded upon completion of at least 60 credits, of which 30 credits are in the Liberal Arts and Sciences. A degree program in General Studies is offered.

General Studies, AS

HEGIS 5699

The General Studies degree is designed for students who wish to enter a career program but lack the prerequisites needed for acceptance into the program. It is also designed for students who wish to pursue postsecondary education for enrichment or to further develop career goals. The General Studies student must successfully complete 60 credits as follows:

1. 12 credits to fulfill the College requirement for RES201, Foundations in Social Justice (3 credits). A course in Philosophy or Religious Studies (3 credits). Two courses in English ENG111, Composition I (3 credits). ENG211, Critical Inquiry and Writing (3 credits).
2. 18 credits of a liberal arts and sciences core in areas of Humanities (English, nonstudio Art and Music, etc.), Natural Sciences (Biology, Chemistry, Mathematics, 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 field when selecting free electives to facilitate future employment or education.

Liberal Arts, AA

HEGIS 5649

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. The Liberal Arts student must successfully complete 60 credits as follows:

1. 12 credits to fulfill the College requirements for RES201, Foundations in Social Justice (3 credits). A course in Philosophy or Religious Studies (3 credits). Two courses in English: ENG111, Composition I (3 credits), and ENG211, Critical Inquiry and Writing (3 credits)
2. 3 credits mathematics and 3 credits natural science
4. 30 credits of liberal arts and sciences core in areas of Humanities (English, non-studio Art and Music, etc). Natural Sciences (Biology, Chemistry, Mathematics, etc.), Social Sciences (Psychology, Sociology, Economics, etc.), and Religious Studies/Philosophy, with a reasonable distribution in three of the four areas.
5. 12 credits of free electives.

Nursing

(AAS)

The nursing curriculum fosters a transfer of nursing theory to the art and science of patient care, integrating clinical practice and laboratory experiences with formal classroom work.

Nursing courses are offered during the day and evening divisions. Clinical practice 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 Department and health agencies. The following documents must be submitted to Castlebranch by July 1st:

- A complete physical exam, including documentation of completed tuberculin test and required immunizations.
- Basic life support (BLS) for health-care providers certification.

A background check will also be conducted by Castlebranch. The above requirements must be on file with Castlebranch prior to participation in each of the clinical courses (NUR120, 130, 240, 250, 260).

A student must achieve a minimum grade of C+ (77) in all nursing courses and a minimum grade of C (73) in all Science and English courses. Nursing students must pass each theoretical, clinical and lab component of a nursing course or the course must be repeated in its entirety. Students who are unsuccessful in a nursing course and who seek to repeat the course must follow the procedure in the Maria College Prelicensure Student Nurse Manual that outlines the process for readmission.

Readmission to the nursing program is not automatic and is based on the discretion of the Program Director, the recommendation of the nursing faculty, achievement of a GPA greater

than 2.5, and space availability, which is determined immediately prior to the beginning of the course in most cases. The student seeking readmission to continue study in nursing must submit all necessary documents as required. Readmission to the nursing program courses NUR130, NUR240 and NUR250 require confirmation of content mastery as evidenced by earning a level 2 or greater on the required ATI content mastery examinations, successful completion of the relevant dosage competency test, and successful completion of the relevant skills competency examination.

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 as an attempt.

All applicants to the nursing program will be required to take the Test of Essential Academic Skills (TEAS). Those scoring below the admissions criteria for any of the four content areas may be required to retest in order to be considered for admission to the program.

Students who are unsuccessful in the Practical Nurse Certificate (PNC) Program will not be admitted into Associate Degree in Nursing (ADN) Program.

Requests for readmission must be submitted by February 15 for the fall semester and no later than September 15 for the spring semester. Those who wish to reenter the ADN program after 2 years must begin with the first semester and NUR110 and NUR120. Those students who successfully complete the Maria College Practical Nursing Certificate (PNC) program after failing in the Maria Associate Degree in Nursing (ADN) program are eligible to reapply to the ADN program after becoming licensed as a practical nurse.

Graduates of the ADN program are eligible to take the National Council Licensing Examination—RN (NCLEX-RN®).

The Associate degree in Applied Science in Nursing program at Maria College located in Albany, New York is accredited by the Accreditation Commission for Education in Nursing (ACEN):

3390 Peachtree Road NE, Suite 1400 Atlanta, GA 30326 (404) 975-5000

The most recent accreditation decision made by the ACEN Board of Commissioners for the Associate degree in Applied Science in Nursing program is Continuing Accreditation.

The program is also registered by the New York State Board of Regents, State Education Department, Office of the Professions (Nursing Education) and is a member of the Council for Associate Degree Nursing (CADN) in New York State.

ADVANCED PLACEMENT: TWO OPTIONS

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

NUR 195 Advanced Placement Review for LPN's or Nursing Transfer Students: Advanced placement for Licensed Practical Nurses (LPNs) and transfer students is available. Students will earn the equivalent of NUR110 Introduction to Professional Nursing (1 credit) and NUR120 Fundamentals of Nursing (8 credits) or 9 credits in nursing after successfully completing the NUR195 Advanced Placement Review, and medication calculation exam and fundamental skills competency. Students who do so will advance directly to NUR130 Care of Individuals Across the Lifespan. The NUR195 review classes are held in the fall semester. The practical nurse seeking admission into the ADN program must

submit a current LPN license. Enrollment in the NUR195 review course may not be repeated.

Maria College PNC Graduates: Advanced placement for graduates from the Maria College PNC program who have completed the equivalent of NUR110 Introduction to Professional Nursing (1 credit) and NUR120 Fundamentals of Nursing (8 credits) or the first semester of course work in the ADN program are eligible to apply for advanced placement into NUR 240 Care of Clients with Physical and Psychosocial Human Needs. Enrollment is based on available space in the ADN program, successful completion of the NCLEX-PN® and current licensure.

Licensed Practical Nurse (LPN) graduates of the Maria PNC program must meet all admissions requirements for the ADN program, provide a copy of the applicant's current LPN license. Documentation must be submitted at the time of application.

The LPN applicant planning to continue study in the ADN program must apply to the Admissions Office by December 1st. Maria College PNC graduates who apply for advanced placement more than 2 years after graduating may not be eligible for advanced placement.

Nursing laboratories are not latex-free.

Please note, completion of a nursing program does not guarantee a nursing license. Graduates must be granted a license in the individual state they wish to practice in. Pending criminal charges, misdemeanor and felony convictions, and/or evidence of professional misconduct may cause a state board of nursing to deny licensure.

**Nursing, AAS
Day Division
HEGIS 5208.10**

FIRST YEAR		
Course	Fall Semester	Credits
BIO 209	Anatomy & Physiology I	4
NUR 110	Introduction to the Practice of Nursing	1
NUR 120	Fundamentals of Nursing	8
PSY 100	General Psychology	<u>3</u>
		16
Spring Semester		
BIO 210	Anatomy & Physiology II	4
ENG 111	Composition	3
NUR 130	Care of Individuals Across the Lifespan	8
PSY 200	Developmental Psychology	<u>3</u>
		18

SECOND YEAR		
Course	Fall Semester	Credits
BIO 203	Microbiology	4
NUR 240	Care of Clients with Physical & Psychological Human Needs	8
ENG 211	Critical Inquiry and Writing	3
SOC 101	Introduction to Social Change	<u>3</u>
		18
Spring Semester		
NUR 250	Care of the Complex Client	8
NUR 260	Transition to Nursing Practice	3
RES 201	Foundations in Social Justice	<u>3</u>
		14

**Nursing, AAS
Evening Division
HEGIA 5208.10**

FIRST YEAR		
Course	Fall Semester	Credits
BIO 209	Anatomy & Physiology I	4
PSY 100	General Psychology	<u>3</u>
		7
Spring Semester		
BIO 210	Anatomy & Physiology II	4
ENG 111	Composition	<u>3</u>
		7
Summer Semester		
RES 201	Foundations in Social Justice	3
PSY 200	Developmental Psychology	<u>3</u>
		7

SECOND YEAR		
Course	Fall Semester	Credits
NUR 110	Introduction to the Practice of Nursing	1
NUR 120	Fundamentals of Nursing	<u>8</u>
		9
Spring Semester		
NUR 130	Care of Individuals Across the Lifespan	<u>8</u>
		8
Summer Semester		
ENG 211	Critical Inquiry and Writing	3
SOC 101	Introduction to Social Change	<u>3</u>
		6

Third YEAR		
Course	Fall Semester	Credits
BIO 203	Microbiology	4
NUR 240	Care of Clients with Physical & Psychological Human Needs	<u>8</u>
		12
Spring Semester		
NUR 250	Care of the Complex Client	8
NUR 260	Transition to Nursing Practice	<u>3</u>
		11

Occupational Therapy Assistant (AAS)

Occupational Therapy Assistant courses are offered during Weekend College. Courses are taught in a combination of lecture, discussion and demonstration formats, with active participation a vital component of 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 current trends in health care.

Level II fieldwork experiences are scheduled during the weekday hours for the Weekend Program. Students in the Occupational Therapy Assistant (OTA) program may need CPR certification, and/ or fingerprinting and a background check for clearance to participate in the fieldwork educational components.

All students must meet the health requirements of the Occupational Therapy Assistant program and clinical fieldwork sites. Satisfactory health records with current immunizations, including the 2-step PPD (tuberculosis screening), must be submitted and cleared prior to participation in each of the courses with clinical components (OCT117, 210, 216, 217). A student must achieve a minimum grade of C (72.5) in all OCT prefix courses and all required science courses (BIO119, BIO209, BIO210, SCI100, ENG111). Satisfactory performance in all clinical fieldwork 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 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 licensure. A prior felony conviction may affect a graduate’s ability to sit for the NBCOT Certification Exam and/or attain state licensure.

OTA Program Outcomes: The total number of graduates from the Maria College Occupational Therapy Assistant program during the 3-year period of 2022 - 2024 was 75 with an overall graduation rate of 94.9% within 3 years of acceptance to the OTA program. The percentage of new graduate test takers who passed the National Board for Certification in Occupational Therapy (NBCOT) certification examination within 1 year in 2023 is 58%. The Occupational Therapy Assistant Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of The American Occupational Therapy Association (7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 20814-4929).

Graduation Year	Starting Cohort	2 Year Graduates (Graduation Rate)	3 Year Graduates (Graduation Rate)
2024	21	16 (76.2%)	19 (90.4%)
2023	19	12 (63.2%)	18 (94.7%)
2022	39	32 (82.1%)	38 (97.4%)
Total	79	60 (75.9%)	75 (94.9%)

Occupational Therapy Assistant. AAS
Weekend Division
HEGIS 5210

FIRST YEAR		
Course	Fall Semester	Credits
BIO 209	Anatomy & Physiology I	4
ENG 111	Composition I	<u>3</u>
		7
Spring Semester		
BIO 210	Anatomy & Physiology II	4
PSY	Psychology Elective	<u>3</u>
		7
Summer Semester		
RES 201	Foundations of Social Justice	3
ENG 211	Critical Inquiry and Writing	<u>3</u>
		6

SECOND YEAR		
Course	Fall Semester	Credits
OCT 112	O.T. Skills & Application I	1
OCT 114	Foundations of O.T. I	3
BIO 119	Introductory Kinesiology	1
SCI 100	Medical Terminology and Conditions	<u>3</u>
		8
Spring Semester		
OCT 116	O.T. Skills & Application II	1
OCT 117	Introduction to Fieldwork	1
OCT 120	Occupational Performance Across the Lifespan	3
OCT 121	Foundations of O.T. II	<u>3</u>
		8
Summer Semester		
OCT 210	Fieldwork I - Psychosocial	1
OCT 211	Preparing for Practice	1
OCT 215	O.T. in Psychosocial Dysfunction	<u>4</u>
		6

THIRD YEAR		
Course	Fall Semester	Credits
OCT 213	O.T. in Developmental Disabilities	3
OCT 214	O.T. in Physical Dysfunction	<u>3</u>
		6
Spring Semester		
OCT 216	Fieldwork II - First Rotation*	6
OCT 217	Fieldwork II - Second Rotation*	<u>6</u>
		12

* Two Fieldwork II courses required; full-time day hours, eight weeks each

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.

**Professional Certificate Program
Practical Nurse
(LPN Training)
HEGIS 5209.20**

The Practical Nurse Certificate (PNC) is a college credit-bearing program in the Nursing Department that prepares program graduates 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 Weekend College, which is held during Weekend College for the first semester and then every weekend for the remainder of the semesters. The program can be complete by qualified applicants within 6 semesters on a part time basis.

Non-nursing courses required in the program are taken during the day and/or evening sessions. The program consists of 46 credits, 30 in nursing and 16 in the liberal arts and sciences. It is recommended that all required non-nursing courses except PSY 200 be completed prior to the first nursing course. Priority is given to those applicants who have successfully completed the science requirement (BIO 103 or its equivalent).

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 Test of Essential Academic Skills (TEAS). A physical examination, including tuberculosis testing, required immunizations, and basic life support (BLS) certification, are required before the student will be allowed to take clinical courses.

A student must achieve a minimum grade of C+ in all PNC prefix courses, and a minimum grade of C (73) in required science courses. The student must pass both theoretical, lab, and clinical components of a nursing course, or the course must be repeated in its entirety. Failure to successfully complete required course work will result 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 department faculty, and may depend upon space availability. Readmission to the Nursing Program beyond PNC 101 will require successful outcomes on written, dosage and skills examinations.

Those who wish to reenter the program after 2 years must start with Fundamentals of Practical Nursing I (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 4-semester sequence of about 16 months. The PNC sequence of nursing courses begins with PNC 101 in January. Courses PNC 102, 103 and 104 require an offsite clinical component in addition to lecture and lab on opposite weekends, thereby requiring student participation every weekend.

The nursing course weekend sequence is as follows:

PNC 101: First Semester (Spring), Weekend College dates only.

PNC 102: Second Semester (Summer), Weekend College and alternate weekends for clinical.

PNC 103: Third Semester (Fall), Weekend College and alternate weekends for clinical.

PNC 104: Fourth Semester (Spring), Weekend College and alternate weekends for clinical.

Although the certificate program is primarily designed as a pathway to the LPN profession, it may also prepare students for advanced placement study in the associate degree in nursing program. Qualified applicants must have 6 months experience as a licensed practical nurse and must be within 2 years of graduating from the PNC program. After 2 years, the LPN may need to take an advanced placement course. This is at the discretion of the department faculty.

The Practical Nurse Certificate program is accredited by the New York State Board of Regents, State Education Department, Office of the Professions (Nursing Education).

Please note, completion of a nursing program does not guarantee a nursing license. Graduates must be granted a license by the State Board of Nursing in the individual state in which they wish to practice. Pending criminal charges, misdemeanor and felony convictions, and evidence of professional misconduct may cause a state board of nursing to deny licensure.

Practical Nurse HEGIS 5209.20

Course	First Term	Credits
BIO 103	Introduction to Human Biology*	4
ENG 111	Composition	<u>3</u> 7
Second Term		
PSY 100	General Psychology	3
SOC 101	Introduction to Social Change	<u>3</u> 6
Third Term		
PNC 101	Fundamentals of Practical Nursing I	6
PSY 200	Developmental Psychology	<u>3</u> 9
Fourth Term		
PNC 102	Fundamentals of Practical Nursing II	8
Fifth Term		
PNC 103	Fundamentals of Practical Nursing III	8
Sixth Term		
PNC 104	Fundamentals of Practical Nursing IV	8

* BIO 209 or BIO 210 may be substituted

Nursing laboratories are not latex-free.

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

Course Descriptions

ART 102	Drawing	3 credits	Fall
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An introduction to the use and application of different drawing materials such as pencil, charcoal and pastels. Emphasis is placed on learning to draw objects by intensively observing, examining, studying, selecting and portraying details.

ART 104	Painting	3 credits	Spring
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Exploration of the principles of form and composition in painting and the development of skills in the use of different media, techniques and color mixing.

ASL 101	American Sign Language I	3 credits	Fall
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This course is an introduction to American Sign Language, with a focus on vocabulary development, linguistic structure and matters pertaining to Deaf culture. Students learn basic communication techniques, as well as ASL grammar. Emphasis on current events and issues will be explored. Active class participation, weekly quizzes related to receptive skills and a final project will be elements of the assessment process.

ASL 102	American Sign Language II	3 credits	Fall
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This course is a continuation of the skills introduced in American Sign Language 101. Students will continue to develop skills in signing, utilizing ASL grammar and construction. Emphasis on signs related to family, activities and storytelling in ASL will be emphasized. Additionally, students will be exposed to a variety of current topics related to Deafness and Deaf culture, including a unit of study on Deaf individuals that shaped society for both the Deaf and hearing worlds. Active class participation, weekly quizzes related to receptive skills, a midterm research paper and a final project will be elements of the assessment process.

Prerequisites: ASL 101 or Permission of Instructor

BER 100	Death, Dying and Bereavement	3 credits	Fall
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Examines societal and personal attitudes surrounding 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 and community resources identified.

BIO 101	General Biology I	4 credits	Fall
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A study of the fundamental concepts within the life sciences, emphasizing chemistry, cytology, mitosis, meiosis, photosynthesis, cellular respiration, genetics, the flow of genetic information from DNA to protein and evolution. Laboratory sessions will demonstrate lecture topics.

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 Spring

This course is a continuation of BIO 101 and covers the three domain systems with a survey of the four kingdoms; the emphasis is on land plants and vertebrate animals. Plant anatomy and reproduction are studied using flowering plants as the primary example. Animal systems (nervous, circulatory, digestive, etc.) are studied using the human as the primary example. 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 Fall-Spring-Summer

This 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 and recitation hour are 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.

BIO 119 Introductory Kinesiology 1 credit Fall-Spring

The musculoskeletal system, human movement, posture and body mechanics will be studied in lecture and laboratory. Case studies and movement analysis will be used to help the student apply kinesiology principles to understand human movement.

BIO 203 Microbiology 4 credits Fall-Spring-Summer

Introductory course in microbiology focusing on the unity and diversity of microbes, and the relationship of microbes to each other and to other organisms (especially man), with an emphasis on bacteria and viruses. Topics include an introduction to the scientific method, history 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 study and 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 209 Anatomy and Physiology I 4 credits Fall-Spring-Summer

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, the integumentary, the skeletal system, articulations, muscle tissue, nerve tissue, an introduction to

nervous system organization and function, the central nervous system (brain and spinal cord) and the peripheral nervous system (somatic nervous system, autonomic nervous system, sensation). The laboratory section will reinforce topics through interactive exercises.

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 210 Anatomy and Physiology II 4 credits Fall-Spring-Summer

The second semester of a 2-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 the endocrine system, cardiovascular system (blood, heart, circulation, lymphatic system), respiratory system, urinary system, fluid, electrolyte and acid-base balance, digestive and reproductive systems. The laboratory section will reinforce topics through interactive exercises.

Prerequisites: BIO 209 with a grade of C or better.

BIO 300 Applied Kinesiology 3 credits Spring-Summer

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 209

BIO 320 Neurobiology 4 credits Spring

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.

Prerequisite: BIO 210

BIO 330 Gross Anatomy 4 credits Fall

A regional approach is utilized to thoroughly explore the gross anatomical structures 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. *Prerequisite: BIO 210*

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

This course 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, developing a savings plan, minimizing taxes, controlling spending and credit use, purchasing strategies, owning and financing a home, determining insurance needs, investment goals and strategies and planning for retirement. Modeling and analysis of real-world problems are emphasized. Assignments will include assessments of personal finance concepts, applying mathematical solutions to personal finance problems, analyzing and evaluating real-world problems and crafting suitable solutions.

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

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.

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, intermediaries, retailers, consumers, specialized marketing firms and government agencies.

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 in the capitalistic system.

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

BUS 265 Entrepreneurship and Business 3 credits Spring
Planning

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.)

BUS 310 Effective Leadership in 21st Century 3 credits Fall
Organizations

The demands of the 21st century require new approaches to organizational leadership. This course will explore the challenges and dilemmas that leaders will confront in this dynamic era. Students will examine a comprehensive, relevant and practical perspective on leadership and Sciences, as well as analyze concepts such as leading as an interactive process, managing with innovation and creativity, and embracing new leadership principles.

CHM 100 General Chemistry I 4 credits Fall-Spring-Summer

A broad introduction to the fundamental principles of chemistry. Topics include the scientific method and measurements, 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.

Prerequisite: MAT 101 or equivalent

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 Spring

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.

CHM 211 Organic Chemistry I 4 credits Fall

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, organo halides and alkyl halides. Bonding of molecules and reactivity of functional groups will be emphasized. *Prerequisite: CHM 101*

CHM 212 Organic Chemistry II 4 credits Spring

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.

Prerequisite: CHM 211

CHM 301 Environmental Health 3 credits Fall

This course examines the health issues, causes, and possible future approaches to the control of major environmental health problems in industrialized and developing countries. Topics will include how the human body reacts to environmental pollutants, the physical, chemical, and biological agents of environmental contamination, vectors for dissemination (air, water, soil), solid and hazardous waste, susceptible populations and emerging global environmental health problems.

Prerequisites: College-level CHM or BIO

COM 100 Foundations of Communication 3 credits Fall

This course introduces students to communication research and theory, emphasizing the digital and human side of communication. This course consists of both theoretical and practical assignments, individual and group exercises, readings, guest lectures, in-class and online discussions that cover a broad spectrum of applications that organizations use to communicate with their internal as well as external stakeholders. Contemporary professionals must be skilled in a broad range of communication mediums to be successful individually and as a team member in the workplace; therefore, this course will focus on developing competencies in written, oral and technology-based communication with a focus on not only technical skills but also on professional and cooperative communication.

COM 300 Strategic Communication 3 credits Fall

This course will be a survey and a study of the importance of communication theory as it relates to communication research and practice. The historical development of communication in various fields as well as an assessment of the impact of technology on mass communication patterns will also be at the center of this course. In addition to exposure to a variety of communication theories and analysis of communication phenomenon, domains and contexts from different perspectives, students will be asked to apply theoretical knowledge of communication to issues present in business and professional settings.

Prerequisite: COM 100

COM 320 Social Media: Theory and Practice 3 credits Spring

This course will examine the relationship between society and the evolving computer-mediated technologies known as “social media” including Facebook, Twitter, YouTube and others. This course will involve breaking down cultural mythologies surrounding social media to develop

methods of analysis and critical understanding. Drawing from social theory, including science and technology studies, communication theory, linguistics, cultural studies and media, this course will evaluate the impact of social media on branding, news media, politics, media and issues of identity. Both social and technological relationships of websites will be studied to provide an understanding of basic practical social and professional skills. Additionally the course will look at subjects such as media ethics and media justice as immediate and pressing issues.

Prerequisite: COM 100

COM 400 Internship in Communication Studies 3-6 credits Fall-Spring

The Internship in Communication Studies consists of a supervised work experience with professional practitioners in an agency, company, institution, organization or school. The internship is designed to provide a diverse array of program-relevant experiential learning activities that enhance the students' communication skills, cognitive skills and professional skills, and as a capstone activity is intended to offer students the opportunity to apply knowledge and skills, to utilize critical thinking and informed analysis, and to augment their subject matter knowledge in Communication Studies. A minimum of 120 total hours of internship work for 3 credits and 240 total hours of internship work for 6 credits is required. All required internship documents must be approved prior to the start of the internship.

Prerequisite: Senior standing in Liberal Arts program and in good academic standing. Students who do not meet the academic standing requirement must take six credits of upper division coursework by advisement.

COM 420 Independent Study 1-6 credits

This course offers an opportunity for students at an advanced level of study in a bachelor degree program and in good academic standing to undertake an independent project under the supervision of a faculty member. A maximum of 6 credits of independent study at the 220 and/or 420 level can be earned for a bachelor degree. A detailed proposal and advisor approval are required prior to registration for an independent study. This course is restricted to bachelor degree students.

COM 450 Capstone I: Professional Competencies for the 21st Century 3 credits Fall-Spring

Students in Capstone I will review, develop and practice professional skills needed for both internship experiences and employment. Topics will include Office 2016, including the ability to understand and use data, research skills, critical thinking and formal reflective criticism, professional meeting and presentation skills (in person and online), key topics from the psychology of organizational behavior, diversity and inclusion in the workplace, health and environmental issues, preparation for experiential learning and preparation for a job search/graduate school.

COM 451 Capstone II: Graduate Competencies 3 credits Fall-Spring

In Capstone II students will apply what they have learned across course curricula and through other professional and experiential learning to their developing understanding of what it means

to be a Maria College graduate and a global citizen with a particular focus on the critical concerns of the Sisters of Mercy.

CSC 111 Computer Technology Concepts 3 credits Fall
and Applied Skills

This course examines the continuous changes in computer technology that impact society. 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 Sciences, using Blackboard software and other topics.

CSC 308 Healthcare Informatics 3 credits Fall

This course provides knowledge and 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.

CUL 310 Cultural Studies I 3 credits Fall

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 320 Cultures, Health and Healing 3 credits Spring

This course provides a broad exploration of the study of human health, disease and the curing thereof from a cross-cultural, historical, anthropological and evolutionary perspective, with an emphasis on the cultural and bio-cultural factors that shape how response to diseases and illness involve social dynamics, cultural values and collective expectations. Societies throughout the world recognize certain bodily, emotional and mental conditions as undesirable and in need of change. In this course, the interactions of non-Western cultures with systems of Western health are explored in a global context.

Prerequisite: SOC 101; Cross-listed PSY 321

CUL 410 Cultural Studies II 3 credits Spring

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

need at the particular time the course is offered. The chosen topic explore domains such as terrorism, genocide, sexual rights, poverty, film and music, social networks and global ecology.
Prerequisite: CUL 310

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 an 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.

ENG 100 Language Skills Noncredit Fall-Spring-Summer

A 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.

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

ENG 103 Speech and Oral Interpretation 3 credits Fall

This course is designed to improve the student's overall understanding and effectiveness in the communication process as both speaker and listener. Experiences include formal speech presentations and oral interpretations with critique analyses and group discussion.

ENG 111 Composition I 3 credits Fall-Spring-Summer

This course will focus on composition and rhetoric for academic and professional purposes. Students will practice writing as a multistage process from invention to drafting to revision. The course will also provide instruction on the location and ethical use of information from a variety of sources.

ENG 200 Exploring Literature 3 credits Spring

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 prominent place in the canons of world literature, students will study the various techniques employed by writers in different literary genres that give their works artistry, value and meaning, so that students may become more proficient readers of literature. Reading, writing and class discussion will be the basis of this study.

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 in the stories. Reading, writing and class discussion will be the basis of this study.

ENG 209 Shakespeare 3 credits Fall

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 explorations of human behavior. Our readings will be supplemented with filmed productions of the plays that bring the words and characters to life.

Prerequisite: ENG 111

ENG 211 Critical Inquiry and Writing 3 credits Fall-Spring

This course will focus on research-based argumentation for academic and professional purposes. Students will practice writing as a multistage process from invention to drafting to revision. The course will also place emphasis on the location, critical evaluation, and ethical use of information from a variety of sources.

Prerequisite: ENG 111, with a grade of C or better

ENG 220 Independent Study 1-3 credits

This course offers an opportunity for students at an advanced level of study in an associate degree program and in good academic standing to undertake an independent project under the supervision of a faculty member. A maximum of 3 credits of independent study can be earned for an associate degree. A detailed proposal and advisor approval are required prior to registration for an independent study.

ENG 300 Advanced Composition 3 credits Fall-Spring

This course will focus on research-based argumentation and the development of a variety of writing practices and rhetorical strategies for academic and professional purposes. Students will practice writing as a multistage process from invention to drafting to peer review to revision. The course will also place emphasis on the location, critical evaluation, and ethical use of information from a variety of sources.

Prerequisite: ENG 211, with a grade of C or better

ENG 305 Modern Stories in Context 3 credits Spring

This course examines contemporary American post-war fiction through a range of diverse literary voices, exploring ideas of belonging, identity, equity and self- discovery, and the ways these themes and the works themselves engage with the cultural and historical contexts in which they were situated and produced, with a focus on the Civil Rights and Gay Pride Movements and the Vietnam War. Authors will include James Baldwin, Raymond Carver, Andre Dubus, Sandra Cisneros, Louise Erdrich, Leslie Marmon Silko, Susan Sontag, Amy Tan, John Updike and Alice Walker. Select critical approaches will be introduced and applied to readings to broaden the perspectives through which the works may be contemplated and understood.

Prerequisite: ENG 211

ENG 310 Professional Writing 3 credits Fall

The focus of this course is an intensive practice in the kinds of writing particularly useful to students and professionals in the natural and social sciences with emphasis on clear, accurate, informative writing about complex subjects. This course will be a writing and research-intensive course that puts knowledge into action by engaging rhetorical strategies while focusing on purpose, audience, thesis and organization. Class time will be spent exploring a line of inquiry devoted to the ways in which “academic” writing and “professional” or “practical” writing differ in terms of audience, purpose, and rhetorical strategy and process. Students will produce a variety of writing assignments, discuss assigned readings, investigate ethical research practices, evaluate sources, revise and edit, engage in collaborative writing, make group presentations and participate in extensive in-class critique. There is a rigorous attendance policy. This course is intended primarily for juniors and seniors.

Prerequisite: ENG 211, with a grade of C or better

ENG 410 Technical and Professional 3 credits Fall
Communication

This course is designed to provide students with a solid basis for communicating as professionals to a variety of discourse communities. Contemporary professionals must be skilled in a broad range of communication mediums to be successful individually and as a team member in the workplace; therefore, this course will focus on developing competencies in written, oral and technology based communication ,with a focus on not only the technical skills but on professional and cooperative communication.

Prerequisites: ENG 211, with a grade of C or better

GRN 102 Nutrition of Aging 1 credit Fall

An overview of the physiological, social and environmental status of older adults. This course includes the nutritional requirements of persons 65 and over, food and feeding problems associated with aging, and the resources available to help meet the nutritional needs of this diverse population.

GRN 108 Health of Aging 1 credit Fall

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

HCM 120 The U.S. Healthcare System 3 credits Fall-Spring

This course is designed to provide an overview of the U.S. healthcare system. The course focuses on the history and development of healthcare, 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. Attention is also paid to contemporary issues and trends in the healthcare industry in areas such as medical technology, pharmaceuticals, research, prevention and international healthcare.

HCM 210 Introduction to Health 3 credits Fall
Information Management Systems

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 Sciences 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. The student will also learn about the types of application and communication software used in healthcare organizations and the advances in the electronic health record. Additional focus will be on the administrative and decision support roles that healthcare information Sciences systems play in research and quality improvement.

HCM 320 Healthcare Marketing 3 credits Spring

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.

Prerequisite: HCM 120

HCM 325 Financial Management in 3 credits Spring
Healthcare

This course is designed to develop a working knowledge of accounting and financial Sciences, 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 methods for analyzing and using financial accounting information for decision-making, organizational planning and risk assessment.

Prerequisite: BUS 202 and BUS 203

HCM 330 Healthcare Quality Management 3 credits Fall

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 Sciences and improvement. Also studied are the challenges of implementation and institutionalization of quality improvement strategies in healthcare organizations.

Prerequisite: HCM 120 or HOS 150 or permission of instructor

HCM 350 Health Care Law and Policy 3 credits Fall

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 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 are also covered.

Prerequisite: HCM 120 or HOS 150 or permission of instructor

HCM 400 Internship in Healthcare 3-6 credits Spring
Management

The Internship in Healthcare Sciences consists of a supervised work experience with professional practitioners in an agency, company, institution, organization or school. The internship is designed to provide a diverse array of program-relevant experiential learning activities that enhance the students' communication skills, cognitive and professional skills, and, as a capstone activity, is intended to offer students the opportunity to apply knowledge and skills to utilize critical thinking and informed analysis, and to augment their subject matter knowledge in Healthcare Sciences. A minimum of 120 total hours of internship work for 3 credits and 240 total hours of internship work for 6 credits is required.

Prerequisite: Senior standing in the Healthcare Sciences program and good academic standing. Students who do not meet the academic standing requirement must take 6 credits of upper division coursework by advisement.

HCM 420 Independent Study 1-6 credits

This course offers an opportunity for students at an advanced level of study in a bachelor degree program and in good academic standing to undertake an independent project under the supervision of a faculty member. A maximum of 6 credits of independent study at the 220 and/or 420 level can be earned for a bachelor degree. A detailed proposal and advisor approval are required prior to registration for an independent study. This course is restricted to bachelor degree students.

HCM 435 Healthcare Governance, Mission 3 credits Fall
& Strategy

Over ninety percent of US hospital and healthcare organizations are established and operated as public charities. When students have an understanding of the organization, structure and governance of non-profit healthcare organizations, they will better understand the challenges that these organizations face and their strategic responses. This course will expose students to how the structure as a public charity creates the need for healthcare organizations to develop community benefit plans and mission and goal statements that are consistent with a charity. The course will also explore the roles of a board of directors and administrators of the organization.

Prerequisite: HCM 120

HIS 102 Western Civilization I 3 credits Fall

This course surveys 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 Spring

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

HIS 106 United States History I 3 credits Fall

This course examines the history of the United States from the Age of Exploration to the eve of the Civil War. Emphasis will be placed on the growth of political, social and economic institutions during the nation's infancy.

HIS 107 United States History II 3 credits Spring

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

HOS 150 Introduction to Health Professions 2 credits Fall

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 institutions, professionalism, patient/resident rights and the continuum of health and illness.

HOS 300 Fundamentals of Occupational 3 credits Spring
Science

This course introduces the fundamental concepts of occupational science with a supporting focus on the history and philosophy behind the discipline. The concept of occupation will be explored through theory, assessments, policies and practices which support the field. Observation, interview and narrative will be used as tools to better understand the meaning of occupation. The focus of this course is on understanding occupation and context at the level of the individual and group settings. *Prerequisite: HCM 120 or HOS 150*

HOS 400	Internship in Health and Occupational Sciences	3-6 credits	Spring
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The Internship in Health and Occupational Sciences consists of a supervised work experience with professional practitioners in an agency, company, institution, organization or school. The internship is designed to provide a diverse array of program-relevant experiential learning activities that enhance the students' communication skills, cognitive and professional skills, and, as a capstone activity, is intended to offer students the opportunity to apply knowledge and skills to utilize critical thinking and informed analysis, and to augment their subject matter knowledge in the Health and Occupational Sciences. A minimum of 120 total hours of internship work for 3 credits and 240 total hours of internship work for 6 credits is required. The internship is graded as pass/fail. To meet the 6 credit internship requirement, students who take 3 credits of HOS400 must combine it with the 3 credit course COM 450 Capstone I - Professional Competencies for the 21st Century.

Prerequisite: Senior standing in the Health and Occupational Sciences program and in good academic standing. Students who do not meet the academic standing requirement must take 6 credits of upper division coursework by advisement.

HOS 410	Epidemiology	3 credits	Spring
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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.

Prerequisite: MAT 200 Statistics

HOS 420	Independent Study	1-6 credits
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This course offers an opportunity for students at an advanced level of study in a bachelor degree program and in good academic standing to undertake an independent project under the supervision of a faculty member. A maximum of 6 credits of independent study at the 220 and/or 420 level can be earned for a bachelor degree. A detailed proposal and advisor approval are required prior to registration for an independent study. This course is restricted to bachelor degree students.

HUM 101	Introduction to Humanities I	3 credits	Fall
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An introduction to the arts in the 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; connections between these domains will be stressed.

HUM 102 Introduction to Humanities II 3 credits Spring

A continuation of Hum 101 that will examine the arts in the Western tradition from the Renaissance through the modern period. Emphasis will be placed on the study of history, art in its various forms, music, literature, philosophy and religion; connections between these domains will be stressed.

HUM 110 Essential Mythology 1 credit

Many expressions that are part of our cultural language have their origins in classical mythology, in particular Greek, Roman and Norse traditions. So many references in art, music, film, literature, and even medicine have their roots in mythology, that to be culturally literate, one needs to have a familiarity with these ancient traditions. This course will explore the major characters, stories and events from classical Greek, Roman, and Norse mythology. The content will be presented in an online format.

MAT 100 Basic College Mathematics Skills Non-credit Fall-Spring-Summer

This course helps students prepare for success in future mathematics courses and the mathematics components in their chosen programs. Addressed are the basic processes of arithmetic, fractions, decimals, ratio and proportion, percent and measurement. An introduction to basic statistics and processes with signed numbers are also covered if time allows. This is a developmental course with a grade of C or better required for successful completion.

Note: Students must successfully complete MAT 100 with a grade of C or better before enrolling in MAT 101.

MAT 101 Foundations of Mathematics I 3 credits Fall-Spring

In this survey course, students investigate the primary topics within the broad field of mathematical knowledge. The course provides a review of basic college mathematics as groundwork for the study of various branches of the field and in various other areas of study. Students study the similarities, differences, relationships between topics and concepts in mathematics. Students develop mathematical skills in conjunction, as well as skills in applying various topics in mathematics to real-world situations. Students learn to think mathematically and perform mathematical techniques in essential topics, including consumer mathematics, the metric system, logic, probability and statistics.

MAT 106 College Algebra 3 credits Fall-Spring

This course provides students a firm foundation in college algebra through a systematic exploration and application of concepts. The course assumes familiarity with foundational algebraic vocabulary, symbols and notation. Students investigate how to reason and problem-solve, applying algebraic strategies to real-life situations. Students learn to think mathematically in the areas of the real number system, linear, quadratic, polynomial, rational

equations and inequalities, radicals, absolute value, and complex numbers, as well as functions and their graphs.

Prerequisite: Equivalent of 3 units of college preparatory mathematics at the high school level.

MAT 110 Pre-Calculus

3 credits

This course provides students with a firm foundation in advanced algebra topics, including functions and their properties, through a systematic exploration and application of concept, thereby preparing students for the study of calculus. An emphasis on mathematical modeling makes meaningful connections to real- world problems. Students explore and investigate, algebraically and graphically, the characteristics of linear equations and inequalities, as well as polynomial, quadratic, exponential, logarithmic and trigonometric functions. Students also investigate and apply the principles of matrices, conic sections, sequences, as well as the introductory groundwork surrounding working with the concepts of limits and the difference quotient.

Prerequisite: College Algebra (MAT 106), or the equivalent of 3 units of college preparatory mathematics at the high school level.

MAT 200 Statistics

3 credits

Fall-Spring-Summer

This course familiarizes students with the major concepts and tools for collecting, organizing, analyzing and drawing conclusions from data. The principles of descriptive and inferential statistics are covered. Students work with concepts surrounding statistical data collection, develop skill working with descriptive statistical computations, investigate central tendency, variability, measures of locations of scores within distributions and the role of probability related to sampling. Students also consider rules of sampling in planning and conducting a research study. In addition, students employ the principles and computations of inferential statistics, including hypothesis testing, to establish formal, quantitative relationships between samples and populations in order to answer questions and draw conclusions about populations and their parameters. This course uses statistical software such as MS Excel.

Prerequisite: Foundations of Mathematics I (MAT 101), or the equivalent of 3 units of college preparatory mathematics at the high school level.

MAT 230 Mathematics of Finance

3 credits

Spring

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: MAT 101 or equivalent

MUS 101 Music Appreciation

3 credits

Spring

A course designed to give the student an appreciation of a representative group of popular classics from the baroque, classical, romantic and contemporary repertoires. Included will be the particular musical characteristics of the music periods covered.

NUR 110 Introduction to Professional Nursing 1 credit Fall

This course focuses on understanding nursing as a profession through exploration of historical and contemporary perspectives. Current trends in health care are also considered, with emphasis on the roles and responsibilities of the nurse.

Prerequisite: Matriculated Nursing major, or permission of instructor.

NUR 120 Fundamentals of Nursing 8 credits Fall

The focus of this course is the assessment and awareness of lifestyle behaviors and their effect on adults. 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 and applied in laboratory class and clinical practice. Emphasis will be placed on the role of the RN in the caring environment. This course requires theoretical understanding, clinical and laboratory experience.

Prerequisites: BIO 209 and PSY 100; day students, however, may take these concurrently with NUR 120. Evening students must have completed BIO 209 and all psychology courses prior to NUR 120

NUR 130 Care of Individuals Across the 8 credits Spring-Summer
Lifespan

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 class and clinical practice. Emphasis will be placed on the role of the RN in the caring environment. This course requires theory, clinical and laboratory experiences.

Prerequisite: NUR 120. Evening Option: BIO 210; Day Option: BIO 210; 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 Degree in Nursing Program with advanced placement status. Successful completion allows the student to advance directly into NUR 130. The course consists of a 6-week review of the content for NUR 110 and NUR 120 and requires the student to successfully pass written, dosage and skills exams. Class size is based on available space in the Nursing Program. The course bears no credit load 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 with the application. This course is open to nursing transfer students upon approval by the ADN Program Chair. Students may not repeat this course.

Prerequisites: BIO 209; PSY 100; ENG 111.

Co-requisites: BIO 210 and 2 required liberal arts courses such as RES 201 and ENG 211.

NUR 220 Independent Study 1-3 credits

This course offers an opportunity for students at an advanced level of study in an associate degree program and in good academic standing to undertake an independent project under the supervision of a faculty member. A maximum of 3 credits of independent study can be earned for an associate degree. A detailed proposal and advisor approval are required prior to registration for an independent study.

NUR 240 Care of Clients with Physical and 8 credits Fall
Psychological Human Needs

The nursing process will be applied to clients in the mental health setting and to those 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 class and clinical practice. Emphasis will be placed on the role of the RN in the caring environment. This course requires theoretical understanding, clinical and laboratory experience.

Prerequisites: NUR 130, BIO 203, BIO 210, PSY 200.

Prerequisites for advanced placement students: BIO 210; PSY 200; ENG 111.

Corequisite: BIO 203

NUR 250 Care of the Complex Client 8 credits Spring

The focus is 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 class and clinical practice. Emphasis will be placed on the role of the RN in the caring environment. This course requires theoretical understanding, clinical and laboratory experience.

Prerequisite: NUR 240

NUR 260 Transition to Nursing Practice 3 credits Spring

This course is designed to provide the student with an understanding of issues pertinent to nursing practice, roles and responsibilities as well as preparation for transition to nursing practice. Legal and ethical responsibilities will be stressed. The role of the nurse as a manager of patient care will be discussed. Practical experience will be required in order to learn how to manage a group of patients. This experience may be in an acute, long-term, or health related community settings. This is taught as a hybrid course.

Prerequisites: NUR 240

NUR 301 Nursing Theory and Practice Issues 3 credits Fall

This course focuses on issues and concepts that influence contemporary professional nursing practice. Theory is discussed in relation to practice and knowledge development. Transformations in health care and the nursing profession created by changing economics, demographics and technical forces are explored. Concerns related to the ethical, legal, cultural and social issues that influence nursing practice are examined. The concept of lifelong learning is discussed in the context of transition to baccalaureate education and practice.

NUR 310 Pathophysiology 3 credits Fall

This course explores the examination of human physiology and disease conditions affecting human beings across the lifespan. Etiology, pathogenesis, clinical manifestations of common disease processes and clinical interventions, which serve as a foundation for clinical assessment, decision making and Sciences of patients are explored. Content builds on basic anatomy and physiology, microbiology and chemistry.

Prerequisite: BIO 210

NUR 326 Holistic Pharmacology 3 credits Fall/Spring

This course examines conventional and complementary pharmacological interventions to promote health and prevent illness including safe and appropriate modalities that address the needs of the whole person- mind, body, and spirit. Physical, environmental, nutritional, emotional, spiritual, and lifestyle elements are discussed. Students will expand their knowledge on ways to promote optimal health and well-being in clients they serve with a focus on client education and participation in the healing process. Course content builds on previously learned knowledge in anatomy and physiology, microbiology, and chemistry

Prerequisite: BIO 210, BIO 203

NUR 330 Nursing Theory and Contemporary Trends 3 credits Spring/Summer

There is focus on nursing theory within the context of nursing as an evolving professional discipline. This course examines how nursing theory guides evidence-based research, which results in best practices and policies. Concerns related to the ethical, legal, cultural, and social issues that influence nursing practice are discussed. Selection, evaluation, and implementation of a variety of theories to guide nursing practice are applied. Students will be required to evaluate and critique nursing theories Speculations about the future of nursing theory as nursing, health care, and our global society change will be explored.

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

This course focuses on the introduction and application of critical thinking and reasoning to the core competencies needed for evidence-based research in nursing practice. The research methods used in contemporary nursing, with exemplars from current literature, are examined. Evidence, critical thinking, interpersonal perspectives and patient preferences are used to improve patient care outcomes and promote evidence-based care.

Prerequisite: MAT 200

NUR 345 Research to Promote Evidence Based Practice in Nursing 3 credits Spring/Summer

This course focuses on the principles of scientific inquiry and introduces the student to the steps of the research process to translate and integrate evidence- based research into their nursing practice. Emphasis on the student's development of analytical and ethical thinking to be able to address the emerging and complex health care needs and challenges of society are

discussed. Students will have the opportunity to critique several recent peer-reviewed, published literature that help to establish best practices in the nursing field. Discussion focused on implementing evidence-based research into the professional nurse's practice to improve healthcare quality and patient outcomes is highlighted.

Prerequisite: MAT 200

NUR 355 Comprehensive Health Assessment 4 credits Spring/Summer
and Promotion Across the Lifespan

This course builds upon previously learned knowledge of health assessment and the skills needed to complete an advanced health history and physical examination. A virtual laboratory setting is used for students to acquire and refine the techniques of physical assessment and identification of risk factors and other variables affecting health patterns. The use of therapeutic and caring communication skills for effective interviewing and history taking is reviewed. Students are expected to systematically perform a comprehensive health assessment and be able to document an analysis of findings. Genetic, physical, emotional, social, cultural, and spiritual aspects of the health assessment are emphasized.

Prerequisites: NUR 310, NUR 326

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

This course combines dyadic and laboratory experiences to develop advanced skills in assessment of physical, genetic, 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.

Prerequisite: BIO 210

NUR 385 Community Care Nursing and 6 credits Spring
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 a 2-credit clinical/lab section of 75 hours.

Prerequisite: Unencumbered RN Nursing license

NUR 410 Pharmacology 3 credits Fall

This course explores the fundamental properties of pharmacology, describes medications used for common disorders, and discusses properties of an ideal drug, therapeutic objectives and

factors that determine the intensity of drug responses. Content builds on anatomy and physiology, microbiology, chemistry and pathophysiology.

Prerequisite: NUR 310

NUR 418 Healthcare Policy and Advocacy 3 credits Summer
for Vulnerable Populations

This course will examine the key concepts of healthcare policy and discuss ways in which politics and policy development influence population health care based on evidence. Students will gain the knowledge and skills to engage in ethical decision-making, policymaking, and reform, which are central to patient care. Students will explore vulnerable populations at risk for disparate health care access due to economic, cultural, or ethnic factors. The importance of nurses as leaders and advocates, who have a strong voice in influencing politics and shaping policy is emphasized.

Prerequisites: PHI 300, NUR 345

Corequisite: NUR 428

NUR 420 Independent Study 1-6 credits

This course offers an opportunity for students at an advanced level of study in a bachelor degree program and in good academic standing to undertake an independent project under the supervision of a faculty member. A maximum of 6 credits of independent study at the 220 and/or 420 level can be earned for a bachelor degree. A detailed proposal and advisor approval are required prior to registration for an independent study. This course is restricted to bachelor degree students.

NUR 421 Leadership, Management and 3 credits Fall
Ethics in Nursing

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 Sciences skills that emphasize ethical and critical decision-making, collaboration, and communication as a member of an intra-professional team will be discussed.

NUR 428 Community and Global Perspectives 4 credits Summer
in Nursing and Epidemiology

This course explores the concepts of community health nursing and incorporates the principles of epidemiology on the health care needs of populations locally, and globally. Emphasis is on the community as the client to identify health needs and commonly encountered health problems within a population to better understand the determinants of health, disease, and disability. Students will apply the knowledge of public health nursing and the basics of the public health sciences to incorporate nursing interventions that promote health. As major contributors to global health, nurses must incorporate population health interventions driven by best evidence and knowledge despite the setting.

This course includes a practicum learning experience of 45 hours. Choosing from a variety of community-based resources, students are provided the opportunity to apply learned skills to populations for the overall improvement in the health of the community.

Pre-requisites: NUR 310, NUR 326, NUR 345

Co-requisite: NUR 418

NUR 430 Teaching and Learning 3 credits Summer/Fall

The focus of this course is to provide students with the knowledge of the major teaching and learning theories as well as the skills necessary to assist individuals to learn. The professional nurse acts as a facilitator for teaching patient's, families, students, and all health care professionals. Understanding the essential concepts of teaching and learning are covered as well as strategies to optimize learning. Critical aspects to consider when choosing teaching methods appropriate for the learner are discussed. Elements that contribute to or inhibit learning such as motivation, physical deficits, age, culture, diversity, gender and learning preferences are explored.

Pre-requisite: NUR 330

Co-requisite: NUR 445

NUR 445 Transformational Leadership 4 credits Summer/Fall
and Management

This course examines key constructs of leadership models, concepts, and theories as they apply to the professional nurse as a manager and leader in all healthcare settings. Critical decision making, collaboration, and communication are emphasized to address such topics as nurse staffing, productivity, budget and health care finances, patient satisfaction, and organizational policies and procedures. Students will explore how transformational leadership may positively impact both organizational culture and patient outcomes.

This course requires 45 clinical hours. The practicum experience is intended to provide the student with the opportunity to observe the role of a nurse in a leadership position.

Pre-requisites: PSY 300, NUR 330, NUR 345, NUR 418

Co-requisite: NUR 430

NUR 460 Nursing Specialty and Synthesis 6 credits Fall-Spring

This final course is designed to immerse and enhance the newly defined baccalaureate graduate role in varied and multiple factors that influence the life expectancy, health status and disease trajectories of the world's population. This course will analyze interdisciplinary perspectives of the structure of healthcare systems and environmental health that influence the healthcare policies of governments as well as national and international agencies. The global impact of communicable diseases, environmental causes and natural or man-made disasters will be presented. Course includes a 1.6 credit 60 clinical/lab hours.

Prerequisites: All nursing and non-nursing courses in the RN-BS in Nursing Degree Completion Program.

OCT 112 Occupational Therapy Skills 1 credit Fall
and Application I

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, including 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 3 credits Fall
Therapy I

This lecture and laboratory course will introduce concepts fundamental to the practice of occupational therapy including the history, philosophy, terminology, theoretical frames of reference, ethics and organizational structures of the profession. The roles and functions of the occupational therapy assistant in current healthcare, education and rehabilitation environments will be explored. The Occupational Therapy Practice Framework, Domain and Process, will be emphasized throughout the course. 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 1 credit Spring
and Application II

Building on the general concepts taught in OCT 112, students will have opportunities to develop skills in observation, interviewing, running groups, adapting and grading activities for a variety of age groups. Developing an understanding of the importance of balancing domains of occupations and the role of occupation in the promotion of health and wellness will be emphasized.

Prerequisites: C or better in OCT 112 and OCT 114

OCT 117 Introduction to Fieldwork 1 credit Spring

Through the first student experience with fieldwork, students will gain an awareness of occupational therapy service delivery and processes across practice areas, enhance knowledge of interdisciplinary roles, further develop their professional identity, and have opportunities to promote the occupational therapy profession. Community site visits, guest lecturers, case-based learning, group discussions and assignments will expose students to OT across a variety of settings.

Prerequisites: C or better in OCT 112 and OCT 114

OCT 120 Occupational Performance Across 3 credits Spring
the Lifespan

This course is designed to provide the students with an overview of the development of human occupation from birth through death and dying. Human performance and participation in everyday occupations and contexts are explored across the lifespan. The student will be introduced to the importance of understanding developmental concepts and theories and their relationship to occupational engagement. Knowledge of the typical acquisition of occupation

will be emphasized to help develop an understanding of atypical development and for planning appropriate OI intervention for individuals of all ages.

Prerequisites: PSY 100, C or better in OCT 112 and OCT 114

OCT 121 Foundations of Occupational 3 credits Spring
Therapy II

This lecture and laboratory course will build upon concepts introduced in OCT 114: Foundations of Occupational Therapy I to deepen students' understanding of occupational therapy theory and current evidence-based practice. Students will be required to demonstrate proficiency in learned intervention and assessment techniques before advancement to the next level of the OTA program.

Prerequisites: C or better in OCT 112, OCT 114, and SCI 100

OCT 210 Fieldwork I - Psychosocial 1 credit 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 or group homes.

Prerequisites: C or better in all OCT 100-level courses and SCI 100

OCT 211 Preparing for Practice 1 credit Summer

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: C or better in all OCT 100-level courses and SCI 100

OCT 213 Occupational Therapy in 3 credits 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 serving clients from infancy through adulthood.

Prerequisites: C or better in all OCT 100-level courses, BIO 209, BIO 210, and SCI 100

OCT 214 Occupational Therapy in 3 credits Fall
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. The application of occupational therapy principles and techniques will be reinforced and practiced during laboratory sessions. Case studies, role playing, guest lecturers and clinical field trips will be used to present disabling conditions and occupational therapy treatment interventions.

Prerequisites: C or better in all OCT 100-level courses, BIO 119 or BIO 300, BIO 209, BIO 210, and SCI 100

OCT 215 Occupational Therapy in 4 credits Summer
Psychosocial Dysfunction Practice

The theory and application of occupational therapy principles and techniques in the treatment of individuals with mental health problems are presented in lecture and laboratory sessions. Students will have opportunities to examine their own perceptions of mental illness and develop an understanding of how mental illness can impact occupational performance and participation. Lectures will cover etiology, signs and symptoms, and treatment of psychiatric diagnoses commonly seen in occupational therapy in a variety of settings. The occupational therapy assistant's role in the evaluation and intervention process will be emphasized and students will have opportunities to practice these roles in lab.

Prerequisites: C or better in all OCT 100-level courses and SCI 100

OCT 216 -217 Fieldwork II 6 credits each Fall-Spring-Summer

During the final semester of the OTA curriculum, learning continues with supervised clinical experiences in two types of settings where occupational therapy is practiced. Each Level II Fieldwork (FW II) allows students to participate and gain competency in observation, assessment, treatment planning, treatment implementation and documentation as they apply 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 8 weeks and is scheduled during the normal (day) hours during which 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 1 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 216-217. *Prerequisite: Completion of all courses in the OTA degree program with a C (73) or better in all OTA courses, SCI 100, BIO 209 and BIO 210.*

OCT 220 Independent Study 1-3 credits

This course offers an opportunity for students at an advanced level of study in an associate degree program and in good academic standing to undertake an independent project under the supervision of a faculty member. A maximum of 3 credits of independent study can be earned for an associate degree. A detailed proposal and advisor approval are required prior to registration for an independent study.

Prerequisites: OCT 111 and 112

PBH 101 Introduction to Public Health 3 credits

This course will offer an introduction to public health, history of public health and public health education, and a focus on population health/social determinants of personal and community health. There will be an overview of the health care delivery system, the necessary human resources, and other public health topics will be addressed. This class is offered in a hybrid model with one face-to-face each week.

PBH 200 Seminar in Public Health 3 credits

This first year seminar course will provide you with an introduction to Maria College, public health, your coursework, and how to work to achieve your future goals for work or further education. The goal is to present a wide variety of options to you and give you a forum in which to discuss these career choices and the academic paths that will help you reach your goals. Class will meet for approximately 1 hour each week in person with minimal work outside of class time. Students will be required to attend seminar presentations given during class time and outside of class to enhance their knowledge of various career pathways. Additionally, you will complete an assessment to look at your interests and help you to consider those as you evaluate paths.

PBH 210 Introduction to Data 3 credits

This course will familiarize students with the biological and social determinants of health and health outcomes in the United States and the multiple, often-overlapping factors underlying health disparities, including race, class, gender, sexuality, immigration status, and the environment. It will draw from biomedical sciences, public health, social sciences and the humanities to enrich our understanding of the determinants of health. Using the lens of social justice, root causes are explored and organizations working toward just solutions are highlighted. Students will be challenged to move towards creative correctives in healthcare advocacy, research in medicine and public health, and development of just and equitable healthcare policy that is informed by the background of these complex, often harmful, social forces. The study of health disparities in this course may center on Leading Health Indicators and Leading Causes of Death in the U.S. Students will have exposure to the descriptive epidemiology of these health indicators, as well as theories used to understand/explain health disparities.

Prerequisite: PBH 101

PBH 375 Applied Public Health Research 3 credits

The Applied Public Health research course gives students the practical skills they need to develop deeper skill sets in public health survey design, public health specific research methods and analysis, and build skills in asking and answering public health research questions. This course provides students with exposure to a variety of research methods in health services focusing on behavioral and social sciences. The focus of the course will be on the research process from crafting a research question, how and where to gather data, conducting and organizing a literature review, and analyzing the results using quantitative and qualitative methods. The process will expose students to a broad range of research methods that can be applied to a variety of public health topics.

Prerequisites: PBH 210; PSY 350

PBH 400 Professional Development in 3 credits
Public Health

This senior year seminar course will provide professional development preparation for students as they head to their capstone projects and graduation. It will provide you experiences in public health professions via hands-on learning in professional experiences. Organized by public health faculty and staff from the Center for Student Success to give you first-hand knowledge of public health practice. The topics may vary from semester to semester. This course prepares the students experiences in a work and/or research environment dedicated to health care or public health. Activities will include training and/or orientation, work on projects relevant to the agency's mission, finding internships, observing work processes, and other assigned work to help prepare for capstone experiences. Students keep weekly journals; meet every other week during the semester for training; and to share their experiences.

PBH 410 Public Health Service Learning 3 credits

This experiential teaming course presents opportunities to apply knowledge and skills developed throughout the B.S. Public Health Curriculum in a culminating experience. Students will select one of three project types: 1) Internship, 2) Research, or 3) Health Promotion/Clinical Education. Course meetings are conducted as interactive workshops, with students presenting their in-process projects, soliciting peer and instructor feedback, discussing challenges, and engaging in collaborative problem-solving. We will rotate between group classes and individual meetings and attendance for both is required.

Students must have senior status or have completed more than 75% of the BS Public Health curriculum.

PBH 420 Determinates of Health 3 credits

This course will familiarize students with the biological and social determinants of health and health outcomes in the United States and the multiple, often-overlapping factors underlying health disparities, including race, class, gender, sexuality, immigration status, and the environment. It will draw from biomedical sciences, public health, social sciences and the humanities to enrich our understanding of the determinants of health. Using the lens of social

Pre-requisites: PBH 101

Pre-requisites: PBH 101; PSY 350; PBH 375

Students must have senior status or have completed more than 75% of the BS Public Health curriculum.

An introduction to the major philosophers and ideas of Western philosophy, including the classical, medieval and modern periods.

Health care ethics, a specialized field of ethics, will examine the complex issues that arise in health care, such as patient autonomy, justice, informed consent, end-of-life issues, organ

donations, public health care policy, confidentiality and professional norms. Students will approach health care ethics using a principled approach.

This is a required course to earn the CASAC certificate of completion.

Prerequisite: Any PHI or RES course

PHY 101 General Physics I 4 credits Fall

This course provides an introduction to Newtonian mechanics. Applications will be made to a variety of simple systems, to include use of some elementary thermodynamics. A two-hour lab is included.

PHY 102 General Physics II 4 credits Spring

A continuation of General Physics I that will include fundamentals of geometric optics (mirrors and lenses), interference and diffraction phenomena in light, fundamental electricity and magnetism, DC and AC circuits and electromagnetic waves. A two-hour lab is included.

Prerequisite: PHY 101

PNC 101 Fundamentals of Practical Nursing I 6 credits Spring

This course familiarizes students with the historical development of nursing, the nursing process, nursing education, and the role and responsibilities of the LPN and health care team. Application of the LPN role throughout the life cycle, basic nutrition, infection control and legal ethical issues will be discussed. A structured campus laboratory setting assists students in learning and interpreting technical skills. Emphasis will be placed on the role of the LPN in a caring environment.

Prerequisites: BIO 103 or BIO 209.

Co-requisites: ENG 111; PSY 100

PNC 102 Fundamentals of Practical Nursing II 8 credits Summer

During this course the nursing process will be utilized while focusing on common health problems and the family across the life span. Basic clinical skills will be introduced and practiced in a laboratory. A clinical experience will be provided in a variety of settings. Emphasis will be placed on the role of the LPN in a caring environment and its impact on care.

Prerequisites: BIO 103 or BIO 209; PNC 101.

Co-requisites: BIO 210; PSY 200; SOC 101

PNC 103 Fundamentals of Practical Nursing III 8 credits Fall

During this course the nursing process will continue to be utilized by focusing on mental health issues. Clinical applications in mental health nursing and therapeutic communication skills are emphasized. Advanced psychomotor skills are practiced and evaluated in the laboratory. Clinical experience will be provided in a variety of settings. Emphasis will be placed on the role of the LPN in a caring environment and its impact on client care.

Prerequisites: PNC 102 and all required non-nursing courses

PNC 104 Fundamentals of Practical Nursing IV 8 credits Spring

During this course the nursing process will be utilized while focusing on more complex health care needs. Clinical applications in advanced medical surgical skills will be emphasized. Critical thinking application and advanced psychomotor skills are practiced and evaluated in the laboratory. Clinical experience will be provided in acute and long-term health care settings. Sciences 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 Fall

This course provides 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

This course provides 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 202 Public Administration 3 credits

This course examines 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.

POL 310 International Relations 3 credits Fall

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.

Prerequisites: POL 101

POL 320 Constitutional Law 3 credits Spring

This course presents an overview of U.S. constitutional law. Topics include the nature and scope of due process law, the Bill of Rights, judicial review, separation of powers, the nature of executive and congressional power, federalism and the Interstate Commerce Clause, the right to privacy and equal protection under the law.

Prerequisites: POL 101

POL 400 Internship in Government Studies 3-6 credits Spring

The Internship in Government Studies consists of a supervised work experience with professional practitioners in an agency, company, institution, organization or school. The

internship is designed to provide a diverse array of program-relevant experiential learning activities that enhance the students' communication skills, cognitive and professional skills, and, as a capstone activity, is intended to offer students the opportunity to apply knowledge and skills to utilize critical thinking and informed analysis, and to augment their subject matter knowledge in Government Studies. A minimum of 120 total hours of internship work for 3 credits and 240 total hours of internship work for 6 credits is required. The internship is graded as pass/fail.

Prerequisites: Senior standing in the Liberal Arts program and in good academic standing. Students who do not meet the academic standing requirement must take 6 credits of upper division coursework by advisement.

POL 420 Independent Study 1-6 credits

This course offers an opportunity for students at an advanced level of study in a bachelor degree program and in good academic standing to undertake an independent project under the supervision of a faculty member. A maximum of 6 credits of independent study at the 220 and/or 420 level can be earned for a bachelor degree. A detailed proposal and advisor approval are required prior to registration for an independent study. Course is restricted to bachelor degree students.

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.

PRD 105 Peer Tutoring 0-1 credit Fall-Spring

This course is primarily designed to prepare for employment in the Peer Tutoring Program, though those interested in exploring various practical methods and strategies for approaching their own learning process may also find this course of value. As a community of scholars, we will collectively investigate our own and others' learning processes and styles for the purposes of developing self-reliance and confidence when approaching academic challenges. At the end of the course, students will not only have a greater awareness of how to achieve academic success, but be able to guide others to the same outcome. Please note: While successful completion of this course is a prerequisite for employment in the Peer Tutoring Program, students must interview for a position before being hired.

PSY 100 General Psychology 3 credits Fall-Spring-Summer

This course introduces students to the major theories and concepts in contemporary psychology. Topics covered include approaches and research methods in psychology, the biological basis of behavior, sensation and perception, learning and memory, consciousness, motivation and emotion, intelligence, personality, social psychology and mental illness.

This is a required course to earn the CASAC certificate of completion.

PSY 101 Introduction to Social Change 3 credits Fall-Spring-Summer

This course provides a study of human behavior and how it is affected by social and cultural processes. Social groups, institutions and processes are analyzed to determine their impact on individuals in today's society. The psychological components of social change and their impact on social order will be evaluated.

Cross-listed as SOC 101

PSY 102 Exploratory Psychology 3 credits Spring

This course explores several topics or areas from General Psychology in a more critical and in-depth process. The purpose of the course is to engage students in critical inquiry about the contemporary significance of, and practical concerns within the field of psychology. The goal is for students to develop a greater awareness of, and interest in, specific disciplines within psychology.

PSY 200 Developmental Psychology 3 credits Fall-Spring-Summer

This course engages in the scientific study of the individual across the life span: a study and application of physical, cognitive and behavioral processes across contexts.

This is a required course to earn the CASAC certificate of completion.

Prerequisite: PSY 100 with a grade of C or better

PSY 202 Adolescent Psychology 3 credits Spring

This is a survey course examining the various adjustments experienced by adolescents: psychosexual problems, conflict surrounding dependence vs. independence, feelings of inferiority, problems with self-image and factors associated with substance abuse.

Prerequisite: PSY 100

PSY 203 Child Psychology 3 credits Fall

This course examines the practical application of scientific knowledge to enhance the 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

PSY 204 Psychology of Abnormal Behavior 3 credits Fall

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

PSY 205 Psychology of Interpersonal Relations 3 credits Spring

The application of basic principles and concepts of interpersonal relationships. Topics include verbal and nonverbal communication, personality styles and levels of maturity.

Prerequisite: PSY 100

PSY 209 Psychology of Aging 3 credits Fall-Spring

This course is a study of the psychological impact that events such as retirement, illness, loss of capacity and the prospect of death have on the elderly. It will also examine physiological, sociological, economic and psychological changes that the elderly may encounter.

Prerequisite: PSY 100

PSY 225 Health Psychology 3 credits

This course provides an overview of the growing field of health psychology. Health psychology explores the bidirectional relationship between a person's mind and body, with a focus on how thought patterns, attitudes and cognitions affect healthy behaviors and ultimately, health outcomes.

This is a required course to earn the CASAC certificate of completion.

Prerequisite: PSY 100

PSY 232 Positive Psychology 3 credits Fall

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 wellbeing 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.

Prerequisite: PSY 100

PSY 237 Alcoholism and Substance 3 credits Fall-Spring
Use Treatment

This course examines various modalities for assessment and treatment of alcoholism and substance abuse. It presents theoretical frameworks that help students understand the nature and course of substance use and dependency, as well as strategies to prevent its onset. Students will develop an understanding of individual and group therapy, and how to integrate family dynamics into the treatment process. Cultural sensitivity will be emphasized throughout the course. Students will have the opportunity to practice their counseling skills to enhance and ground their understanding of the material.

This is a required course to earn the CASAC certificate of completion.

Prerequisite: PSY 100 with a grade of C or better

PSY 247 Deviation and Therapy CASAC 3 credits

This course examines alcoholism and drug use from a multidisciplinary approach within modern society. Students will evaluate historical, social, legal, and political policy as it applies to alcoholism and drug use. Models of addiction, classification of addictive substances, and the diagnosis and treatment of addictive behaviors will be examined. Treatment will consist of Social variables such as, but not limited to, culture, gender, sexuality, ethnicity, and religion, will be evaluated in terms of alcoholism and substance use. Practical application of course material will be emphasized.

This is a required course to earn the CASAC certificate of completion.

Prerequisite: A grade of C or better grade in PSY 100.

PSY 250 CASAC in Psychology 1 credit

This course covers the CASAC curriculum in PSY100 and PSY200. The content is designed to provide an overall view of the addiction field, including the effects of substance abuse on individuals, their families and communities, the diversity of intervention and treatment approaches available to substance use counselors, and strengthening counselor self-care and wellness.

Prerequisite: PSY 100 and PSY 200. This course is open only to students who have earned credit for PSY 100 and PSY 200. This course provides content coverage of CASAC curriculum that has been integrated into both PSY 100 and PSY 200. By completing this course CASAC students do not have to repeat these two courses. Taking this course will enable students to achieve part of the 350 contact hours required by NYS OASAS to earn CASAC certificate of completion.

PSY 270 Social Psychology 3 credits Fall

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 provide special attention to understanding the implementation of practical applications of social-psychological knowledge that extended 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 Change 3 credits Fall-Spring-Summer

This course examines the nature, definitions, theories and aspects of organizational culture to help develop an understanding of the principles of organizational change theory that apply to both short- and long-term changes. Analysis covers patterns of behavior and their relationship to organizational culture, especially the impact of the organization's business on employee behavior and culture. Topics include the role of nationality, gender and race within organizational culture, implications of addressing organizational challenges, theory versus practice, and the relative roles of the individual, groups and the organization in a cultural context. The goal is to apply knowledge of organizational culture to develop a change-plan.

Prerequisite: Any PSY 200-level course

PSY 302 Medical Sociology 3 credits Spring

This course is 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; Cross-listed SOC 300

PSY 305 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 role of the brain - mood, cravings, addiction, obesity, eating disorders and body image.

Prerequisite: PSY 100

PSY 315 Psychology of Criminal Behavior 3 credits Summer

This course will cover the psychology of violent criminal behavior from multiple perspectives, beginning with the exploration of different theories relating to criminal behavior, including biological, psychological, sociological, social learning and developmental risk. The course then moves beyond the theoretical to consider the relationship between mental illness and criminal behavior, and the interface with the judicial system and the media. Students will examine an array of cases depicting perpetrators of violent crimes, study and apply those methods used in the psychological profiling of criminals.

Prerequisite: PSY 100

PSY 320 Psychology and the Media 3 credits Fall

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. 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 321 Cultures, Health and Healing 3 credits Spring

This course provides a broad exploration of the study of human health, disease and treatment from a cross-cultural, historical, anthropological and evolutionary perspective, with an emphasis on the cultural and bio-cultural factors that shape how response to diseases and illness involve social dynamics, cultural values and collective expectations. Societies throughout the world recognize certain bodily, emotional and mental conditions as undesirable and in need of change. In this course, the interactions of non-western cultures with systems of western health are explored in a global context.

Prerequisite: SOC 101; Cross-listed CUL 320

PSY 317 Case Management CASAC 3 credits

This course examines integrated case management models within the context of human services such as, but not limited to, mental health and substance use. Students will obtain knowledge in the application of client documentation, interviewing, assessment, service planning, information management, networking, service coordination, referral, and successful termination and discharge. An emphasis will be placed on cultural, ethical, and professional

Practical application of course material will be emphasized.

Prerequisite: PSY 237 and PSY 247 or permission of the instructor

This course is designed to provide a solid and broad introduction to human cognition. This field entails 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.

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. Students will learn about the methods psychologists use to obtain information and draw appropriate conclusions, how to determine which statistical analysis is appropriate for a given data set, and how to interpret and communicate results.

This course continues the work from Research Methods I, with a focus on more advanced statistical analyses, their interpretations and uses. The essential parts of a research proposal will be examined and students will be trained on how to critically analyze research. Students will be provided with the tools necessary to develop a proposal.

The Internship in Psychology consists of a supervised work experience with professional practitioners in an agency, company, institution, organization or school. The internship is designed to provide a diverse array of program-relevant experiential learning activities that enhance the students' communication, cognitive and professional skills, and, as a capstone activity, is intended to offer students the opportunity to apply knowledge and skills to utilize critical thinking and informed analysis, and to augment their subject matter knowledge in psychology. A minimum of 120 total hours of internship work for 3 credits and 240 total hours of internship work for 6 credits is required. The internship is graded as pass/ fail. All required internship documents must be approved prior to the start of the internship.

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PSY 407 Internship in Psychology CASAC 6 credits

The Internship in CASAC training is open only to students enrolled in the CASAC certificate of completion. The experience consists of a supervised work experience with professional practitioners in an approved addiction setting. The internship is designed to provide program-relevant experiential learning activities that enhance the students' communication, cognitive and professional skills, and is intended to offer students the opportunity to apply knowledge and skills to utilize critical thinking and informed analysis. A minimum of 240 total hours of internship work for 6 credits is required. The internship is graded as pass/ fail. All required internship documents must be approved prior to the start of the internship.

This is a required course to earn the CASAC certificate of completion.

Prerequisites: Students must be in their final semester of the CASAC Certificate of Completion and in good academic standing.

PSY 411 Health Promotion across the Life Span 3 credits Fall

This course explores sociological and public health concepts in the study of health through the life span. Topics of race, class, gender and culture will be broadly studied as they influence attitudes and behaviors towards health. Health will be defined in terms of age-expected changes and population health promotion priorities. Social detriments to health will be discussed as methods to explore how programs, practices and policies in these areas affect the health of individuals, families and communities. The 6 credit sections of this course include 3-credits of experimental learning.

Prerequisites: SOC 101 and ENG 300

PSY 420 Independent Study 1-6 credits

This course offers an opportunity for students at an advanced level of study in a bachelor degree program and in good academic standing to undertake an independent project under the supervision of a faculty member. A maximum of 6 credits of independent study at the 220 and/or 420 level can be earned for a bachelor degree. A detailed proposal and advisor approval are required prior to registration for an independent study. The course is restricted to bachelor degree students.

PSY 430 History and Systems of Psychology 3 credits Fall

This course provides students with an overview of the historical antecedents and major theoretical systems found in psychology. It surveys the history of psychology from the early Greek philosophers, through the predecessors of the psychological movement, to the beginning of psychology and its contemporary form.

Prerequisites: Students must be in their final year of the Psychology program.

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, the many genres that are represented, and examine how the Bible continues to influence contemporary life in America. Students will survey the entire Bible, including both the Hebrew and Christian scriptures.

RES 102 Introduction to Old Testament Studies 3 credits

In this course the problems of authorship, criticism, inspiration and literary genre are specifically considered. The historical and archeological contributions to scriptural studies are reviewed.

RES 103 Spirituality of Life and Death 3 credits Spring

This course will help students understand the history and importance of spirituality for understanding and processing life and death. Whilst many people engage with spirituality and religion when experiencing the dying and death of a loved one, this is only the beginning of what spirituality can offer people in understanding the life events. Spirituality and religion are not just tools for processing and ritualizing death, they can also help shed light on its mystery and help with the process of continuing to live life. The physical death of a person is not the only way death is experienced; we face many 'deaths' through loss, transition, sickness and ageing. This course will use the richness of spirituality to help understand these life events. This course is especially useful to individuals and students in health care professions, psychology, voluntary organizations and those who desire to have a deeper understanding of the human person in the cosmos.

RES 105 Introduction to New Testament Studies 3 credits

This course is designed to introduce students to the New Testament and will examine the origins and structure, as well as the context in which it was written. The different literary genres of the New Testament will be considered and the basic theology of the different books examined. A number of passages will be studied in depth, using different techniques of criticism and inquiry. The course will conclude with an examination of the use and relevance of the New Testament today in the life of the Church and the faith of believers. As Maria College is a Catholic college, the content will be set in this theological framework, but all views and beliefs will be respected and encouraged in discussion. All topics are studied at a basic level and will assume little prior knowledge.

RES 114 World Religions 3 credits Fall-Spring

A study of the history and beliefs of the major world religions, past and present.

RES 201 Foundations of Social Justice 3 credits Fall-Spring-Summer

This course will provide students with the knowledge and appreciation of the mission and values of Maria College. Students will examine contemporary social justice issues with specific, but not exclusive, reference to the Critical Concerns of the Sisters of Mercy of the Americas: care for the earth, justice and care for women, immigration, anti-racism and non-violence. To enable students to critically reflect on these social justice concerns, they will examine philosophical and theological theories within the Catholic, religious and secular traditions. Students will apply the principles of Catholic Social Teaching as a motivation and context for service and advocacy. Students will receive a foundation in theological reflection to facilitate deeper learning from service opportunities in future courses.

RES 207 Women and Religion 3 credits
This class focuses on the various religious experience of women, with particular attention to the ways in which these experiences have contributed to, and challenged, social, political and religious institutions. Whilst it will incorporate the contribution from a range of religions and spiritualities, examples will primarily come from the Christian tradition. Students will examine women's spiritual lives across time in both religious and secular cultures.

RES 211 Introduction to Cosmology: 3 credits Fall
Developments in Theology and Spirituality

This course will give students a knowledge and appreciation of new developments in theology and spirituality through the lens of Cosmology. Scientific and theological study of the wonders of the universe is an emerging reality and has implications for how we see and understand ourselves and God. This course is designed to enable students to examine their own religious and philosophical beliefs regarding the nature of God and the nature and purpose of life, with a view toward understanding how we should live in a global/cosmic reality. The course examines the relationship between science and religion as interdependent tools for the ongoing pursuit of knowledge and truth in accord with the mission of Maria College. The course will apply this understanding to the study of care of the Earth, one of the Critical Concerns of the Sisters of Mercy of the Americas.

RES 220 Independent Study 1-3 credits
This course offers an opportunity for students at an advanced level of study in an associate degree program and in good academic standing to undertake an independent project under the supervision of a faculty member. A maximum of 3 credits of independent study can be earned for an associate degree. A detailed proposal and advisor approval are required prior to registration for an independent study.

RES 230 Religion in America 3 credits Fall-Spring
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 Fall-Spring-Summer
An interdisciplinary approach to the study of medical language, functions of the bodily systems and associated conditions and diseases. Medical diagnostic procedures, treatments, precautions and prognosis for specific diseases will be discussed. Assignments will include weekly medical terminology quizzes, review of medical publications and a disease-related term paper with a class presentation

SOC 101 Introduction to Social Change 3 credits Fall-Spring-Summer

This course provides a study of human behavior and how it is affected by social and cultural processes. Social groups, institutions and processes are analyzed to determine their impact on individuals in today's society. The psychological components of social change and their impact on social order will be evaluated.

Cross-listed with PSY 101

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.

Cross-listed PSY 302

SOC 300 Medical Sociology 3 credits Spring

This course is 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 410 Health Promotion across 6 credits Fall
the Life Span

This course explores sociological and public health concepts as a function of health through the life span. Topics of race, class, gender and culture will be broadly studied as they influence attitudes and behaviors towards health. Health will be defined in terms of age-expected changes and population health promotion priorities. Social detriments of health will be discussed as methods to explore how programs, practices and policies in these areas affects health of individuals, families and communities. The 6 credit sections of this course includes the 3-credits of experimental learning.

Prerequisites: SOC 101 and ENG 300 Cross listed with PSY 411

SOC 411 Health Promotion across 3 credits Fall
the Life Span

This course explores sociological and public health concepts in the study of health through the life span. Topics of race, class, gender and culture will be broadly studied as they influence attitudes and behaviors towards health. Health will be defined in terms of age-expected changes and population health promotion priorities. Social detriments to health will be discussed as methods to explore how programs, practices and policies in these areas affect the health of individuals, families and communities. The 6 credit sections of this course include 3-credits of experimental learning.

Prerequisites: SOC 101 and ENG 300

SPA 101 **Contemporary Spanish I** **3 credits** **Fall**
Spanish language and culture will be studied, emphasizing both spoken and written forms. This course is designed for students beginning to study Spanish.

SPA 102 **Contemporary Spanish II** **3 credits** **Spring**
A continuation of Spanish I, with an emphasis on listening, comprehension, speaking, reading and writing.
Prerequisite: SPA 101 or equivalent

SPA 201 **Intermediate Spanish** **3 credits** **Fall**
Students of Intermediate Spanish will work on obtaining Spanish language competence including advanced communicative skills and reading comprehension in the context of selected cultural themes and texts through both a communicative and task-based approach to study of the language. The course focuses on further development of more complex communication skills in Spanish. It is designed to develop further proficiency in the four language skills: listening, speaking, reading and writing in Spanish. Vocabulary will be presented in the context of culturally significant issues. Students will develop more advanced skills which will enable them to comprehend conversations and stories, improve in articulation of their readings and understand longer and more complex texts, translate longer passages, engage in conversations in Spanish and write about life in Spanish-speaking countries.
Prerequisite: SPA 102

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Masters Degrees

Occupational Therapy MS

Bachelors Degrees

Health & Occupational Sciences BS

Healthcare Management BS

Liberal Arts BA

Nursing BS Completion

Online Nursing BS Completion

Psychology BS

Public Health BS

Associate Degrees

General Studies AS

Liberal Arts AA

Nursing AAS (RN)

Occupational Therapy Assistant AAS

Professional Certificate

Practical Nurse Certificate (LPN)



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