
A MESSAGE FROM THE PRESIDENT

Dear Students,

Welcome to Maria College! As the President of Maria College I am honored that you have chosen our college, one founded on the ideas of service, compassion and respect, to prepare you for meaningful and rewarding work. We are proud of the College's affordable educational opportunities to both adult and traditional students and we emphasize a strong foundation in social justice and liberal arts. Four things make Maria a smart choice: affordability, access, opportunity and dedicated experienced faculty. This catalog will serve as your guide to academic programs, resources, and services to help make your journey at Maria College successful.



Student success is the heart of Maria College. Maria services and programs are designed to strengthen the connection between students and the College to facilitate the successful completion of a degree or certificate, and degree completion is essential. I encourage you to explore the following pages to learn more about Maria and the unique requirements for your academic major. Your assigned Maria Academic Advisor is also a critical component to your success. Please consult with him/her on a regular basis.

At Maria, you will receive an excellent career-relevant education designed to help you realize your goals and dreams as well as a **Mercy** education, inspired by our founders, the Sisters of Mercy, designed to set you apart. In the spirit of Catherine McAuley who insisted that her sisters would go out into the world and provide practical care for those who were sick, uneducated and poor, so will you be prepared to do so based on the education you receive at Maria.

The Sisters believe that education is the key to one's ultimate success. In the words of Catherine McAuley, "Let us take one day only in hand, at a time, merely making a resolve for tomorrow, thus we may hope to get on taking short, careful steps, not great strides." Maria College is one of 17 Mercy colleges and universities throughout the United States. As a future graduate of Maria you will be part of this large "family of Mercy".

On behalf of the Maria College faculty and staff and its Board of Trustees, we hope your time at Maria will be satisfying and rewarding. We look forward to serving you in the 2019-20 academic year.

Sincerely,

A handwritten signature in black ink, which appears to read "Thomas J. Gamble". The signature is fluid and cursive, with a long horizontal line extending from the start.

Dr. Thomas J. Gamble, President

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



MISSION ORIENTED STUDENT SUCCESS 2016-2020

Strategic Initiatives:

- Governance, Organizational Culture and Leadership
- Institutional Effectiveness: Planning, Data and Assessment
- Relevant Academic Programs
- Student Success
- Stewardship of Financial Resources

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 approx. 900 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 soon broadened with the College's first degree program with enrollment open 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 excluded them from further education. In 1971, the College established an active Evening Division. In 1981, Maria created the first Weekend College in northeastern New York, with classes every other weekend. The Weekend College best serves the needs of a working student who must coordinate family and career responsibilities with educational opportunity.

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 19,000 print volumes and 175,817 e-books.

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 transformed into a state-of-the-art allied health facility. The convent — renamed Marian Hall — had been renovated to preserve architectural integrity, and in 1986, was designated an historic building by the Historic Albany Foundation. Today, it is the College's heritage space with administrative offices, lecture and event space, as well as beautiful study and reflective areas.

In 2016, the College established the Frank E. O'Brien, Jr. Student Support 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.

On October 19, 2017, the Maria Board of Trustees approved the funding for strategic initiatives to advance the College's priorities in achieving financial sustainability and growth. These include 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.

MARIA TODAY

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

The College, a nonprofit, independent, coeducational institution, offers a variety of bachelor degrees, associate degrees and a certificate program. Students can currently pursue bachelor's degrees in Liberal Arts (with concentrations in communication or government studies), Healthcare Management, Health and Occupational Sciences, Psychology, and a Nursing completion program. Associate degree options include Nursing, Occupational Therapy Assistant, General Studies and Liberal Arts with concentrations in English, Psychology and Religious Studies/Philosophy. Because a Maria education has from its founding been grounded in the liberal arts, Maria's associate degrees qualify for transfer to four-year institutions — a cost-effective benefit that increasing numbers of its graduates elect. The Practical Nurse Certificate (LPN) weekend program is designed for working adults.

Maria's commitment to the needs of the individual student is evident through the services offered through the Office of Student Affairs. Every student has access to academic, personal and spiritual support services. These include, accessibility services, professional counseling, pastoral care, career services, peer tutoring, 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 moderate costs, with flexible time scheduling, while maintaining high academic standards.
- Design methods of instruction that provide quality education, which includes maintaining an expert faculty and integrating the latest technological developments into the curriculum.
- Be alert for the needs of the student population that can best be served by a small college with close faculty/student relationships.
- Deliver all programs in a cost-effective, fiscally sound manner.

MARIA COLLEGE GRADUATES WILL BE ABLE TO:

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

Reaffirmed by the Board of Trustees February 7, 2012.

ACADEMIC CALENDAR

2019-2020

DAY & EVENING DIVISION	WEEKEND COLLEGE
August 2019 24 Fall Semester Begins 30 Last Day to Add Classes September 2019 21-27 Mercy Week Celebration November 2019 1 Last Day to Withdraw December 2019 9-13 Final Examinations January 2020 13 Spring Semester Begins 17 Last Day to Add Classes March 2020 30 Last Day to Withdraw May 2020 4-9 Final Examinations	August 2019 24 Fall Semester Begins September 2019 8 Last Day to Add Classes 21-22 Mercy Week Celebration November 2019 1 Last Day to Withdraw November 2019 24 Final Examinations January 2020 11 Spring Semester Begins 17 Last Day to Add Classes March 2020 30 Last Day to Withdraw April 2020 19 Final Examinations

Commencement - May 17, 2020

Holidays & Vacations

September 2, 2019	Labor Day
November 11, 2019	Veteran's Day
November 27-29, 2019	Thanksgiving Break
December 13, 2019 - January 11, 2020	Christmas Break
January 20, 2020	Martin Luther King Jr. Day
March 9-13, 2020	Spring Break
April 9, 2020	Holy Thursday
April 10, 2020	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 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

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

(1) Not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or

(2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.”

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

Application of the Credit Hour

Policy: The Maria College credit hour policy applies to all courses that award academic credit regardless of the mode of delivery including but not limited to lecture, seminar, laboratory, online, hybrid, and self-paced. Academic departments and the Academic Affairs 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, practica, clinical, fieldwork or other academic work leading to the awarding of credit hours must clearly state learning objectives and expected outcomes as well as workload expectations that meet the federal and state standards specified above.

Credit Hour Awarding and

Review Process: Maria College follows a semester format with fall and spring semesters having a minimum of 15 weeks with an additional week for final examinations. Summer semester terms consist of fewer weeks of instruction and weekend terms consist of fewer days of instruction but both formats still adhere to federal and state credit hour regulations in terms of instructional time, amount of work required and expected outcomes. The academic calendar for each of these configurations must provide a minimum of 750 minutes of instruction per credit hour. The standard meeting times for courses at Maria College are three 50-minute classes, two 75-minute classes and one 150-minute class per week (170 minutes with breaks included) which over a 15 week semester plus a 120 minute exam period provide at least 750 minutes of instructional time per credit hour. The academic calendar is prepared by the Registrar for approval by the Dean of the College and College President to assure compliance with federal and state credit hour regulations. The academic calendar for 2019-20 is found on the Maria College website under Academics/Academic Calendar, and on page 7 of this catalog.

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

Credit Hour Specifications:

Courses consisting of lecture or seminar based learning environments have students who meet in person or online to participate in various forms of group instruction provided by a faculty member. For lecture and seminar courses, one credit is awarded for a minimum of 50 contact minutes per week or 750 contact minutes for the entire semester. The minimum out-of-class student work for one credit is 100 minutes per week or 1500 minutes for the entire semester as mandated by federal regulations. There are 2250 minutes or 37.5 hours of total instructional contact time and out-of-class student work per credit for the entire semester.

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

Clinicals are courses which involve experiential learning under direct supervision of a faculty member with students performing work in a clinical setting. The minimum contact time per credit for a clinical course is two times that of a lecture but may vary depending on the amount of outside work assigned. For clinical courses, one credit is awarded for a minimum of 120 contact minutes per week or 1800 contact minutes for the entire semester. With an additional minimum of 30 minutes per week or 450 minutes per semester of out-of-class student work for clinical courses, there are 2250 minutes or 37.5 hours of total instructional contact time and out-of-class student work per credit for the entire semester.

Fieldwork courses involve experiential learning in a professional setting

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

ACADEMIC CLASSIFICATIONS

Matriculated Students:

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

Non-matriculated Students:

A non-matriculated student is one who does not intend to seek a degree from Maria College but wishes to take less than 12 credits of course work at Maria for the purpose of personal fulfillment or to obtain academic credit. An individual who wishes to become a non-matriculated student at Maria must complete an application through the Admissions Office prior to registering for classes. The non-matriculated student will be assigned a user name and password for MyMaria and Blackboard and is expected to become familiar with student orientation materials available on MyMaria. 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 of approval from the department chair and their academic advisor.

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

Transfer of Credit:

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 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, unless there is a higher performance standard for specific courses in an academic program.
- There is a seven-year limit on transfer credit for natural science courses, and a five-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 in all Maria College academic programs.

Students wishing to take a course(s) at another institution for transfer to their academic program 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 desire transfer credit must submit a Comprehensive Course-by-Course Evaluation Report of their foreign school academic record from the World Education Service (WES). Once Maria College has received the course-by-course evaluation report from WES, the College will review the report and grant appropriate transfer credit.

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

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

- All courses except online and hybrid courses can be audited.
- A maximum of two courses per semester may be audited.
- Audited courses do not count in determining a student's course load.
- Audited courses do not count toward full-time status.
- Audited courses are not eligible for financial aid.
- Students auditing a course are prohibited from taking course learning assessments, examinations and quizzes unless approval is granted by course instructor.
- No credits are given and no letter grade is recorded for an audited course.
- Students are charged one-half tuition for the audited course.
- Senior citizens (62 years and older)

may audit one course per semester tuition-free.

- Students are expected to comply with all college and course-related codes of behavior as specified in the course syllabus.
- Students cannot change to credit status after the add/drop period.
- All audited courses are designated "AU" on the transcript.

SPECIAL CREDIT PROVISIONS

Advanced Placement: Maria College recognizes college-level courses taken by students while they are still attending high school. Advanced Placement scores of 5, 4 and 3 normally earn college credit. Courses given such credit may not be taken at the College.

Challenge Examinations: Students may have a course requirement waived by receiving credit based on a proficiency examination. There is a fee charged for testing and a prorated fee for credit earned. Permission for this is given by the department chair.

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

Cross Registration: Area colleges and universities sponsor a cross registration program that allows full-time students the opportunity to enroll in courses at other institutions. Enrollment is on a space-available basis and is not permitted if the course is offered on the home campus. The majority of credits must be taken at Maria College each semester. 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 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 Dean of the College, his or her academic advisor, and the supervising faculty member. The independent study project can vary from one to six credits, and students are limited to a maximum of three credits of independent study for an associate degree program, and a maximum of six credits for a bachelor's

degree program. The grading of independent study projects is either pass-fail or A-F, as agreed upon prior to registration for the course. Forms for independent study proposals may be obtained from the Dean of the College.

Individual Study: The purpose of this designation is to provide students an opportunity to complete a core or major field requirement in which the course has insufficient enrollment and 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 Excelsior College Proficiency Examinations and the College Level Examination Programs (CLEP), when these examinations cover material comparable to that given in courses at the College. Proficiency credits are treated as transfer credits and must be for a required course. If credit has been granted through examination prior to application to Maria, an official transcript* must be sent to the Registrar's Office.

GRADES

Class Attendance: Students are expected to attend all assigned

**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.*

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

Grades and Quality Points:

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

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

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)

Grade designations are defined as follows:

A represents outstanding distinction,

superior achievement of learning outcomes, demonstrating comprehensive, in-depth understanding of subject matter.

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

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

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

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

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

I designates an incomplete grade and is assigned to a student who for acceptable reasons is unable to complete the course work. In order to receive this grade, a student must be passing the course (grade of D or higher) and must obtain permission from the instructor and department chair. If work is not completed within one month after the end of the semester, the grade will automatically change to a grade of F, unless an extension is granted by the department chair.

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 withdrawal is performing at the course-specific standard of performance required for an academic program (for example, 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 withdrawal is not performing at the course-specific standard of performance required for an academic program (for example, grade of **C-** or lower in BIO 209).

Z is used for students not in attendance, but on the class roster, not having officially dropped the course or not having officially withdrawn from the course.

Change of Grade: The instructor of a course has the sole and final responsibility for any grade reported for that course. Any change of grade (except removal of an “Incomplete”) after the grade is on record in the Registrar’s Office must be requested within three months after the end of the semester in which the original grade was issued.

HONORS

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

Highest Honors	3.80 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 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. The 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 grade point average (GPA) of 3.5 or higher (not including transfer credits, remedial, or non-credit coursework). One-time local, regional, and international fees are required to be paid at the time of induction into the society. Members enjoy unique opportunities to apply for scholarships from Phi Theta Kappa, partnering senior colleges, universities and foundations.

ACADEMIC PROCESSES

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

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

Maximum Number of Course Attempts: A student can attempt an individual course at Maria College a maximum of three 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 two 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 and the Business Office and must submit to the Registrar's office by the end of the tenth week of the semester. A grade of W will be recorded for the course(s) listed on the withdrawal form. When program policies require a minimum standard of performance in a course, a grade of WS or WU will be assigned. Students who withdraw from a course after the ten week course withdrawal period and before completing final examinations will receive a grade of W, WS or WU if there are documented extenuating circumstances of record at this time. These must be stated in writing and they require the signature of the advisor and the Dean of the College. 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 Dean of the College 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 after having obtained required signatures. Students wishing to change their program to nursing must also consult with the Director of Advisement who will certify that all entry requirements have been met prior to obtaining department chair approval/signature on the change of status form.

Leave of Absence: A student who wishes to take a leave of absence must complete and submit the request for withdrawal/leave of absence form with all necessary signatures. This form is only available at the Registrar's Office. Financial aid regulations stipulate that a leave of absence must not exceed a total of 180 days in any 12-month period. 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.

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

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 Dean of the College, Department Chair or their academic advisor, the Business Office and the Financial Aid Office. Students withdrawing from the college must participate in an official exit interview with the Financial Aid Office after having completed the form. Withdrawn students will be sent a follow up survey by email and postal mail.

Students who withdraw from college during the course withdraw period (the first ten weeks of the semester) will receive grades of W, WS or WU in all semester-length courses. Students who withdraw from college after the ten week course withdrawal period and before completing final examinations will receive a grade of W, WS or WU if there are documented extenuating circumstances of record at this time. These must be stated in writing and they require the signature of the advisor and the Dean of the College. 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 Dean of the College when circumstances warrant.

Academic Standing: Students pursuing study at Maria College are expected to achieve a required level of performance in their classes in order

to complete their academic programs and graduate. College standards of performance and associated categories of academic standing are listed below. Program-specific standards are provided in the catalog section with program descriptions.

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

Total Credits Attempted	Academic Dismissal
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
37-54	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

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

Academic Probation: The maximum permissible credit load for a student on probation is 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 two consecutive semesters are subject to academic dismissal.

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

above the minimum cumulative GPA standards for good academic standing.

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

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 Dean of the College, 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 Dean of the College 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 one calendar year. Dismissed students must demonstrate improved potential for academic success through successful completion of at least six credits per semester with all grades of C or better at an alternate college to be considered for readmission.

Program Dismissal: Students are dismissed from an academic

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

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

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

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

DEGREE AND GRADUATION REQUIREMENTS

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 grade point average of at least 2.0.
- Completed all course requirements for the program in which he or she 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's 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 grade point average of at least 2.0.

- Completed all course requirements for the program in which he/she is matriculated.
- Completed at least 15 credits at the 300/400 level at Maria College, excluding clinical or internship credits.
- Completed at least two 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, but in no event can any exception

be made to the total degree credits or minimum grade point average required.

STUDENT RIGHT TO KNOW INFORMATION

Student Right to Know Completion/Graduation Rate:

The Four-Year Average Student Right to Know Completion/Graduation Rate is based on the number of full-time, first-time, degree- and certificate-seeking undergraduate students who entered Maria College from 2007 through 2010. It indicates the percentage of students who entered as full-time degree- or certificate-seeking students and graduated within 150% of the normal time necessary to complete their program of study. This rate was 21%.

**Student Right to Know
Transfer-out Rate:** The Four-Year Average Student Right to Know Transfer-out Rate is based on the number of full-time, first-time, degree- and certificate-seeking undergraduate students who entered Maria College from 2007 through 2010. It indicates the percentage of students who entered as first-time, full-time or certificate-seeking students and transferred out to other colleges or institutions before completing their program of study. This rate was 11%.

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 Acts of 1974 (commonly referred to as "FERPA" or the "Buckley Amendment") is designed to protect the confidentiality of the records that educational institutions maintain on their students, and to give students access to their records to ensure the accuracy of their contents. The Act affords students certain rights with respect to their education records. FERPA applies to the academic records of persons who are, or have been, in attendance at Maria College. FERPA does not apply to records of applicants who are denied admittance or, if accepted, do not attend Maria College. The Act applies to all education records maintained by Maria College, and all parties acting for Maria College, which are directly related to a student. Records containing a student's name, identification number, or other personally identifiable information, in whatever medium, are covered by FERPA unless identified in one of the Act's excluded categories.

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

Annual Notification Required:

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

The annual notice will contain the following information:

- The right of the student to inspect and review academic records.
- The right of the student to petition Maria College to amend or correct any part of the academic record believed to be inaccurate, misleading, or in violation of the privacy rights of the student.
- The right of the student to control the disclosure of personally identifiable information contained in the student's educational records, except as otherwise authorized by law.
- The right of any person to file a complaint with the Family Policy and Regulations Office, U.S. Department of Education, Washington, DC, 20202, if

Maria College violates this law.

- The right of the student to obtain a copy of this policy.

Right of the College to Refuse

Access: Maria College reserves the right to refuse to permit a student to inspect the following records:

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

Refusal to Provide Copies:

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

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

Records Not Considered to be Academic Records:

- 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.

Fees for Copies of Records:

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

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

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

- To school officials and to specified agents of the College who have a legitimate educational interest in

the records.

- To certain officials in the U.S. Department of Education, the Comptroller General, the Attorney General of the United States, and state and local educational authorities, in connection with certain federally or state-supported education programs.
- In situations where a student has sued the College, or the College has taken legal action against a student, as necessary to proceed with legal action as a plaintiff or to defend itself.
- In connection with student’s request for, or receipt of, financial aid as necessary to determine eligibility, amount, or conditions of the financial aid, or to enforce the terms or conditions of the aid.
- To organizations conducting certain studies for or on behalf of Maria College. These studies may not permit the personal identification of any student by anyone other than the organizations’ representatives. Additionally, all information provided must be destroyed by the requesting organizations when no longer needed for the study’s purpose.
- To accrediting organizations to carry out their functions.
- To comply with a judicial order or a lawfully issued subpoena. Maria College will make a reasonable attempt to notify the student in advance of the disclosure when nondirectory information is released in response to subpoenas

or court orders.

- To appropriate parties in the case of a health or safety emergency.
- Directory information as designated by Maria College.

Record of Request for

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

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

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

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

PROTOCOL FOR POLICY MODIFICATIONS

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

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

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

STUDENT GRIEVANCE PROCEDURES

A grievance may involve any area of student life on campus. A student having a grievance should first request a conference with the instructor or other College personnel involved. Should no solution be reached, a formal grievance procedure may be initiated. Details are included in the Student Handbook or from the Office of Student Affairs, (518) 861-2579, or studentaffairs@mariacollege.edu.

MARIA COLLEGE SYSTEMS USE POLICY

Maria College's intentions in publishing an Information Systems Use Policy is to protect the faculty, staff, students, and the college, from illegal or damaging actions by individuals, either knowingly or unknowingly; protecting Information Systems, including but not limited to computer equipment, software, operating systems, storage media, network accounts, electronic mail, web browsing. These systems are the property of Maria College and are to be used in serving the interests of the college, and of the students in the course of normal operations. The purpose of the Information System Use Policy is not to impose restrictions that are contrary to

Maria College's culture of openness, trust, and integrity.

Effective security is a team effort involving the participation and support of every Maria College employee and student who deals with information and/or information systems. It is the responsibility of every computer user to know these guidelines, and to conduct their activities accordingly.

The complete policy is available on the Maria College website.



STUDENT AFFAIRS

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 Support Center for more information.

COUNSELING SERVICES

Students may meet with the College's mental health for assistance with personal and/or academic concerns. Counseling offers students an opportunity to gain personal insight and develop new ways of coping with life's difficulties. Referrals to outside mental health agencies may be made when appropriate or at the student's request. All information is kept strictly confidential and does not become part of the student's College record. For more information on Counseling Services, please contact counseling@mariacollege.edu or 518-861-2508.

ACCESSIBILITY SERVICES

The Accessibility Services Program at Maria College assists in creating a campus environment where 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 program works to promote students' independence, self-advocacy and development, and ensures that the students are recognized for their abilities—not their disabilities. The Americans with Disabilities Act and Amendments governs the decisions pertaining to accommodations for disabilities at Maria College.

Arranging Accommodations:

Once students have completed the registration process, they are responsible for working collaboratively with the Office of Accessibility Services in coordinating their accommodations.

Registering with Accessibility

Services: Students who wish to receive accommodations at Maria College must register by completing the registration form, located on the College website and in the Office of Accessibility Services.

Confidentiality: Information regarding a student's disability is considered confidential and will be shared only with those at Maria

College who need to know. That includes administrators, faculty, and staff who have access to disability related information, only in so far as it affects their functioning in their respective areas of responsibilities.

Reasonable Academic

Accommodations: Disabilities vary on how they impact a person's major life functions. Due to the varying differences in disabilities, the program can only provide academic accommodations based on the history of the disability, reported limitations, and/or respective documentation from a qualified professional. There must always be a correlation between the impact of the disability and the requested accommodation. Accommodations are adjustments, changes or alterations to a program, service, activity or policy, in order to permit equal access.

Testing: The Callaghan Room, located in Mercy Hall, serves as a resource for students that utilize testing accommodations. Students are required to meet with the Director of Counseling and Accessibility to arrange scheduling and use of space.

For more information on Accessibility Services, please contact the Director of Counseling and Accessibility Services at accessibilityservices@mariacollege.edu.

OPPORTUNITY PROGRAMS

The Opportunity Programs Office

consist of the Arthur O. Eve Higher Education Opportunity Program (HEOP), funded by New York State Department of Education, an institutional-funded sister program, HOPE, and the Renaissance Scholars Program funded by the Renaissance Corporation of Albany. Students that qualify for admission into HEOP, HOPE, or the 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.

Additional information can also be obtained by contacting the Director of Opportunity Programs at opportunityprograms@mariacollege.edu.

PASTORAL CARE

The Office of Pastoral Care at Maria serves the pastoral and spiritual needs of the College community and provides a variety of opportunities for service, reflection, prayer, and worship – which both support and reflect the core values of the college (service, scholarship, justice, hospitality and diversity). Students are invited to tend to their spiritual well-being as they grow through their academic and personal lives at Maria College. The Office of Pastoral Care provides support and encouragement to students as they face the challenges and joys of life while pursuing their careers and

vocations.

Individuals seeking pastoral care should contact pastoralcare@mariacollege.edu.

STUDENT SUPPORT

The Office of Student Support works one-on-one with faculty, staff and students at Maria College to ensure the overall academic and professional success of the student body. Student Support works primarily to identify students in need of supplemental academic assistance, help them to develop strategies for academic success, and offer additional assistance or pastoral guidance if needed. Through regular collaboration with Counseling Services, Career Services and Opportunity Programs, the Office of Student Support provides caring service to each individual student so they may go on to contribute to the well-being of the college community and beyond. These goals are embodied in the following areas: Peer Tutoring Program, Professional Tutors, STAR (Students-at-Risk) Initiative. For more information on Student Support services, please contact the Director of Student Support at studentsupport@mariacollege.edu.

MARY BETH O'BRIEN TUTORING CENTER

Located in the Student Support 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 support. Composed of full-time faculty, professional tutors, and peer tutors, the Tutoring Center staff works with students individually to improve their approach to learning and hone their understanding of the materials presented in class.

For more information on the Tutoring Center, please contact the Director of Student Support at studentsupport@mariacollege.edu.

VETERANS SERVICES

Maria College strives to provide its student service members and their dependents the support needed and deserved to succeed in attaining academic and professional goals. Support services, such as academic advisement, career counseling, financial aid counseling, peer tutoring, and a designated veterans space are some of the services available. For questions regarding educational benefits, students are encouraged to reach out to the Office of Financial Aid.

For more information on Veteran Services, please contact the Associate Dean of Students at studentaffairs@mariacollege.edu.

EDUCATIONAL EXPENSES

TUITION SCHEDULE

Full-time \$7,575/semester

Part-time \$650/credit hour

Full-time Students: Any student carrying 12 to 18 credit hours is considered a full-time student. Unless required, credit hours in excess of 18 will be charged \$630 per credit hour.

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

Auditing Students: Any student registered for a course, but who does not seek credit is considered an auditor, and will be charged at \$300/credit hour.

Senior Citizen Audit: Senior citizens, who are 62 years of age or older, may audit one course per semester, tuition free, and may enroll

only during the late registration period, on a space-available basis and with the consent of the instructor.

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

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

OTHER EXPENSES

Full-time students:

Comprehensive Fee \$155/semester

Part-time students:

Comprehensive Fee \$80/semester

Nursing (ADN & PNC) Fee \$970/semester

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

Nursing Clinical Makeup Fee \$150

Uniforms required. Outfitter's Fee

Advanced Placement Review Course Fee (NUR 195) \$200

PN-RN Transition Skills Course Fee (NUR 199) \$25

Selected OTA Course Fee \$130/course

OTA Review Seminar/Testing Fee (OCT 211) \$380

Technology Fee:

Full-time students \$75

Part-time students \$40

Laboratory/Academic:

Art Fee (BER 120). \$25/course

Science Fee \$60/course

Computer Courses \$25/credit

Miscellaneous and Optional:

Nursing Admission Testing Fee \$45

Admission Testing Fee \$15

Graduation Fee \$60

Life Experience Credit \$100/credit hour

Returned check charge \$25

Parking:

Parking permits are required for all vehicles parked on campus.

Parking permit No Fee

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 non-medical reason.

Non-attendance in a course does not constitute either a drop or withdrawal from the course or limit the student's 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 Dean of the College 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 semester 80%

Withdrawal during the third week of semester 60%

Withdrawal during the fourth week of semester 40%

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

Weekend Students:

Withdrawal before first weekend session 100%

Withdrawal before second scheduled weekend 80%

Withdrawal before third scheduled weekend 60%

Withdrawal after third scheduled weekend no refund

Summer Session Students:

6-Week Session

Withdrawal during the first week of session. 80%

Withdrawal after the first week of session. no refund

12-Week Session

Withdrawal during the first week of session. 80%

Withdrawal during the second week of session. 60%

Withdrawal during the third week of session. 40%

Withdrawal during the fourth week
or later of session no 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 beginning of the semester until the day of withdrawal. The effective date is the date on which the student notifies the College of withdrawal from all classes, in writing 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 earned 50% of the financial aid received.

PROCEDURES FOR PAYMENT

Accounts are due and payable at the time of registration. Checks should be made payable to Maria College and sent to the Business office. In addition to cash payment, students may use MasterCard and Visa. Verified financial aid will be credited to student accounts after being validated by the Financial Aid office. Students will not receive semester reports, transcripts or diplomas until all bills are paid in full.

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



FINANCIAL AID AND SCHOLARSHIPS

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

Students may complete their FAFSA online at www.fafsa.ed.gov. Beginning May 10, 2015, the Department of Education replaced the personal identification number (PIN) with the FSA ID. 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 will allow the student to sign the FAFSA electronically, as well as provide 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 HescPIN and will use it to “sign” the TAP application, keep track of application information, or to

make changes.

Further information about a student’s financial aid status and financial aid award letter can be viewed through Maria College MyMaria. Students can log onto MyMaria using the username and password that are sent once an applicant is accepted to the College. Students can visit the Financial Aid section of 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 financial aid, the financial aid award letter can be viewed and accepted using MyMaria. The financial aid award letter will indicate the types and amount of financial aid for which the student qualifies. A student can expect to view the financial aid award letter in MyMaria about two weeks after the College receives the results of the FAFSA. When 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 payment.

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	6th
A student must have accrued at least this many credits: (Quantitative Standard)	0	6	15	27	39	51
With at least this grade point average (Qualitative Standard)	0	1.30	1.50	1.80	2.00	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	10th
A student must have accrued at least this many credits: (Quantitative Standard)	0	6	15	30	45	60	75	90	105	120
With at least this grade point average (Qualitative Standard)	0	1.50	1.80	2.00	2.00	2.00	2.00	2.00	2.00	2.00

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. The verification process must be completed within 60 days of the

verification request. If the financial aid information in the Student Aid Report needs to be corrected or revised, students will be notified that financial aid eligibility may be changed; however, if the verification process is not completed within the 60-day time frame, the student would 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://fafsa.ed.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.
3. Check MyMaria on the Maria College website for outstanding tasks; submit all documents requested. Accept your awards.
4. First-time Maria College loan borrowers must complete Entrance Counseling and a Master Promissory Note at www.StudentLoans.gov.
5. Seek assistance from the Financial Aid Office whenever you have questions or concerns about your aid or have a change in enrollment, program, or status.

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

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

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

To receive the one-time waiver, the student must clearly demonstrate that the academic deficiencies are the result of a documented medical condition, a documented family emergency or some other extraordinary documented condition. Requests for one-time waivers must be done in writing and must provide appropriate documentation of the circumstances for the appeal.

Regaining Eligibility: After all appeals have been exhausted, a student may be considered for additional financial aid eligibility after an absence of one calendar

year if the student has been readmitted to the College, or if the student has attended for at least one increment without the benefit of financial aid and the academic deficiencies are remedied.

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

Incomplete and “W” Grades: For purposes of evaluating a student’s eligibility for financial aid, incomplete and withdrawn grades are considered the same as failing grades. These grades will be 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 one degree at Maria College, and is seeking an additional degree and has been accepted into the new degree program, his or her satisfactory academic progress will be evaluated using the methodology for transfer students and based on the number of credits accepted from the previous degree and applied towards the new degree.

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

1. Re-Enroll — any student wishing to resume his or her studies at Maria College can be reactivated in the previously admitted program of study if he or she was in good academic standing when he or she left the College no more than five years

ago. For some programs of study, the permission of the department chairperson will also be required.

- 2. Re-Apply** — any student wishing to resume his or her studies at Maria College, who was academically dismissed or left the College more than five years ago, must reapply for admission and again meet the criteria for acceptance to the College.

SATISFACTORY ACADEMIC PROGRESS

All students are required to maintain a quantitative and qualitative standard of academic progress to remain eligible for financial aid. Federal regulations stipulate a student must complete the program of study within the maximum timeframe, which is 150% of the credits required for the program. (For example, an associate degree program that requires 60 program credit hours must be completed within 90 attempted credit hours). In addition, a 2.0 GPA is required for graduation from Maria College.

**Attempted credits include transfer credit as well as credits earned in a Maria College*

associate degree program that have been applied to a bachelor degree program.

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 checked 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 checked at the end of each semester. Students with deficiencies in either the quantitative or qualitative requirement will be given a written financial aid warning. A student will have one semester to correct deficiencies. Students who do not meet SAP after one semester will have financial aid eligibility suspended or lost.

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%

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 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 her/his 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 she/he is taking to ensure academic success in future semesters. A personal statement and corroborating documents must be submitted in order to be considered as a complete submission.

Appeal Approval: Appeals can only be approved if the Committee determines that the student will be able to meet Maria College's Satisfactory Academic Progress 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 Maria College's Satisfactory Academic Progress guidelines. If an appeal is approved with an academic plan, students will receive aid on a conditional basis for one 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 her/his academic plan, or the student's statement is undocumented. The student is ineligible to receive federal, state, and institutional funding in subsequent semesters. The student 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, she/he 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's or a professional degree. The maximum Pell Grant award for the 2018-19 award year (July 1, 2018 to June 30, 2019) is \$6,095. The maximum may change each award year and depends on program funding. The amount a student is awarded will depend not only on financial need, but also on the costs to attend school, status as a full-time or part-time student, and if a student plans to attend school for a full academic year or less. A student may receive a Pell Grant for a maximum of the equivalent of six years of full-time study.

Federal Supplemental Educational Opportunity Grants

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

Federal Work-Study Program

Federal Work-Study (FWS) provides part-time jobs for undergraduate students with financial need, allowing them to earn money to help pay education expenses. The program encourages community service work and work related to the recipient's course of study. Students

are paid an hourly rate no less than the current federal minimum wage. Employment is available in various campus departments or in a community service agency. Student working hours will depend on the need for services.

Federal Aid to Native Americans

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

NYS Tuition Assistance Program

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

NYS Scholarships for Academic Excellence

NYS Scholarships for Academic

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

NYS Aid for Part-Time Study

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

NYS Volunteer Recruitment Service Scholarship

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

Students should request the application from their volunteer company official.

NYS Memorial Scholarships

NYS Memorial Scholarships provide financial aid to children, spouses and

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

NYS Veterans Tuition Awards

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

NYS Children of Deceased or Disabled Veterans

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

Veterans Administration Educational Benefits

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

Federal Direct Stafford Loans

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

A student might be able to borrow loan funds beyond the subsidized loan amount even if the student 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.

Dependent Undergraduates	Subsidized	Unsubsidized	Total
First Year	\$3500	\$2000	\$5500
Second Year	\$4500	\$2000	\$6500
Third Year 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 Year and beyond	\$5500	\$7000	\$12,500

These amounts are the maximum yearly amounts a student can borrow in both subsidized and unsubsidized direct loans, individually or in combination. Because a student borrower can't borrow more than the cost of attendance minus the

amount of any Federal Pell Grant and other financial aid, the amount received may be less than the annual maximum amounts.

The Financial Aid Award letter, which requires students to accept offered amounts before loan

originations are submitted to the U.S. Department of Education, is the preferred document for the active confirmation process. The Award Letter is available under the Financial Aid site or MyMaria once a student 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; if the enrollment status changes, the Financial Aid Office must be notified in writing. Maria College is required to verify student eligibility prior to disbursing loan proceeds. If enrollment status has dropped below half time or satisfactory academic standing has not been maintained, loan eligibility has changed and funds will not be disbursed.

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

All Federal Direct Loan borrowers are required to complete student

loan entrance counseling. Student borrowers can complete this loan counseling online at www.studentloans.gov, click on "Entrance Counseling." All Federal Direct Loans require multiple disbursements: if approved for fall and spring semesters, a quarter will be disbursed at the beginning, the balance at the midpoint of each semester; if approved for only one semester, half will be disbursed at the beginning, the balance at its midpoint.

Federal Direct Parent Loans for Undergraduate Students

Parents may borrow an amount that cannot exceed the yearly tuition and other costs of dependents enrolled at least half time, less any other aid for which they qualify. Parents must pass a credit check or have a cosigner for the loan. The interest rate is fixed rate at 7.6% for 2018-2019. Repayment must begin 60 days after disbursement, but may be postponed under certain conditions.

PROCEDURE FOR APPEALING LOCAL FINANCIAL ASSISTANCE

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

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

The Dean of the College and the Affirmative Action Coordinator will review the appeal and determine whether the application was

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

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

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

SCHOLARSHIPS

Allied Health Scholarships

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

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. Caron Scholarships may be renewed.

Gail J. Blacklock OTA Scholarship

The Gail Blacklock Scholarship was established by Scott Homer, director of the Occupational Therapy Assistant program, as a tribute to his mother. The scholarship will be awarded annually to a nontraditional student enrolled in the OTA program who demonstrates financial need. Preference will be given to a student caring for a relative with a chronic illness or disability.

***Guido Scholarships**

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

***Jean A. Schmitz Scholarship**

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

Laureen A. Fitzgerald, RSM, Scholarship

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

Maria College Presidential Scholarship

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

***Mary K. Knappek Scholarships**

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

***Northeast Mercy Scholarship**

The Sisters of Mercy of the Americas, Northeast Ministry Fund is committed to helping students with their higher education dreams. A five-thousand dollar (\$5,000) scholarship will be awarded to a returning full-time student for

one academic year (\$2,500 for fall and \$2,500 for spring), based upon financial need and academic merit. The number of scholarships awarded per year may vary.

***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 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 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 BS Degree Completion in Nursing program who share Andrea's qualities of dedication to the profession and compassion for others and meet the established criteria.

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.

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.

The Maureen O'Brien and Paul F. Vogt Scholarship

In recognition of the leadership and generosity of Maureen E. O'Brien and 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 the challenges of a learning difference. The scholarship(s) will be awarded to matriculated Maria College students with documented learning differences and financial need.

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 non-traditional 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 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.

***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.

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, extracurricular activities and his or her potential for succeeding at and contributing to Maria College. All decisions regarding admission to Maria College are determined and made final by the Admissions Office.

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
(Applicants who do not meet all admission standards may be asked to submit SAT or ACT scores or complete the college's placement test.)
- Submit personal essay/statement.
- Provide academic letter of recommendation.
- Have an Admission Interview.

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

ADMISSION REQUIREMENTS FOR SECONDARY SCHOOL STUDENTS

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, a 2.0 on a 4 point scale will be considered. Leadership qualities and extracurricular activities are also important and considered. While not required, it is strongly encouraged that all candidates for admission visit Maria College and

**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.*

meet with an Admissions Counselor. The submission of test scores is optional for admission but scores are considered when submitted and may be asked of students when additional information is desired for an admission evaluation or for proper course placement.

Application Deadlines:

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

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

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 1, with a deposit deadline of April 1. The Admissions Office will continue to accept applications to these programs after the March 1 deadline, however space will be subject to availability. Students accepted into the programs by the March 1 deadline who do not deposit by April 1 will no longer be guaranteed their seat in the programs.

ADMISSION REQUIREMENTS FOR HIGHER EDUCATION OPPORTUNITY PROGRAM STUDENTS

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

- Submit his/her admission application and all required documentation prior to March 1. (The student should select the HEOP option on their application.)
- Provide required financial documentation prior to March 1.
- Complete a personal interview with a HEOP representative.

IMPORTANT NOTE: Families should file their 2019 taxes as soon as possible in order to be considered for the program. Late application materials, including supporting financial documentation, will result in applicants being excluded from the pool for the 2020-21 academic year. For more information, please contact the Director of Opportunity at opportunityprograms@mariacollege.edu.

Admission to HOPE program, the College's companion program to

HEOP, requires the same application process.

ADMISSION REQUIREMENTS FOR TRANSFER STUDENTS

Maria College enrolls transfer students in the fall, spring, and summer semesters. Prospective students should demonstrate a strong record of success in post-secondary studies and have obtained a cumulative grade point average of 2.0 or higher on a 4 point scale. Transfer applicants must submit:

- An Application for Admission.
- All college and university transcripts for institutions attended.
- Official high school transcript or its equivalent.

Applicants are encouraged but not required to submit:

- Personal essay/statement.
- 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 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 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 seven-year limit on transfer credit for natural science courses and a five-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 three months before they plan to enroll. In addition to the information required for secondary school 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 – www.wes.org.

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

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

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

students with questions regarding student support services should contact the Associate Dean of Student Affairs at (518) 861-2505.

PHYSICAL EXAMINATION, IMMUNIZATIONS AND LABORATORY TESTS

New York State Public Health Law 2165 now requires that all persons born after January 1, 1957 must be in full compliance with State Immunization requirements. Students must show protection against measles, mumps, and rubella. They must also show protection against meningitis 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.

If documentation is not submitted, the respective student will not be permitted to continue attending classes, will be dropped from his/her classes, and will be responsible for tuition liability.

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

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 two years from the original date of application, transcripts from high school and all previous colleges attended 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 five years, must file another application for college admission.

RE-ENROLLMENT

A student who has previously attended Maria College as a matriculated student within a period of five years or less and was not academically dismissed must complete a re-enrollment application, which is 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.

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

The Bachelor of Science (BS) degree in Nursing completion program 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.
- Current unencumbered RN license within the United States or U.S. Territory, and professional liability coverage or meeting the RN licensure requirement within six months of the completion of the two-year associate degree in nursing.

Course work within the BS degree in Nursing completion program will require the student to have a

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

Associate in Applied Science in Nursing

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

- Successful completion of a laboratory biology and chemistry:
 - A final grade of 80 or higher in both subjects from high school,
 - Minimum transfer GPA of 2.5,
 - Minimum high school GPA of 80% or higher,
 - or a C or better in both biology and chemistry college credit bearing courses,

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

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

Reading	70.5%
Mathematics	69%
Science	53.6%
English	63.8%

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

Reading:	500
Math:	520
Writing:	490

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

Practical Nursing Certificate

The Practical Nursing Certificate

(PNC) Program is a 16-month weekend program, with nursing courses beginning in January. Interested students are encouraged to complete their application prior to October 1. In addition to the regular admission standards, these students must:

- Achieve a successful score on the Test for Essential Academic Skills (TEAS):
 - Preference for admission is given to applicants who meet the national mean on all four parts of the exam.

Additional Information on the TEAS:

A prospective student may take the TEAS an unlimited number of times prior to December 1 if they are applying for the Practical Nursing Certificate (PNC) program, or June 1 if applying for the Associate Degree in Nursing (ADN) program.

- Any student admitted to the college without meeting the TEAS requirements will be admitted as a General Studies student.
- If after acceptance to the college in the General Studies program, but prior to the December 1 or June 1 deadlines, the student successfully meets the TEAS requirements set forth by the Nursing Department, the student's application may be reconsidered for admission to the appropriate Nursing program if space is

available.

Once a student is matriculated in the College, the student will need to follow the policies and processes for the Change of Status to Nursing. A student may take the TEAS VI test only two 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.
- TEAS scores are valid for two (2) years and students whose scores are older than two years must re-test.

ENROLLMENT DEPOSIT

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

- 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.

AUDITORS & NON-MATRICULATED 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 pre-requisites, 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 Director of Advisement 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): December 15, 2019
- Associate Degree in Nursing (ADN): March 1, 2020

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 of the Nursing Department.

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 from the Director of Counseling and 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 Title IX and/or the Americans with Disabilities Act may be obtained from the Title IX Coordinator, in Mercy Hall, at (518) 861-2505.

CHANGE OF INTENT

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

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 three-hour blocks, Monday through Thursday, usually once a week. All evening associate degree programs are planned to span a three-year period, although students may take fewer courses each semester and extend the program over a longer period of time.

The following degrees can be earned in the Evening Division: bachelor's degree in Healthcare Management; and associate degrees in General Studies, Liberal Arts, and Nursing.

Evening students interested in student support services should contact the Director of Student Support at 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 two-year time frame as traditionally enrolled day students by attending classes in three-hour time blocks on Saturday and Sunday, every other weekend, year round. The Occupational Therapy Assistant (OTA) program requires three 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 Weekend College: Associate degree in Occupational Therapy Assistant (OTA) and Certificate in Practical Nurse (LPN Training).

Weekend students interested in student support services should contact the Director of Student Support at 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. 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 course content online and there are typically no face-to-face meetings. Hybrid courses combine online and face-to-face instruction, delivering at least 30% of the content online, typically requiring scheduled contact time, for example labs, and/or examinations. Web-Enhanced courses use web-based technology to facilitate what is essentially a face-to-face course. Instructors may use a learning management system to post the syllabus, learning materials, and/or discussion boards.

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

Online courses are not for everyone. This method of instruction is

geared toward students who are self-motivated and are capable of using technology. Successful online learners are self-starters with a desire to learn, who take a personal initiative, are resourceful and persistent. Online learners work well alone, are not procrastinators, have good reading and comprehension skills, resist distractions, and are comfortable without the social elements of face-to-face courses in the classroom. 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, never having attended and last date of attendance.

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

NEW STUDENT PROGRAMMING

The Student Support 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 Associate Dean of Students at studentaffairs@mariacollege.edu.

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:

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, two- and four-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

School/College/University	Articulation Type
Belanger School of Nursing	Graduates with Associate in Applied Science in Nursing to Bachelor of Science degree in Nursing completion program at Maria College
Capital District Educational Opportunity Center (EOC), Hudson Valley Community College	Graduates of Nursing Assistant Program at the Capital District EOC with license to practice as Nursing Assistant to 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 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 Bachelor of Science in Health and Occupational Sciences at Maria College with credit for HOS 150, Introduction to Health Professions, and four elective credits</p>
Columbia-Greene Community College	<p>Graduates with Associate in Science in Nursing to Bachelor of Science degree in Nursing completion program at Maria College</p> <p>Graduates from Columbia-Greene Community College with Associate in Science in Social Science to Bachelor of Science in Psychology at Maria College with third year status</p>
Dominican College	Graduates from Maria College with Associate in Applied Science in Occupational Therapy Assistant to Bachelor/Master of Science in Occupational Therapy at Dominican College

School/College/ University	Articulation Type
Empire State College, SUNY	Graduates from 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 Associate in Applied Science degree in Human Services to Practical Nurse Certificate program at Maria College</p> <p>Graduates from Fulton-Montgomery Community College with Associate in Applied Science degree in Health Studies to Practical Nurse Certificate program at Maria College</p> <p>Graduates from Fulton-Montgomery Community College with Associate in Arts degree in Human Services to Practical Nurse Certificate program at Maria College</p> <p>Graduates from Fulton-Montgomery Community College with Certified Nurse Assistant or Home Health Aid Certificate to Practical Nurse Certificate program at Maria College</p> <p>Graduates from Fulton-Montgomery Community College with General Education Certificate to Practical Nurse Certificate program at Maria College</p> <p>Graduates with Associate in Science in Nursing to Bachelor of Science degree in Nursing completion program at Maria College</p> <p>Graduates from Fulton-Montgomery Community College with Associate in Science in Business Administration to Bachelor of Science in Healthcare Management at Maria College with third year status</p>

School/College/ University	Articulation Type
Fulton-Montgomery Community College	<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> <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>

School/College/ University	Articulation Type
Hudson Valley Community College	<p>Graduates with Associate in Applied Science in Nursing to Bachelor of Science degree in Nursing completion program at Maria College</p> <p>Graduates with Associate in Applied Science in Community Health Navigation to Bachelor of Science in Healthcare Management at Maria College with third year status</p>
Memorial College of Nursing	Graduates with Associate in Applied Science in Nursing to Bachelor of Science degree in Nursing completion program at Maria College
Questar III - Rensselaer, Columbia and Greene Counties	Graduates from the Questar III BOCES Certified Nurse Aide program with CNA license to 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 CNA license to Practical Nurse Certification program at Maria College
Samaritan Hospital School of Nursing	Graduates with Associate in Science in Nursing to Bachelor of Science degree in Nursing completion program at Maria College
Schenectady County Community College	<p>Graduates from Schenectady County Community College with Associate in Arts in Liberal Arts: Humanities and Social Sciences with concentration in Psychology to Bachelor of Science in Psychology at Maria College with third year status</p> <p>Graduates from Schenectady County Community College with Community Health Worker certificate to Bachelor of Science in Healthcare Management at Maria College with credit for HCM 120, The U.S. Healthcare System and three elective credits</p>

School/College/ University	Articulation Type
Schenectady County Community College	HPOG Students from Schenectady County Community College certified as Nurse Aide or Home Health Aide to Practical Nurse certificate (LPN) program at Maria College with exemption from 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
SUNY Adirondack	Graduates with Associate in Science in Nursing to Bachelor of Science degree in Nursing completion program at Maria College
SUNY Ulster	Graduates with Associate in Science in Nursing to Bachelor of Science degree in Nursing completion program at Maria College
The Sage Colleges	<p>Graduates from Maria College with Associate in Applied Science in Occupational Therapy Assistant to Bachelor of Science in Interdisciplinary Studies in Health Studies at Russell Sage College</p> <p>Graduates from Maria College with an Associate in Arts in Liberal Arts to Bachelor of Science in Nutrition at Russell Sage College</p> <p>Graduates from Maria College with Associate in Science in General Studies to Bachelor of Science in Applied Biology at Sage Colleges of Albany</p> <p>Graduates from Maria College with Bachelor of Science in Psychology to Master of Science in Forensic Mental Health at Sage Colleges</p> <p>Graduates from Maria College with Bachelor of Science in Psychology to Master of Science in Counseling and Community Psychology at Sage Colleges</p>



PROGRAMS OFFERED

DEGREE PROGRAMS

Bachelor of Arts (BA)

Liberal Arts – HEGIS 4901

(Concentrations in Communication Studies and Government Studies)

Bachelor of Science (BS)

Health and Occupational Sciences – HEGIS 1201

Healthcare Management – HEGIS 1202

Nursing Completion Program – HEGIS 1203.10

Psychology – HEGIS 2001

Associate in Arts (AA)

Liberal Arts – HEGIS 5649

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

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

MINOR FIELD OF STUDY

Psychology – HEGIS 2001

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 and Psychology. A Bachelor of Science degree in Nursing completion program is also offered, which accepts 60 credits from an associate degree program in nursing and requires students to complete 60 additional credits at the bachelor degree level. Graduates of diploma schools may also qualify for this program.



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 an associate degree in occupational therapy assistant with the option to pursue a bachelor's degree which will prepare them for graduate study in occupational therapy. Other students who will find this four-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 foundation 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 (36 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. Healthcare 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	6
HOS 450	Topics in Evidence-Based Practice	3

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

BIO 310	Pathophysiology	3
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 Mgmt	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 count as free elective credits

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

Mathematics (3 credits): MAT 200
Psychology (6 credits): PSY 100, PSY elective
Religious Studies/Philosophy (9 credits): RES
201, PHI 300, RES or PHI elective

Sociology (6 credits): SOC 101, SOC 300

Free Electives (29 credits)

HEALTH AND OCCUPATIONAL SCIENCES, BS

HEGIS 1201

FIRST YEAR		
Course	Fall Semester	Credits
BIO/CHM/PHY	Science Requirement	4
ENG 111	Composition I	3
HOS 150	Intro to Health Professions <i>or</i>	2
HCM 120	The U.S. Healthcare System	3
SCI 100	Medical Terms & Conditions	3
	Free Elective	3
		<u>15/16</u>

Spring Semester		
BIO/CHM/PHY	Science Requirement	4
CUL/HIS	Cultural Studies/History Elective	3
ENG 211	Critical Inquiry and Writing	3
MAT 200	Statistics	3
	Free Elective	3
		<u>16</u>

SECOND YEAR		
Course	Fall Semester	Credits
BIO 209	Anatomy & Physiology I	4
PSY 100	General Psychology	3
RES 201	Foundations of Social Justice	3
SOC 101	Introduction to Social Change	3
	Free Elective	3
		<u>16</u>

Spring Semester		
BIO 210	Anatomy & Physiology II	4
PSY	Psychology Elective	3
RES/PHI	Religious Studies/Phil Elective	3
	Group II Major Field Req	3
	Free Elective	3
		<u>16</u>

THIRD YEAR		
Course	Fall Semester	Credits
BIO/CHME/PHY	Science Requirement	4
BIO 330	Gross Anatomy	4
PHI 300	Healthcare Ethics	3
	Free Elective	6
		<u>17</u>

Spring Semester		
BIO 300	Applied Kinesiology	3
HOS 300	Fund. of Occupational Science	3
SOC 300	Medical Sociology	3
	Group II Major Field Req	3
	Free Elective	3
		<u>15</u>

FOURTH YEAR		
Course	Fall Semester	Credits
PSY 350	Research Methods I	3
ENG	English 300/400 Elective	3
	Group II Major Field Req	3
	Free Electives	4
		<u>13</u>

Spring Semester		
HOS 400	Internship in HOS	6
HOS 450	Topics in Evidence-Based Practice	3
	Free Elective	3
		<u>12</u>

SEMESTER SEQUENCE OF COURSES FOR CONCURRENT DEGREES

**OCCUPATIONAL THERAPY ASSISTANT, AAS
& HEALTH AND OCCUPATIONAL SCIENCES, BS**

FIRST YEAR		
Course	Fall Semester	Credits
BIO/CHM/		
PHY	Science Requirement	4
ENG 111	Composition I	3
PSY 100	General Psychology	3
SCI 100	Med Terms and Conditions	3
SOC 101	Intro to Social Change	3
		<u>16</u>

Spring Semester

BIO/CHM/		
PHY	Science Requirement	4
CUL/HIS	Cultural Studies/History Elective	3
ENG 211	Critical Inquiry and Writing	3
MAT 200	Statistics	3
RES/PHI	Religious Studies/Phil. Elective	3
		<u>16</u>

SECOND YEAR		
Course	Fall Semester	Credits
BIO 209	Anatomy & Physiology I	4
HOS 150	Intro to Health Professions <i>or</i>	2
HCM 120	The U.S. Healthcare System	3
OCT 112	OT Skills and Application I	1
OCT 114	Foundations of OT I	1
PSY	Psychology Elective	3
RES 201	Foundations of Social Justice	3
		<u>16/17</u>

Spring Semester

BIO 210	Anatomy & Physiology II	4
BIO 300	Applied Kinesiology	3
OCT 116	OT Skills and Application II	1
OCT 117	Fieldwork I - Service Learning	1
OCT 120	Occ. Perform. Across Lifespan	3
OCT 121	Foundations of OT II	3
		<u>15</u>

THIRD YEAR		
Course	Fall Semester	Credits
BIO/CHM/		
PHY	Science Requirement	4
OCT 210	Fieldwork I - Psychosocial	1
OCT 211	Preparing for Practice	1
OCT 213	OT in Develop. Disabilities	3
OCT 214	OT in Physical Dysfunction	3
OCT 215	OT in Psychosocial Dysfunction	4
		<u>16</u>

Spring Semester

OCT 216	Fieldwork II, First Rotation	6
OCT 217	Fieldwork II, Second Rotation	6
SOC 300	Medical Sociology	3
		<u>15</u>

FOURTH YEAR		
Course	Fall Semester	Credits
BIO 330	Gross Anatomy	4
ENG	English 300/400 Elective	3
PHI 300	Healthcare Ethics	3
PSY 350	Research Methods I	3
		<u>3</u>
		Group II Major Field Req
		<u>16</u>

Spring Semester

HOS 300	Fund. of Occupational Science	3
		<u>3</u>
		Topics in Evidence-Based Practice
HOS 450	Group II Major Field Req	3
		<u>3</u>
		Group II Major Field Req
		<u>12</u>

SEMESTER SEQUENCE OF COURSES FOR TRANSFER
OCCUPATIONAL THERAPY ASSISTANT, AAS
TO HEALTH AND OCCUPATIONAL SCIENCES, BS

THIRD YEAR			FOURTH YEAR		
Course	Fall Semester	Credits	Course	Fall Semester	Credits
BIO/CHM/			BIO/CHM/		
PHY	Science Requirement	4	PHY	Science Requirement	4
ENG 211	Critical Inquiry and Writing	3	BIO 330	Gross Anatomy	4
MAT 200	Statistics	3	PHI 300	Healthcare Ethics	3
SOC 101	Introduction to Social Change	3	PSY 350	Research Methods I	3
	Group II Major Field Req	3	HOS 150	Intro to Health Professions <i>or</i>	2
		<u>16</u>	HCM 120	The U.S. Healthcare System	3
					16/17
	Spring Semester			Spring Semester	
BIO 300	Applied Kinesiology	3	ENG	English 300/400 Elective	3
BIO/CHM/			HOS 450	Topics in Evidence-Based Practice	3
PHY	Science Requirement	4		Group II Major Field Req	3
CUL/HIS	Cultural Studies/History Elective	3		Group II Major Field Req	3
HOS 300	Fund. of Occupational Science	3		Free Elective	2
SOC 300	Medical Sociology	3			<u>14</u>
		<u>16</u>			

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 (45 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	6
HCM 435	Healthcare Governance, Mission and Strategy	3
HCM 450	Capstone in Healthcare Mgmt	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 21st Century Organizations	3

Liberal Arts and Sciences Courses (60 credits)

Economics (6 credits): ECO 100, ECO 101
 English (9 credits): ENG 111, ENG 211, ENG 300 or 400 level elective
 Mathematics (6 credits): MAT 101, MAT 106, MAT 200
 Psychology (6 credits): PSY 100, PSY 300 or 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

Free Electives (15 credits)

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

HEALTHCARE MANAGEMENT, BS

HEGIS 1202

FIRST YEAR		
Course	Fall Semester	Credits
BUS 202	Financial Accounting	3
BUS 219	Business Organization & Management	3
ENG 111	Composition I	3
	Liberal Arts and Science Elective	3
	Free Elective	3
		15
Spring Semester		
BUS 203	Managerial Accounting	3
HCM 120	US Healthcare System	3
MAT 106	College Algebra <i>or</i>	3
MAT 101	Found. of Math I	3
PSY 100	General Psychology	3
SOC 101	Intro to Social Change	3
		15

SECOND YEAR		
Course	Fall Semester	Credits
ECO 100	Macroeconomics	3
ENG 211	Critical Inquiry and Writing	3
HCM 210	Intro to Health Information Management Systems	3
SCI 100	Medical Terms & Conditions	3
	Liberal Arts and Science Elective	3
		15
Spring Semester		
BUS 240	Intro to Human Resources Mgmt	3
ECO 101	Microeconomics	3
RES 201	Foundations of Social Justice	3
BIO/CHM/PHY	Science Elective	3
	Liberal Arts and Science Elective	3
		15

THIRD YEAR		
Course	Fall Semester	Credits
HCM 330	Healthcare Quality Mgmt	3
MAT 200	Statistics	3
PHI 300	Healthcare Ethics	3
ENG	English 300/400 Level Elective	3
	Liberal Arts and Science Elective	3
	Free Elective	3
		18

Spring Semester		
HCM 320	Healthcare Marketing	3
HCM 325	Financial Mgmt in Healthcare	3
SOC 300	Medical Sociology	3
	Liberal Arts and Science Elective	3
	Free Elective	3
		15

FOURTH YEAR		
Course	Fall Semester	Credits
BUS 310	Effective Leadership in 21st Century Organizations	3
HCM 350	Healthcare Law and Policy	3
HCM 435	Healthcare Governance, Mission and Strategy	3
PSY	Psychology 300/400 Level Elective	3
	Free Elective	3
		15

Spring Semester		
HCM 400	Internship in Healthcare Mgmt	6
HCM 450	Capstone in Healthcare Mgmt	3
	Free Elective	3
		12

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 in 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.

With the pace of economic change and global competition accelerating, the 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 program concentration.

Liberal Arts Core (66 credits)

Arts/Humanities (9 credits): ENG 200, ART or MUS elective, HUM elective
Communications/English (9 credits): ENG 103, 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

Concentration (select one, 24 credits)

Communication Studies

ENG 310	Professional Writing	3
ENG 410	Technical and Professional Communication	3
COM 100	Foundations of Communication	3
COM 300	Strategic Communication	3
COM 320	Social Media: Theory and Practice	3
COM 400	Internship in Communication Studies	6
COM 450	Capstone in Communication Studies	3

Government Studies

ENG 300	Advanced Composition	3
POL 101	The American Political System	3
POL 310	International Relations	3
POL 320	Constitutional Law	3
PSY 350	Research Methods (MAT 200 prerequisite)	3
POL 400	Internship in Government Studies	6
POL 450	Capstone in Government Studies	3

Free Electives (30 credits)

18 credits at any level
12 credits at the 300/400 level

LIBERAL ARTS, BA

HEGIS 4901

FIRST YEAR		
Course	Fall Semester	Credits
ENG 111	Composition I	3
HUM 101	Intro to Humanities I	3
or 102	Intro to Humanities II	
PHI 101	Intro to Philosophy	3
SPA 101	Spanish I <i>or</i>	3
	other language	
RES	Religious Studies Elective	3
		<u>15</u>
Spring Semester		
ENG 211	Critical Inquiry and Writing	3
PSY 100	General Psychology	3
SOC 101	Intro to Social Change	3
SPA 102	Spanish II <i>or</i> other language	3
ART/MUS	Art or Music Elective	3
		<u>15</u>

SECOND YEAR		
Course	Fall Semester	Credits
COM 100	Foundations of Communication <i>or</i>	3
POL 101	The American Political System	
ENG 103	Speech and Oral Comm.	3
	<i>or</i> ENG Elective	
SPA 201	Intermediate Spanish <i>or</i>	3
	ENG 209 Shakespeare	
HIS	History Elective	3
	Free Elective	3
		<u>15</u>
Spring Semester		
MAT 106	Intro to Algebra <i>or</i>	3
MAT 200	Statistics <i>or</i>	
MAT 101	Found. of Mathematics I	
RES 201	Foundations of Social Justice	3
PHI	Philosophy Elective	3
HIS	History Elective	3
	Free Elective	6
		<u>18</u>

THIRD YEAR		
Course	Fall Semester	Credits
COM 300	Strategic Communication <i>or</i>	3
POL 310	International Relations	
CUL 310	Cultural Studies I	3
ECO 100	Macroeconomics <i>or</i>	3
ECO 101	Microeconomics	
ENG 300	Advanced Composition <i>or</i>	3
ENG 310	Professional Writing	
	Free Elective	3
		<u>15</u>

Spring Semester		
COM 320	Social Media: Theory and Practice <i>or</i>	3
POL 320	Constitutional Law	
CUL 410	Cultural Studies II	3
ENG 200	Exploring Literature	3
	Free Elective, 300/400 level	3
	Free Elective	3
		<u>15</u>

FOURTH YEAR		
Course	Fall Semester	Credits
ENG 410	Technical and Professional Communications <i>or</i>	3
PSY 350	Research Methods I	
BIO/CHM/PHY/SCI	Elective	3
	Free Electives, 300/400 level	3
ENG	English Elective, 300/400 level	3
	Free Elective	3
		<u>15</u>

Spring Semester		
COM 400	Internship in Communication Studies <i>or</i>	6
POL 400	Government Studies	
COM 450	Capstone in Communication Studies <i>or</i>	3
POL 450	Government Studies	
	Free Elective, 300/400 level	3
		<u>12</u>

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's 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 of contemporary issues shaping nursing and healthcare. Students can complete the program in either a full-time or part-time manner. Students wishing to pursue the program part-time will develop their study plans by advisement.

All students must meet the health requirements of the Nursing Department and health agencies.

Satisfactory health clearance and updated immunizations.

Current CPR registration must be on file in the department prior to the start of the semester in order to maintain admission status.

A student must achieve a minimum grade of C+ (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 Nursing Department Chair and faculty, and may depend upon space availability. Readmission may require a written examination. Requests for readmission must be submitted by March 15 for the fall semester and October 15 for the spring semester. The BS degree in nursing completion program is accredited by the Accreditation Commission for Education in Nursing (ACEN). Contact information is 3343 Peachtree Road NE, Suite 850, Atlanta, Georgia, 30326, <http://www.nlnac.org/ACEN>. Telephone 404.945.5000, fax 404.975.5020. 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
NUR 310	Pathophysiology	3
NUR 340	Introduction to Research and Evidence-based Practice	3
NUR 360	Health Assessment, Promotion and Diagnostic Reasoning	3
NUR 385	Community Health Nursing and Epidemiology*	6
NUR 410	Pharmacology	3
NUR 421	Leadership, Management and Ethics in Nursing	3
NUR 460	Nursing Specialty and Synthesis	6

Required Liberal Arts and Sciences (24 credits)

CSC 308	Healthcare Informatics	3
CUL 320	Cultures, Health and Healing	3
ENG 300	Advanced Composition	3

MAT 200	Statistics	3
PHI 300	Healthcare Ethics	3
PSY 300	Organizational Change	3
SOC 410	Health Promotion across the Lifespan*	6

*Experiential learning or 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			SECOND YEAR		
Course	Fall Semester	Credits		Fall Semester	
ENG 300	Advanced Composition	3	CSC 308	Healthcare Informatics	3
MAT 200	Statistics	3	NUR 410	Pharmacology	3
NUR 301	Nursing Theory & Practice Issues	3	NUR 421	Leadership, Management and Ethics in Nursing	3
NUR 360	Health Assessment, Promotion and Diagnostic Reasoning	3	*SOC 410	Health Promotion across Life Span	6
PSY 300	Organizational Change	3			15
		15			
Spring Semester			Spring Semester		
NUR 310	Pathophysiology	3	*NUR 460	Nursing Specialty & Synthesis	6
CUL 320	Cultures, Health and Healing	3	PHI 300	Health Care Ethics	3
NUR 340	Intro to Research & Evidence-based Practice	3		Liberal Arts and Sciences Electives**	6
*NUR 385	Community Health Nursing & Epidemiology	6			15
		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.

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 (27 credits)

PSY 100	General Psychology	3
PSY 102	Exploratory Psychology <i>or</i>	
PSY 225	Health Psychology	3
PSY 205	Interpersonal Psychology	3
PSY 350	Research Methods I	3
PSY 360	Research Methods II	3
PSY 400	Internship in Psychology	6
PSY 430	History and Systems of Psychology	3
PSY 450	Capstone in Psychology	3

Group II: Psychology Electives

(Select 7 courses with three at 300/400 level)

PSY 200	Developmental Psychology	3
PSY 201	Psychology of Learning	3
PSY 202	Adolescent Psychology	3
PSY 203	Child Psychology	3
PSY 204	Psychology of Abnormal Behavior	3
PSY 209	Psychology of Aging	3
PSY 232	Positive Psychology	3
PSY 270	Social Psychology	3
PSY 300	Organizational Change	3
PSY 305	Psychology of Food and Eating	3
PSY 315	Psychology of Criminal Behavior	3
PSY 320	Psychology and the Media	3
PSY 330	Psychology of Terrorism	3
PSY 340	Cognitive Psychology	3

Liberal Arts and Sciences Courses **(48 credits)**

Cultural Studies (6 credits): CUL 310, CUL 410
English (12 credits): ENG 111, ENG 211,
ENG 300 or 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

Free Electives (24 credits)

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

PSYCHOLOGY, BS

HEGIS 2001

FIRST YEAR		
Course	Fall Semester	Credits
ENG 111	Composition I	3
PSY 100	Intro to Psychology	3
SOC 101	Intro to Social Change	3
RES/PHI	Religious Studies/Phil. Elective	3
	Free Elective	3
		15

Spring Semester		
MAT 106	College Algebra <i>or</i>	
MAT 101	Found. of Mathematics	3
PSY 102	Exploratory Psychology <i>or</i>	
PSY 225	Health Psychology	3
PSY 205	Psychology of Interpersonal Relations	3
RES/PHI	Religious Studies/Philosophy	3
	Elective	3
	Free Elective	3
		15

SECOND YEAR		
Course	Fall Semester	Credits
ENG 211	Critical Inquiry and Writing	3
MAT 200	Statistics	3
HIS	History Elective	3
PSY	Psychology 200 Level Elective	3
PSY	Psychology 200 Level Elective	3
	Free Elective	3
		18

Spring Semester		
RES 201	Foundations in Social Justice	3
BIO/CHM/PHY/SCI	Science Elective	3
HIS	History Elective	3
PSY	Psychology 200 Level Elective	3

PSY	Psychology 200 Level Elective	3
		15

THIRD YEAR		
Course	Fall Semester	Credits
CUL 310	Cultural Studies I	3
PSY 350	Research Methods I	3
ENG	English 300/400 Level Elective	3
PSY	Psychology 300/400 Level Elective	3
	Free Elective	3
		15

Spring Semester		
CUL 410	Cultural Studies II	3
PSY 360	Research Methods II	3
RES/PHI	Religious Studies/Philosophy Elective	3
PSY	Psychology 300 Level Elective	3
	Free Elective	3
		15

FOURTH YEAR		
Course	Fall Semester	Credits
PSY 430	History and Systems of Psychology	3
ENG	English 300/400 Level Elective	3
PSY	Psychology 300/400 Level Elective	3
	Free Elective, 300/400 Level	3
	Free Elective, 300/400 Level	3
		15

Spring Semester		
PSY 400	Internship in Psychology	6
PSY 450	Capstone in Psychology	3
	Free Elective	3
		12

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' relationship to the social, cultural and natural facets of their total 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. A degree program in Liberal Arts is offered with concentrations in English, Psychology, and Religious Studies/Philosophy.

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

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.

GENERAL STUDIES, AS

HEGIS 5699

The General Studies student must successfully complete 60 credits as follows:

1. 12 credits to fulfill the College requirement of three credits in RES 201, Foundations in Social Justice, and an additional three credits in Philosophy or Religious Studies, and six credits in English, consisting of English 111, Composition I, and ENG 211, Critical Inquiry and Writing.
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

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

LIBERAL ARTS, AA

HEGiS 5649

The Liberal Arts student must successfully complete 60 credits as follows:

1. 48 credits of liberal arts including the following: six credits in Religious Studies and/or Philosophy, including RES 201, Foundations in Social Justice; six credits in English, consisting of ENG 111, Composition I, and ENG 211, Critical Inquiry and Writing; and three credits in mathematics and three credits in science.

The 48 liberal arts and sciences credits must also be distributed as follows:

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

- Religious Studies/Philosophy
- Social Sciences (History, Sociology, Psychology, Economics, etc.)
- Natural Sciences (Biology, Chemistry, Mathematics, etc.)
- Humanities (English, non-studio Art and Music, etc.)

12 additional credits in any liberal arts and sciences offerings

2. 12 credits of free electives

LIBERAL ARTS— ENGLISH CONCENTRATION

AA

The Liberal Arts degree with an English concentration allows the student to focus on an interest in writing and literature by taking a variety of English courses. These will provide an in-depth study of language through composition classes and various classes in literature. Upon completion of the degree, a student will have a strong background to continue study for a bachelor's degree in Liberal Arts or English, leading to possible careers in teaching, journalism, publishing, public relations, law, and related fields. Additionally, employers today consistently note that one of the top skills they seek in hiring employees is communication, especially in writing.

LIBERAL ARTS, AA – ENGLISH CONCENTRATION

HEGIS 5649

The Liberal Arts–English concentration student must successfully complete 60 credits as follows:

1. 48 credits of liberal arts and sciences, including the following: six credits in Religious Studies or Philosophy, including RES 201, Foundations in Social Justice; six credits in English, consisting of ENG 111, Composition I, and ENG 211, Critical Inquiry and Writing; three credits in mathematics and three credits in science.

The 48 liberal arts and sciences credits must also be distributed as follows:

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

- Religious Studies/Philosophy
- Social Sciences (Sociology, Psychology, Economics, etc.)
- Natural Sciences (Biology, Chemistry, Mathematics, etc.)
- Humanities (English, non-studio Art and Music, etc.)

12 credits of English courses

2. 12 credits of free electives

LIBERAL ARTS— PSYCHOLOGY CONCENTRATION

AA

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

LIBERAL ARTS, AA – PSYCHOLOGY CONCENTRATION

HEGiS 5649

The Liberal Arts–Psychology concentration student must successfully complete 60 credits as follows:

1. 48 credits of liberal arts and sciences, including the following: six credits in Religious Studies or Philosophy, including RES 201, Foundations in Social Justice; six credits in English, consisting of ENG 111, Composition I, and ENG 211, Critical Inquiry and Writing; three credits in mathematics; three credits in science.

The 48 liberal arts and sciences credits must also be distributed as follows:

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

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

12 credits of Psychology courses

2. 12 credits of free electives

LIBERAL ARTS— RELIGIOUS STUDIES/ PHILOSOPHY CONCENTRATION

AA

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

LIBERAL ARTS, AA — RELIGIOUS STUDIES/ PHILOSOPHY CONCENTRATION

HEGIS 5649

The Liberal Arts–Religious Studies/Philosophy concentration student must successfully complete 60 credits as follows:

1. 48 credits of liberal arts and sciences, including the following: six credits in Religious Studies or Philosophy, including RES 201, Foundations in Social Justice; six credits in English, consisting of ENG 111, Composition I, and ENG 211, Critical Inquiry and Writing; three credits in mathematics; three credits in science.

The 48 liberal arts and sciences credits must also be distributed as follows:

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

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

12 credits of Religious Studies/Philosophy courses

2. 12 credits of free electives

NURSING

AAS

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

All students must meet the health requirements of the Nursing Department and health agencies. The following documents must be submitted by July 1st:

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

All health requirements must be met prior to participation in each of the clinical courses (NUR 120, 130, 240, 250, 260).

A student must achieve a minimum grade of C+ (77) in all nursing courses and a minimum grade of C (73) in all science and English courses. Nursing students must pass both theoretical and clinical components 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 policy in the Student Nursing Manual that outlines the process for readmission.

Readmission to the nursing program is not automatic, and is at the discretion of the Nursing Department chairperson, the recommendation of the nursing faculty, and depends upon 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 NUR 130, NUR 240 and NUR 250 require confirmation of content mastery of coursework completed 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) test. Those scoring below the national means for any of the four content areas will be required to retest and resubmit TEAS scores for consideration for admission.

Students who are unsuccessful in the PNC Program will not be admitted into AAS Nursing 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 program after two years must start with NUR 120 to return. 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, and
- having worked in the role a minimum of six (6) months.

PNC graduates seeking to complete their RN in the Maria ADN program by enrolling in the last year must meet all admission criteria and deadlines in place at the time of application and may enroll in the ADN program no sooner than one year following completion of the PNC program and working in the role of a practical nurse (PN).

A copy of the LPN license and a letter verifying current employment in the LPN role and outlining the duties or job description, on letterhead from the employer, must be submitted at the time of application.

PNC graduates who apply for advanced placement more than two years after graduating may be required to complete the PN-RN Transition Course immediately prior to beginning ADN study at the second year.

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

The Associate Degree in Nursing program is accredited by the Accreditation Commission for Education in Nursing (ACEN), formerly the National League for Nursing Accrediting Commission (NLNAC), and is a member of the National Council of Associate Degree Programs. the ADN program is also accredited by the New York State Board of Regents, State Education Department, Office of the Professions (Nursing Education).

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

ADVANCED PLACEMENT: THREE OPTIONS

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

NUR 195 Advanced Placement for LPN's or Nursing Transfer Students: Advanced placement for Licensed Practical Nurses (LPNs) and those approved by the Nursing Department chairperson is available. Students may challenge seven credits in nursing after successfully completing a six-week review course and written dosage and skills exams. Students who do so will advance directly to Nur 130, Care of Individuals Across the Lifespan. See the Admissions section for requirements for advanced placement admissions. Advanced placement classes are held in the evening during the fall semester on six consecutive Tuesday evenings, usually from 6:00-9:00 p.m.. Students may not repeat the course. LPNs must submit a resume demonstrating current clinical experience. Enrollment in the Advanced Placement Challenge Class is based on available space in the ADN program and may not be repeated. Students who are unsuccessful in this course are not eligible for the PN-RN transition course.

NIR 198/199 PN-RN Transition Course: A second option for advanced placement of LPNs is

offered via the PN–RN Transition Course. This course is designed to validate prior learning, and update or enhance the student's nursing knowledge. The applicant must hold a current LPN registration in the United States or its jurisdictions, and must complete both the PN–RN Transition Course (Nur 198) and PN Transition Skills Course (Nur 199), which grants the applicant 15 credits in nursing. Transition Course workload is comparable to the workload of a four-credit course, and the skills gained are also comparable. These courses are offered in the Summer Session. To enter the Nursing Program at the senior level, the applicant must have successfully completed Nur 198 and Nur 199. A resume demonstrating current clinical experience is required to enter Nur 198. Each applicant must be successful in both courses to advance in the ADN program. See the Admissions section for requirements for advanced placement admissions. Enrollment in the PN–RN Transition Course is based on available space in the ADN program. Students may not repeat the course.

Maria College PNC Graduates: Graduates from the Maria College PNC program complete the equivalent of the first year of course work in the ADN program and are eligible to apply to complete the last year of the ADN program upon satisfactorily completing the NCLEX-PN licensure exam and

working in the role of the LPN.

Licensed Practical Nurse (LPN) graduates of the Maria PNC program must meet all admissions requirements for the ADN program; a copy of the applicant's active LPN license, and a letter of employment verification documenting a minimum of six months clinical experience in the LPN role, 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. An LPN applicant who has been out of

school for longer than two years will be required to complete the PN-RN Transition course in order to be eligible for admission into the ADN program.

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 by the state board of nursing in the individual state they wish to practice in. Pending criminal charges, misdemeanor and felony convictions, and 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	3
		<u>16</u>
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	3
		<u>18</u>
SECOND YEAR		
Fall Semester		
BIO 203	Microbiology	4
NUR 240	Care of Clients with Physical and Psychological Human Needs	8
RES 201	Foundations in Social Justice	3
ENG 211	Critical Inquiry and Writing	3
		<u>18</u>
Spring Semester		
NUR 250	Care of the Complex Client	8
NUR 260	Transition to Nursing Practice	3
SOC 101	Introduction to Social Change	3
		<u>14</u>

NURSING, AAS

Evening Division

HEGiS 5208.10

FIRST YEAR		
Course	Fall Semester	Credits
BIO 209	Anatomy & Physiology I	4
PSY 100	General Psychology	3
		<u>7</u>
Spring Semester		
BIO 210	Anatomy & Physiology II	4
ENG 111	Composition	3
		<u>7</u>
Summer Semester		
RES 201	Foundations in Social Justice	3
PSY 200	Developmental Psychology	3
		<u>6</u>
SECOND YEAR		
Fall Semester		
NUR 110	Introduction to the Practice of Nursing	1
NUR 120	Fundamentals of Nursing	8
		<u>9</u>
Spring Semester¹		
NUR 130	Care of Individuals Across the Lifespan	8
Summer Semester		
ENG 211	Critical Inquiry and Writing	3
SOC 101	Introduction to Social Change	3
		<u>6</u>
THIRD YEAR		
Fall Semester¹		
BIO 203	Microbiology	4
NUR 240	Care of Clients with Physical and Psychological Human Needs	8
		<u>12</u>
Spring Semester¹		
NUR 250	Care of the Complex Client	8
NUR 260	Transition to Nursing Practice	3
		<u>11</u>

¹ A clinical experience may be required during day hours.



OCCUPATIONAL THERAPY ASSISTANT

AAS

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

All students must meet the health requirements of the Occupational Therapy Assistant program and clinical agencies. Satisfactory health records with current immunizations, including 2-step PPD (tuberculosis screening) must be on file with the Health Sciences department prior to participation in each of the courses with clinical components (OCT 117, 210, 216, 217). A student must achieve a minimum grade of C (73) in all OCT prefix courses and all required science courses. Satisfactory performance in clinical experiences is required for continuance in and graduation from the program.

Graduates of the program are eligible to sit for the National Occupational Therapy

Assistant Certification Examination, administered by the National Board for Certification in Occupational Therapy (NBCOT), and are eligible to apply for state 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 2016-2018 was 162 with an overall graduation rate of 88%.

Graduation Year	Starting Cohort	Graduates	Rate
2018	52	42	80.8%
2017	53	46	86.8%
2016	79	74	93.7%
TOTAL	184	162	88%

The percentage of new graduate test takers who passed the National Board for Certification in Occupational Therapy (NBCOT) certification examination in 2018 is 85%.

The Occupational Therapy Assistant Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of The American Occupational Therapy Association, Inc. (AOTA, 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449, (301) 652-2682). The OTA Program will be reaccredited in the 2020-2021 academic year.

OCCUPATIONAL THERAPY ASSISTANT, AAS

Day Division

HEGIS 5210

Course	FIRST YEAR	Credits
Fall Semester		
BIO 209	Anatomy & Physiology I	4
ENG 111	Composition I	3
PSY 100	General Psychology	3
SCI 100	Medical Terminology and Conditions	3
OCT 112	O.T. Skills & Application I	1
OCT 114	Foundations of O.T. I	3
		<u>17</u>
Spring Semester		
BIO 210	Anatomy & Physiology II	4
BIO 119	Introductory Kinesiology	1
OCT 116	O.T. Skills & Application II	1
OCT 120	Occupational Performance Across the Lifespan	3
OCT 121	Foundations of O.T. II	3
OCT 117	Fieldwork I - Service Learning*	1
PSY	Psychology Elective	3
		<u>16</u>
SECOND YEAR		
Fall Semester		
OCT 210	Fieldwork I - Psychosocial	1
OCT 211	Preparing for Practice	1
OCT 213	O.T. in Developmental Disabilities	3
OCT 214	O.T. in Physical Dysfunction	3
OCT 215	O.T. in Psychosocial Dysfunction	4
RES 201	Foundations of Social Justice	3
ENG 211	Critical Inquiry and Writing	3
		<u>18</u>
Spring Semester		
OCT 216	Fieldwork II - First Rotation**	6
OCT 217	Fieldwork II - Second Rotation**	6
		<u>12</u>

* Minimum of 40 hours throughout Spring Semester

** Two Fieldwork II courses required; full-time day hours, eight weeks each

OCCUPATIONAL THERAPY ASSISTANT

Weekend College

HEGIS 5210

Course	FIRST YEAR	Credits
Fall Semester		
BIO 209	Anatomy & Physiology I	4
ENG 111	Composition I	3
PSY 100	General Psychology	3
		<u>10</u>
Spring Semester		
BIO 210	Anatomy & Physiology II	4
PSY	Psychology Elective	3
		<u>7</u>
Summer Semester		
RES 201	Foundations in Social Justice	3
ENG 211	Critical Inquiry and Writing	3
		<u>6</u>
SECOND YEAR		
Fall Semester		
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	3
		<u>8</u>
Spring Semester		
OCT 116	O.T. Skills & Application II	1
OCT 120	Occupational Performance Across the Lifespan	3
OCT 121	Foundations of O.T. II	3
		<u>7</u>
Summer Semester		
OCT 117	Fieldwork I - Service Learning*	1
OCT 210	Fieldwork I - Psychosocial	1
OCT 215	O.T. in Psychosocial Dysfunction	4
		<u>6</u>
THIRD YEAR		
Fall Semester		
OCT 211	Preparing for Practice	1
OCT 213	O.T. in Developmental Disabilities	3
OCT 214	O.T. in Physical Dysfunction	3
		<u>7</u>
Spring Semester		
OCT 216	Fieldwork II - First Rotation**	6
OCT 217	Fieldwork II - Second Rotation**	6
		<u>12</u>

* Minimum of 40 hours throughout Spring Semester

** 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 on alternate weekends for the first semester and then every weekend for the remainder semesters. The program can be completed by qualified applicants within six 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 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 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 Nursing Department Chairperson and 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 two 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 four-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 weekends for clinical.

PNC 103: Third Semester (Fall),
Weekend College and weekends for clinical.

PNC 104: Fourth Semester (Spring),
Weekend College and weekends for clinical.

Although the certificate program is primarily designed as a pathway to the LPN profession, it may also prepare students for advanced place study in the associate degree in nursing program. Qualified applicants must have six months experience as a licensed practical nurse and must be within two years of graduating from the PNC program. After two years, the LPN will need to take the PN-RN Transition course for advanced placement admission.

The Practical Nurse Certificate program is accredited by the New York State Board of Regents, State Education Department, Office of the Professions (Nursing Education).

PRACTICAL NURSE

HEGIS 5209.20

Course	First Term	Credits
BIO 103	Introduction to Human Biology*	4
ENG 111	Composition I	3
		7
Second Term		
PSY 100	General Psychology	3
SOC 101	Introduction to Social Change	3
		6
Third Term		
PNC 101	Fundamentals of Practical Nursing I	6
PSY 200	Developmental Psychology	3
		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.

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 the wish to practice in. Pending criminal charges, misdemeanor and felony convictions, and evidence of professional misconduct may cause a state board of nursing to deny licensure.

MINOR IN PSYCHOLOGY

HEGIS 2001

Maria College offers all students enrolled at the bachelor's degree level the opportunity to complete a minor program of study in Psychology.

Requirements:

- Only open to students currently enrolled in a bachelor's degree program.
- Minimum of 18 credits in psychology.
- A minimum grade of C must be earned in all psychology courses in the minor.
- One required course: PSY 100, Introduction to Psychology.
- Residency requirement: A student must complete a minimum of six credits of psychology at Maria College.
- A minimum of six (6) credits must be at the 300/400 level.
- Remaining credits should be selected by the student and advisor to plan a set of courses which is most appropriate for the student.

Special Considerations:

1. *Double Counting Courses:* Up to two courses (6 credits) from the student's major may be counted toward the minor requirement. (Note: When a course fulfills two or more requirements, it does not reduce the total number of credits required for graduation.)
2. *Variable Credit Courses:* Some courses, eg., PSY 220 and 420, Independent Study, can be taken for variable credit. The maximum number of such credits that can be counted toward the minor is 3 credits.

ART 102	Drawing	3 credits	Fall
---------	---------	-----------	------

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
---------	----------	-----------	--------

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
----------------	---------------------------------	------------------	-------------

This course is an introduction to American Sign Language, with a focus on vocabulary development, linguistic structure and issues in 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 assessment.

ASL 102 American Sign Language II 3 credits Fall

This course is a continuation of the skills introduced in American Sign Language 199. 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 assessment.

BER 100	Death, Dying and Bereavement	3 credits	Fall
----------------	-------------------------------------	------------------	-------------

Examines societal and personal attitudes on death, dying and bereavement. A major focus will be on loss and grief, including normal and abnormal grieving patterns in both adults and children. Basic skills for supporting the bereaved will be discussed, as well as community resources identified.

BIO 099	Topics in Biology	Non-credit	Summer
---------	-------------------	------------	--------

Restricted to incoming HEOP students, this class provides an overview of biology and assists students in learning how to effectively study biology. Students will explore the human body from the microscopic to macroscopic level. Students will learn and practice taking notes in class, reading the text, and reviewing course material. The course also provides practice taking quizzes and tests.

BIO 101	General Biology I	4 credits	Fall
----------------	--------------------------	------------------	-------------

A study of the fundamental concepts of 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 system with a survey of the four kingdoms, with an emphasis 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 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 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 the endocrine system; the cardiovascular system (blood, heart, circulation, lymphatic system); the respiratory system; the urinary system; fluid, electrolyte and acid-base balance; the digestive system; 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

Prerequisite: BIO 210

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

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 asset, 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

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, organohalides, 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.

Prerequisites: 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 inudustrialized 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 orgainzations use to communicate with its 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; therefor, 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 profseeional and cooperative communication.

COM 300 Strategic Communication 3 credits Fall

This course will be a survey as well as 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 the work of this course. In addition to exposure to a variety of communication theories and analyzing 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 work will involve breaking down cultural mythologies of social media to develop methods of analysis and critical understanding. Drawing from social theory, including science and technology

Prerequisite: COM 100

CSC 111	Computer Technology Concepts and Applied Skills	3 credits	Fall
----------------	--	------------------	-------------

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 management; 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 curing 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
----------------	----------------------------	------------------	---------------

Prerequisite: CUL 310

ENG 211 Critical Inquiry and Writing 3 credits Fall-Spring

Building on the academic writing skills presented in ENG 111 - Composition I, this course will continue to explore ways to read and analyze various materials and then respond to those materials in writing and other modes that meet academic and professional standards. Emphasis will be placed on analysis and argument as students learn to read, write, and debate as a form of critical thinking in college-level study. Research skills, especially with digital resources, will also be developed.

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 involves a study of the principles of correct and effective written communication for professional, public and academic situations. Students will begin with a focus on the essential elements of all writing – purpose, audience and thesis – and will review and develop necessary mechanical and stylistic concerns throughout the course. Developing secondary research skills resulting in several research papers, both expository and argumentative, will also be central to this course and will involve organizational approaches to research, finding and evaluating sources from peer-reviewed journals, documenting information, and analyzing and synthesizing researched information into organized and informative papers.

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. Rigorous attendance policy. Intended primarily for juniors and seniors.

Prerequisite: ENG 211, with a grade of C or better

ENG 410	Technical and Professional Communication	3 credits	Fall
----------------	---	------------------	-------------

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. Includes the nutritional requirements of persons 65 and over, food and feeding problems associated with aging, and resources available to help meet the nutritional needs of this diverse population.

GRN 108	Health of Aging	1 credit	Fall
----------------	------------------------	-----------------	-------------

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

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 the healthcare system,

how it is structured, and how different components of the system interact and affect each other. Areas of study include an introduction to the business of healthcare, the healthcare workforce, and healthcare delivery. Attention is also paid to contemporary issues and trends in the healthcare industry in areas such as medical technology, pharmaceuticals, research and prevention, and international healthcare.

HCM 210	Introduction to Health Information Management Systems	3 credits	Fall
---------	---	-----------	------

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

HCM 320	Healthcare Marketing	3 credits	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 Healthcare	3 credits	Spring
---------	---------------------------------------	-----------	--------

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

Prerequisite: BUS 202

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 management 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 Management 6 credits Spring

The Internship in Healthcare Management 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 Healthcare Management. A minimum of 240 total hours of internship work is required. The internship is graded as pass/fail.

Prerequisite: Senior standing in the Healthcare Management 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.

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

HCM 435	Healthcare Governance, Mission & Strategy	3 credits	Fall
---------	---	-----------	------

Prerequisite: HCM 120

This course is the final course in the Healthcare Management curriculum. It is designed to empower the student to integrate, synthesize, and apply the concepts learned and the skills gained in the Healthcare Management Program. The course offers the student the opportunity to demonstrate mastery of the theory and practice of healthcare management through the utilization of case studies, a final project, and critical reflection. The course acts as a summary course, with an additional focus on the overall responsibilities of a leader in contemporary health care facilities. The last weeks of the course are in the form of a student-centered seminar experience with a focus on the outcomes of the program. Students discuss, share, and present their professional practice learning experiences. Additional focus is placed on employment and/or further educational opportunities.

HIS 102	Western Civilization I	3 credits	Fall
---------	------------------------	-----------	------

HIS 103	Western Civilization II	3 credits	Spring
----------------	--------------------------------	------------------	---------------

HIS 106	United States History I	3 credits	Fall
---------	-------------------------	-----------	------

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 in the infancy of the nation.

HIS 107	United States History II	3 credits	Spring
----------------	---------------------------------	------------------	---------------

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

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 Science	3 credits	Spring
---------	--------------------------------------	-----------	--------

This course introduces the fundamental concepts of occupational science with a supporting focus on the history and philosophy behind the discipline of occupational science. The concept of occupation will be explored through theory, assessments, policies and practices which support occupation. 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: OCT 111 or HOS 150

HOS 400	Internship in Health and Occupational Sciences	6 credits	Spring
---------	--	-----------	--------

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 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 Health and Occupational Sciences. A minimum of 240 total hours of internship work is required. The internship is graded as pass/fail.

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 six credits of upper division coursework by advisement.

HOS 410 Epidemiology 3 credits

Spring

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

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 an bachelor's degree. A detailed proposal and advisor approval are required prior to registration for an independent study. Course is restricted to bachelor degree students.

HOS 450 Topics in Evidence-Based Practice 3 credits

Spring

This course is designed to empower the student to integrate, synthesize, and apply the concepts learned and the skills gained in the Health and Occupational Sciences program. The course offers the student the opportunity to demonstrate mastery of the theoretical and practical knowledge in the health and occupational sciences through utilization of case studies, an evidence-based research proposal project, and critical reflection. The latter part of the course consists of a student-centered seminar experience where students discuss, share, and present their professional practice learning, and reflect upon the learning outcomes of their baccalaureate program.

Prerequisite: PSY350; Senior standing in the Health and Occupational Sciences program and in good academic standing

HUM 101 Introduction to Humanities I 3 credits

3 credits

Fall

An introduction to arts in Western tradition from preliterate history through the

Middle Ages. Emphasis will be placed on the study of history, art in its various forms, music, literature, philosophy and religion, and connections between these will be stressed.

HUM 102 Introduction to Humanities II 3 credits Spring

A continuation of Hum 101 that will examine arts in 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, and connections between these 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 mythology. So many references in art, music, film, literature, and even medicine have their meanings linked to mythology, so to be culturally literate, one needs to have a familiarity with mythology. This course will explore the major characters, stories, and events from classical Greek, Roman, and Norse mythology, and content will be presented in online format.

MAT 099 Topics in Math Non-credit Summer

Restricted to incoming HEOP students, this course is designed to help students refresh and acquire a solid foundation in basic algebra. This is a review of the skills typically taught in high school and prepares students for other courses, such as college algebra.

MAT 100 Basic College Mathematics Skills Non-credit Fall-Spring-Summer

This course helps students to prepare for success in future mathematics courses and the mathematics components in their chosen programs. Addressed are basic processes of arithmetic, fractions, decimals, ratio and proportion, percent, measurement. An introduction to basic statistics and processes with signed numbers are also covered when 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

This is a survey course in which students investigate the chief topics of the broad field of mathematical knowledge. Students gain knowledge of the groundwork of different branches of mathematics while studying the similarities, differences, and relationships between them. Students develop mathematical skills in conjunction with applying various topics in mathematics to real-world situations. The course presents students with the groundwork for further study of mathematical topics applicable to various areas of further study. Students learn to think mathematically in fundamental areas such as set theory, 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 with algebraic strategies to real-life contexts. Students learn to think mathematically in the areas of the real number system, linear, quadratic, polynomial, and rational equations and inequalities, radicals, absolute value, and complex numbers, as well as functions and their graphs.

Prerequisite: Equivalent of three 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 concepts. It prepares 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, and sequences, as well as the introductory groundwork of working with the concepts of limits and the difference quotient.

Prerequisite: College Algebra (MAT 106), or the equivalent of three 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 the principles of statistical data collection, develop the skills of descriptive statistical computations, investigate central tendency, variability, and measures of locations of scores within distributions, 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 to establish formal, quantitative relationships between samples and populations in order to answer questions and draw conclusions about populations and their parameters. Course uses statistical software such as MS Excel.

Prerequisite: Foundations of Mathematics I (MAT101), or the equivalent of three units of college preparatory mathematics at the high school level.

MAT 230	Mathematics of Finance	3 credits	Spring
----------------	-------------------------------	------------------	---------------

Prerequisite: MAT 101 or equivalent

A course designed to give the student an appreciation of a representative group of popular classics from baroque, classical, romantic and contemporary repertoire. Included will be the particular musical characteristics of the music periods covered.

Focuses on understanding nursing as a profession through exploration of historical and contemporary perspectives. Current trends in health care are considered. Emphasis will be placed on roles and responsibilities of the nurse.

Prerequisite: Matriculated Nursing major, or permission of instructor.

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

Prerequisites: BIO 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.

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

Prerequisite: NUR 120. Evening Option: BIO 210; Day Option: BIO 210; PSY 200 may be taken concurrently.

A review course for those who have a current LPN license and wish to enter the

Prerequisites: NUR 130, BIO 203, BIO 210, PSY 200. Prerequisites for Maria College PNC graduates and Transition students: BIO 210; PSY 200; ENG 111. Corequisite: BIO 203

NUR 250 Care of the Complex Client 8 credits Spring

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

Prerequisite: NUR 240

NUR 260 Transition to Nursing Practice 3 credits Spring

Designed to provide the student with an understanding of issues of nursing practice, roles and responsibilities. Legal and ethical responsibilities will be stressed. The role of the nurse as a manager of patient care will be discussed. In managing a group of patients, a clinical preceptorship will be required. This experience may be in an acute, long-term, and/or health care setting. 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 Spring

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 management of patients are explored. Content builds on basic anatomy and physiology, microbiology, and chemistry.

Prerequisite: BIO 210

NUR 340 Introduction to Research 3 credits Spring

and Evidence-based Practice

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 360	Health Assessment, Promotion and Diagnostic Reasoning	3 credits	Fall
----------------	--	------------------	-------------

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

Prerequisite: BIO 210

NUR 385	Community Care Nursing and Epidemiology	6 credits	Spring
----------------	--	------------------	---------------

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 90 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 the factors that determine the intensity of drug responses. Content builds on anatomy and physiology, microbiology, chemistry, and pathophysiology.

Prerequisite: BIO 310

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's degree. A detailed proposal and advisor approval are required prior to registration for an independent study. Course is restricted to bachelor degree students.

NUR 421	Leadership, Management and Ethics in Nursing	3 credits	Fall
----------------	---	------------------	-------------

This course focuses on the principles of organizational and systems leadership in nursing and health care. Students will explore the impact of power, politics, policy, social justice, finance, and the influence of regulatory agencies on ethical delivery of quality care. The need for the development of leadership and management skills that emphasize ethical and critical decision-making, collaboration, and communication, as a member of intra-professional team will be discussed.

NUR 460	Nursing Specialty and Synthesis	6 credits	Fall-Spring
----------------	--	------------------	--------------------

This course is 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 healthcare policy of governments as well as national and international agencies are discussed. The global impact of communicable diseases, environmental causes and natural or man-made disasters is presented.

Course includes a 2-credit 90 clinical/lab hours.

Prerequisites: All nursing and non-nursing courses in the RN-BS in Nursing Degree Completion Program.

OCT 112	Occupational Therapy Skills and Application I	1 credit	Fall
----------------	--	-----------------	-------------

Selected activities will be used in this laboratory practicum to teach occupation-based activity analysis, to grade, modify and adapt activities. Students will use a variety of tools and materials, use the teaching/learning process to engage peers in new learning, and consider safety issues and precautions relevant to client populations and given activities.

OCT 114	Foundations of Occupational Therapy I	3 credits	Fall
----------------	--	------------------	-------------

This lecture and laboratory course will introduce concepts fundamental to the practice of occupational therapy including the history, philosophy, terminology,

OCT 116	Occupational Therapy Skills and Application II	1 credit	Fall-Spring
---------	--	----------	-------------

Building on the general concepts taught in OCT 112, a variety of expressive, cognitive and sensorimotor media will be covered by lecture and in laboratory experiences. The occupations of play, leisure and social participation, across the life span and for various cultures, will be explored. Emphasis will be placed on group dynamics, adaptive play and leisure activities for various age groups. Students will have opportunities to practice planning and leadership skills that guide group leisure activities during labs to prepare for applying these skills in community-based settings.

Prerequisites: OCT 112, OCT 114

OCT 117	Fieldwork I - Service Learning	1 credit	Summer
---------	--------------------------------	----------	--------

A community-based fieldwork service learning experience in which students participate to help support the needs of the facility or organization. Assignments are designed to help the students gain an awareness of the services provided in the community setting, giving each student the opportunity to actively apply the knowledge and skills gained in introductory OTA courses as they work with clients and staff.

Prerequisites: OCT 112, OCT 114

OCT 120	Occupational Performance Across the Lifespan	3 credits	Spring
---------	--	-----------	--------

Lectures will cover the normal physical, cognitive and psychosocial developmental milestones from conception to death. Current health issues and lifestyle trends will be addressed as they impact an individual's necessary and chosen occupations across the life span. Topics will include issues pertinent to specific age groups, including learning disabilities, substance abuse and aging-related concerns.

Prerequisites: OCT 112, OCT 114, SCI 100

OCT 121	Foundations of Occupational Therapy II	3 credits	Spring
---------	--	-----------	--------

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: OCT 112, OCT 114, SCI 100

OCT 210 Fieldwork I - Psychosocial 1 credit Fall-Summer

A fieldwork learning experience that allows students to apply previous and concurrent learning, especially concepts related to psychological and social components necessary for a healthy, functional life. Utilizing interview, occupational profile, task analysis, group process and group dynamics, the students will engage individuals, groups and/or populations in selected play, leisure and social occupations. While these occupation-based activities may reinforce a participant's motor, cognitive and sensory skills, the primary focus of group activities will be on psychosocial skills necessary to enhance one's quality of life. Students will have opportunities to plan and lead occupational group activities based on identified interests of the participants. These group activities will be provided in community settings such as assistive living facilities, adult day programs, preschools and group homes.

Prerequisites: OCT 116, OCT 120, OCT 121, SCI 100

OCT 211 Preparing for Practice 1 credit Fall

This course prepares students for professional responsibilities as an occupational therapy practitioner. Topics of study include practitioner roles and functions, organizational and administrative principles, clinical reasoning, supervision, reimbursement mechanisms and professional development. The Official Documents of the American Occupational Therapy Association (AOTA), scientific journals, and web resources are utilized to explore principles of ethical and evidence-based practice. Students will gain an understanding of the credentialing processes to meet professional and legal criteria to practice.

Prerequisites: OCT 116, OCT 120, OCT 121; 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

Sites: BIO 210, OCT 116, OCT 120, OCT 121

OCT 214	Occupational Therapy in Physical Dysfunction Practice	3 credits	Fall
---------	--	-----------	------

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: BIO 210, OCT 114, OCT 116, OCT 120, OCT 121; PSY 100; SCI 100

OCT 215	Occupational Therapy in Psychosocial Dysfunction Practice	4 credits	Fall-Summer
---------	---	-----------	-------------

The theory and application of occupational therapy principles and techniques in the treatment of individuals with psychosocial dysfunction are presented in lectures and laboratory sessions. Students will have opportunities to examine their own perceptions of mental illness, to learn about the history of the treatment of the mentally ill, and the diagnostic characteristics of psychological and behavioral disorders frequently seen in occupational therapy. Group dynamics, frames of references, and community and social services available for individuals with a mental illness will be covered. Emphasis will be on the occupational therapy assistant's role in assessment, treatment planning, treatment interventions and documentation. Interpersonal skills, group leadership and interviewing skills are practiced through role-playing and community-based experiences.

Prerequisites: OCT 114, OCT 116, OCT 120, OCT 121; PSY 100; SCI 100

OCT 216 -217 Fieldwork II 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 the student to participate and gain competency in observation, assessment, treatment planning, treatment implementation, and documentation as he/she applies previously learned occupational therapy principles, techniques and skills to meet client needs. FW II learning allows the student to transition from academic learner to OTA practitioner. Each clinical experience is typically full time for eight weeks and is scheduled during the normal (day) hours the assigned

occupational therapy department provides services. This allows the student to complete the minimum 16 weeks of full-time clinical experience as required by the Accreditation Council for Occupational Therapy Education (ACOTE) Educational Standards in one extended semester. FW II must be completed within 18 months following completion of academic preparation. Those needing to postpone FW II and who are unable to meet this timeline may be required to repeat selected academic courses before registering for OCT 216-217.

Prerequisite: Completion of all prior coursework with a minimum grade of C (73) in all OCT prefix courses and a minimum grade of C (73) in all required science courses, or approval of the Academic Fieldwork Coordinator.

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, 112

PHI 101 Introduction to Philosophy 3 credits Fall

An introduction to the major philosophers and ideas of Western philosophy, including the classical, medieval and modern periods.

PHI 300 Health Care Ethics 3 credits Fall-Spring-Summer

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.

Prerequisite: Any PHI or RES course

PHY 101	General Physics I	4 credits	Fall
---------	-------------------	-----------	------

Introduction to Newtonian mechanics. Applications will be made to a variety of simple systems. Some elementary thermodynamics will also be utilized. A two-hour lab is included.

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
----------------	--	------------------	---------------

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. Students will be introduced to the role of the LPN. Application 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
----------------	---	------------------	---------------

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
----------------	--	------------------	-------------

The nursing process will be utilized while focusing on more complex health care needs. Clinical applications in advanced medical surgical skills will be emphasized. Advanced psychomotor skills are practiced and evaluated in the laboratory. Clinical experiences 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
----------------	---	------------------	---------------

The nursing process will continue to be utilized by focusing on mental health issues. Clinical applications on mental health nursing and therapeutic communication skills are emphasized. Critical thinking application and advanced psychomotor skills are practiced and evaluated in the laboratory. Clinical experiences will be provided in acute and long-term health care settings. Management skills and leadership as it relates to the LPN scope of practice

will be discussed. Emphasis will be placed on the role of the LPN in a caring environment and its impact on client care.

Prerequisites: PNC 103 and all required non-nursing courses

POL 101 The American Political System 3 credits Fall

An introduction to the basic structures of the United States national government and the political processes with a view toward helping the student to better understand current issues and policies. Topics include the Constitution, national/state relations and powers, the legislative and judicial processes, elections and the activities of interest groups.

POL 102 State and Local Government 3 credits

An analysis of the structure and processes of state and local units of government, as well as the political activities of interest groups, parties and candidates. Current political events and trends in modern politics will be examined. Students gain a better awareness of the nature, strengths and weaknesses of the government.

POL 202 Public Administration 3 credits

Treats the art and science of implementing decisions made by those who govern. A chief concern will be the shaping and implementing of public political policy by lawmakers, executives and judges at all levels of government, with particular attention to local and municipal institutions and political behavior.

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 of law.

Prerequisites: POL 101

**POL 400 Internship in Government 6 credits Spring
 Studies**

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 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 Government Studies. A minimum of 240 total hours of internship work 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 six 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 an undergraduate 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's degree. A detailed proposal and advisor approval are required prior to registration for an independent study. Course is restricted to bachelor degree students.

POL 450	Capstone in Government Studies	3 credits	Spring
---------	--------------------------------	-----------	--------

This course is the final course for students in the Liberal Arts Program with a concentration in Government Studies. It is designed to empower the student to integrate, synthesize, and apply the concepts learned and the skills gained in the Government Studies concentration. The course offers the student the opportunity to demonstrate mastery of the theoretic and practical knowledge in government studies through utilization of case studies, a final project, and critical reflection. The latter part of the course consists of a student-centered seminar experience with a focus on the outcomes of the program. Students discuss, share, and present their professional practice learning experiences. Additional focus is placed on employment and/or further educational opportunities.

Prerequisites: Senior standing in the Liberal Arts program and in good academic standing.

PRD 099	HEOP Seminar	Non-credit	Summer
---------	--------------	------------	--------

Restricted to first semester HEOP students, this seminar is designed to assist HEOP (Higher Education Opportunity Program) scholars acclimate to the academic and social rigors of Maria College. Study skills, time management, money management, career assessment, student services and tutorial services are explored and discussed. By the end of the course, scholars have an

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 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 099	Topics in Psychology	Non-credit	Summer
----------------	-----------------------------	-------------------	---------------

Restricted to incoming HEOP students, this course is an introduction to psychology as a science. Topics covered include the history and scope of psychology, introduction to research and the brain, and a beginning understanding of memory improvement and motivational concepts.

PSY 101 Introduction to Social Change 3 credits Fall-Spring-Summer

This course will provide a study of human behavior and how it is affected by social and cultural processes. Social groups, social institutions, social processes are analyzed to determine impact on persons in today's society. The psychological components of social change and their impact on social order are to 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 contemporary significant and practical concerns in the field of psychology. It is expected that students will have greater awareness of and interest in specific fields of psychology.

PSY 200 Developmental Psychology 3 credits Fall-Spring-Summer

The scientific study of the individual across the life span: a study and application

of physical, cognitive and behavioral processes across contexts.

Prerequisite: PSY 100 with a grade of C or better

PSY 202 Adolescent Psychology 3 credits Spring

A survey of the various adjustments encountered by adolescents: psychosexual problems, dependence and independence conflicts, inferiority feelings, drug abuse and the problems of the self-image.

Prerequisite: PSY 100

PSY 203 Child Psychology 3 credits Fall

Practical application of scientific knowledge to an understanding of the child as a developing personality. The phases of development, major mental aspects and their determination, interest and behavior patterns are examined.

Prerequisite: PSY 100

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 3 credits Spring
Interpersonal Relations**

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 Fall-Spring

Study of the psychological effects 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 the elderly will 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.

Prerequisite: PSY 100

PSY 232 Positive Psychology 3 credits Fall

Prerequisite: PSY 100

Prerequisite: PSY 100

Prerequisite: Any PSY 200-level course

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 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. The course begins by exploring the different theories behind criminal behavior, including the biological, the psychological, the sociological, and those that concern 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, and study and apply the 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 curing 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 330 Psychology of Terrorism 3 credits Spring

This course will address several areas of academic psychology in an attempt to help provide insights into the underpinnings of terrorism. Overall, this class is designed to be an intense, high-level, multidisciplinary experience designed to help students develop their academic skills while also developing a deep understanding of terrorism and its psychological underpinnings.

Prerequisite: Any PSY 200 level course

PSY 340 Cognitive Psychology 3 credits Spring

This course is designed to provide a solid and broad introduction to human cognition. It is the study of internal mental processes including perception, attention, memory, knowledge, language, decision making, and problem solving. The course will cover basic theoretical models, classic and recent research, new developments in theory, and applications in several areas including design, education, and training.

Prerequisite: Any PSY 200 level course

PSY 350 Research Methods I 3 credits Fall

This course provides students with the foundation they will need to be discerning consumers of psychological research. Emphasis will be on the theoretical and practical aspects of the research techniques used in this field. Topics included will be the methods used by psychologists to obtain information; the properties essential in using these methods for forming appropriate conclusions; and the statistical analysis employed that shape the interpretation that psychologists use to communicate their findings.

Prerequisites: PSY 100, MAT 200

PSY 360 Research Methods II 3 credits Spring

This course continues the work from Research Methods I, with a focus on more advanced statistical analyses of data and their interpretations and uses. The essential parts of a research proposal will be stressed and students will be trained on how to critically analyze research works. Students will be provided with the tools necessary to carry out a proposal.

Prerequisites: PSY 350

PSY 400 Internship in Psychology 6 credits Fall-Spring

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 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 Psychology. A minimum of 240 total hours of internship work is required. the internship is graded as pass/fail.

Prerequisites: Students must be in their final year of the Psychology program and in good academic standing.

PSY 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 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; Corss-listed with SOC 411

PSY 420 Independent Study 1-6 credits This course offers an opportunity for students at an advanced level of study in aa 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's degree. A detailed proposal and advisor approval are required prior to registration for an independent study. Course is restricted to bachelor degree students.

PSY 430 History and Systems of 3 credits Fall
Psychology

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.

PSY 450 Capstone in Psychology 3 credits Fall

In an academic context, a capstone is the final class that completes a student's curriculum. Senior psychology majors are required to pull together what they have learned in their previous classes and use this integrating experience to demonstrate that they are capable of doing and what they should be able to do when they graduate from the program. This provides psychology

majors a final opportunity to practice and demonstrate the skills they will need to succeed after graduation on the job or in graduate school.

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; it will study the many genres found in the Bible and examine how the Bible continues to influence contemporary life in America. Students will survey the entire Bible – the Hebrew and Christian scriptures.

RES 102	Introduction to Old Testament Studies	3 credits
---------	--	-----------

The problems of authorship, criticism, inspiration and literary genre are specifically considered. Historical and archeological situation of scriptural studies is 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 at the dying and death of a loved one, this is only the beginning of what spirituality can offer people in understanding the events of life. Spirituality and religion are not just tools for processing and ritualizing death, but can help shed light on the mystery of it, and help with the living of everyday life. Physical death of a person is not the only way death is experienced, as we face many 'deaths' in life 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. The course will examine the origins and structure of the New Testament, 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 look at 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 give students a 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 look at 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

A focus on the variety of women's religious experiences with particular attention to the ways in which these experiences have contributed to and challenged social, political and religious institutions. Whilst it will incorporate the contribution of a range of religions and spiritualities, examples will primarily come from the Christian tradition. It will examine women's spiritual lives across time and in religious and societal cultures.

RES 211	Introduction to Cosmology: Developments in Theology and Spirituality	3 credits	Fall
---------	---	-----------	------

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 on the nature of God and the nature and purpose of life with a view to 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

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 and Conditions	3 credits	Fall-Spring-Summer
---------	---------------------------------------	-----------	--------------------

An interdisciplinary approach to the study of medical language, functions of the body systems and associated conditions and diseases. Medical diagnostic procedures, treatments, precautions and prognosis for specific diseases will be incorporated. Assignments will include weekly medical terminology quizzes, review of medical publications and a disease-related term paper with a class presentation.

SOC 101 Introduction to Social Change 3 credits Fall-Spring-Summer

This course will provide a study of human behavior and how it is affected by social and cultural processes. Social groups, social institutions, social processes are analyzed to determine impact on persons in today's society. The psychological components of social change and their impact on social order are to 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.

SOC 300 Medical Sociology 3 credits Spring

This course will be a study of a sociological perspective on health, illness and wellness. Disparities in health and health outcomes will be emphasized. Institutional structures and social supports will be reviewed, along with current health care reform proposals.

Prerequisite: SOC 101 or permission of instructor; Cross-listed PSY 302

SOC 410	Health Promotion across the Life Span	6 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 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

SOC 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 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; PSY 411

SPA 101	Contemporary Spanish I	3 credits	Fall
----------------	-------------------------------	------------------	-------------

Spanish language and culture will be studied, emphasizing both spoken and written language. Designed for students beginning the study of Spanish.

SPA 102	Contemporary Spanish II	3 credits	Spring
----------------	--------------------------------	------------------	---------------

A continuation of Spanish I, with 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



THE BOARD OF TRUSTEES

Gail Waring '63, RSM

Chair

Virginia Arbour
Joseph N. Bonilla, Jr.
Sherri Brooks Esq.
Michael T. Cassidy
Paula Colarusso
Dr. Bassam M. Deeb
Dr. Dennis R. DePerro
Dr. Thomas J. Gamble
Edward F. Garrigan
Dr. Hilton Hallock

Andrew J. Kaufman
Dr. Mary Jo LaPosta, RN
Jean McGinty, RSM
Carole Tario Montepare '71
Maureen E. O'Brien
Kathleen Pritty '66, RSM
Thomas Simcoe, Esq.
Giovanni Virgiglio, Jr.
Jeffrey Weiss
Dr. Carole A. Wickham '84, RN, CNS-BC

BOARD EMERITI

Katherine Graber, RSM
Frank J. Lasch
Jean McGinty, RSM
Marilyn Murray, RSM

Anne G. Older
Donald S. Rubin
Jane Somerville '61, RSM

PRESIDENT EMERITA

Laureen Fitzgerald '61, RSM

OFFICES OF ADMINISTRATION

OFFICE OF THE PRESIDENT

Thomas J. Gamble, PhD
President
Ph.D., Syracuse University

Pam Hind
Executive Assistant
AAS, Cazenovia College at Cazenovia

MISSION AND INSTITUTIONAL ADVANCEMENT

Victoria Battell, RSM
*Senior Vice President Chief Mission and
Institutional Advancement Offices
& Dean of Students*
BA, Durham University (UK)
BA, Durham University (UK)
MA, Durham University (UK)
QTS, Carmel College (UK)
PGCE, Newcastle University (UK)

Paul McAvoy
Associate Vice President of Advancement
BA, Saint Anselm College
MLIS, University of Rhode Island

Meagan Masti
Graphic Design and Marketing Coordinator
BFA, Sage College of Albany
MAT, Savannah College of Art &
Design

Kaitlin Meissner
Digital Media and Communications Specialist
BFA, Sage College of Albany

Taylor Mantica
Development Coordinator
BS, The College of Saint Rose
MBA, The College of Saint Rose

Kim Speerschneider, PhD
Director of Institutional Research
BA, University at Albany
MS, University at Albany
PhD, University at Albany

OFFICE OF ACADEMIC AFFAIRS

Anne S. Jung, PhD
*Chief Academic Officer, Dean of the College,
Vice President for Academic Affairs*
AAS, Becker College
BA, University at Albany SUNY
PhD, University at Albany SUNY

Joseph M. McDonald
*Vice President for Academic Administration,
Enrollment Management*
BS, University at Albany SUNY
MBA, Union College
ABD, Northeastern University

Wendy Trevor, PhD
Associate Dean, Academic Affairs
BA, University of Maryland, University
College
MA, University of Birmingham
(England)
PhD, University of Birmingham
(England)

Deedra Vargo
Administrative Assistant, LMS Support
BS, Maria College

ADMISSIONS

John M. Ramoska
Director of Admissions
BA, Siena College
MS, Northeastern University

Mark Kelly
Assistant Director of Admissions
BA, The College of St. Rose

Matthew Muller
Assistant Director of Admissions
BS, SUNY Plattsburg
MS, SUNY Plattsburg

Scott Pilecki
Admissions Counselor
BS, The College of Saint Rose

Cassandra Metcalf
Admissions Counselor
BS, Maria College

LIBRARY

Marisa Gitto
Librarian
BA, University at Albany SUNY
MA, University at Albany SUNY
MLIS, Pratt Institute

Daniela Boraas
Reference Librarian
BS Missouri State University
MA University of Missouri

Krista Robben
Reference Librarian
BA, The College of Saint Rose
MSIS, University at Albany SUNY

Mary Guadron
Substitute Librarian
AAS, Fulton Montgomery Community
College
BA, SUNY Stony Brook
MA, SUNY Stony Brook
MS, Sage College
MSIS, University at Albany SUNY
PhD, Binghamton University

Laura Dalton
Library Aide

REGISTRAR

Kari A. Bennett
Registrar
BS, SUNY-Oneonta
MS, Rensselaer Polytechnic Institute

Jennifer Stabler
Assistant Registrar
BA, Fordham University
MS, University at Albany SUNY

DEPARTMENT OF STUDENT AFFAIRS

Victoria Battell, RSM
Senior Vice President and Mission Officer
Dean of Students
BA, Durham University (UK)
BA, Durham University (UK)
MA, Durham University (UK)
QTS, Carmel College (UK)
PGCE, Newcastle University (UK)

Pam Hind
Executive Assistant
AAS, Cazenovia College at Cazenovia

Andrew D. Ledoux
Associate Vice President for Student Affairs
Associate Dean of Students
BA, American International College
MSEd, The College of Saint Rose

Sandra Grady
Student Support Center and Events Coordinator
Certificate, Maria College
BS, Siena College

Jonathan Collier-Takahashi
*Director of Student Support and Opportunity
Programs*
BA, Ursinus College
MA, University at Albany SUNY

Jason Coley, PhD
Assistant Director of Student Support and Planning
AA, Palomar College
BA, Thomas Edison State College
MFA, University of Nevada
PhD, Rensselaer Polytechnic Institute

Elijah Foulks
Opportunity Programs Counselor, Professional Tutor
BS, SUNY at Potsdam
BA, SUNY at Potsdam
MS, SUNY at Potsdam

Clarissa Hartzog
Assistant Director of Opportunity Programs
BBA, Western Connecticut State University

Colleen Reilly
Professional Tutor
BA, University at Albany SUNY
MS, University at Albany SUNY

Rachel Mentor-Warner, RN
Professional Tutor
AAS, Maria College

Jake Edwards
Professional Tutor (STEM)
BS, University at Albany SUNY
MA, University at Albany SUNY

Larissa Babbie
Title IX Deputy Coordinator

Rosalyn Vazquez
Title IX Deputy Coordinator

OFFICE OF FINANCE AND ADMINISTRATION

Joel Nudi
Vice President of Finance and Administration
BS, Rensselaer Polytechnic Institute
MBA, University College of Dublin (IRE)
PMP, Project Management Institute

Betty A. Suiter-Graham
Executive Assistant to the VP of Finance and Administration
MBA, The College of Saint Rose

Larissa Babbie
Bursar
BS, University at Albany, SUNY

Yulia McLaughlin
Controller
MS, University at Albany SUNY

Rosalyn Vazquez
Human Resource Manager
BA, Liceo de Cagayan University (Philippines)

Mary Riker
Director, Bookstore
AAS, Maria College

JoEllen Noonan
Student Account Representative
BA, Russell Sage College

FINANCIAL AID

Karen Conrad
Director of Financial Aid
MBA, Excelsior College

Richard Sabbia
Assistant Director of Financial Aid
BA, Northwestern University

Lisa Steinle
Financial Aid Coordinator
BA, Indiana University

INFORMATION TECHNOLOGY

Robin DeLorenzo
Director of Information Technology
AAS, Maria College

Laura Helfer
Manager of Information Technology

Derek Welburn
Computer & Network Support Technician
AOS, Mildred-Elley

Ryan Gregory
Computer & Network Support Technician
AAS, Columbia-Greene Community
College

Allison Hillenbrandt
Computer & Network Support Technician
BS, SUNY Cortland

BUILDINGS AND GROUNDS

Andrew Perez
Superintendent, Plant Maintenance

Patrick Mangan
Maintenance Staff

Michael Mangan
Maintenance Staff
AA, Maria College

Shamika Malloy
Maintenance Staff

George Abbott
Maintenance Staff

STAFF

Kathleen Curtin
Nursing Program, Administrative Assistant
BA, Nazareth College

Kelly Donegan
Administrative Assistant
AAS, Schenectady County Community
College

FACULTY EMERITI

Beardean Burke, OTR, FAOTA
Founder and Program Chair, OTA
1975-1988

Barbara M. Butler, BS, MBA
Assistant Professor, Business
1978-1999

Stephen F. DeLorenzo, BA, MS, MA
Professor, Liberal Arts/General Studies
Director of Academic Computing
1970-2014

Rose Hobbs, RSM, BA, MA, MLS
Library Director
1999-2015

Sandra Jung, OTR/L, BS, MS
Instructor, OTA
1977-2014

Judith Marotta, BA, MS
Assistant Professor,
Early Childhood Education
1988-2008

Esther K. McEvoy, RN, BS, MS
Professor, Nursing
1969-2003

Carrie Pierce, RN, BS, MS
Associate Professor, Nursing
1973-1997

Anne P. Ryan, RN, BS, MS
Assistant Professor, Nursing
1972-1995

FACULTY

Ellen Argust, RN
Assistant Professor, Nursing
BS, SUNY-New Paltz
MS, SUNY-New Paltz

Rebecca Barnhart, RN
Instructor, Nursing
AAS, Maria College
BS, Maria College
MSN, SUNY Polytechnic Institute

Russell Blair, DNP, RN
Associate Professor, Nursing
AS, Excelsior College
BSN, University of Phoenix
MS, University of Phoenix
DNP, Capella University

Marsha Boothe, RN
Instructor, Nursing
BS, Florida International University
ASN, Broward College
MSN, Nova South Eastern University

Alton Brisport, OTD, OTR/I, CHT
Associate Professor, OTA
BS, Herbert H. Lehman College
MS, New York University
DOT, University of St. Augustine

Peter J. Byrne, PhD
Professor, Liberal Arts and Management
BS, SUNY-New Paltz
MS, University at Albany SUNY
PhD, University at Albany SUNY

Victoria Callagan, EdD, RN
Associate Professor, Nursing
BS, SUNY Institute of Technology,
Utica-Rome
MS, SUNY Institute of Technology,
Utica-Rome
EdD, The College of Saint Mary

Joseph Castro, PhD
*Assistant Professor, Liberal Arts and
Management*
BA, SUNY Purchase
MS, Syracuse University
PhD, Syracuse University

Robert Cella, Jr., DMD, MD
*Assistant Professor, Liberal Arts and
Management*
BA, Williams College
MD, University of Alabama-Birmingham
DMD, Tufts University

Keylon Cheeseman, PhD
Instructor, Liberal Arts and Management
BS, Andrews University
MS, Albany Medical College
PhD, Albany Medical College

Meghan DeNitto, COTA
Instructor, Health Sciences
AAS, Maria College
BS, Excelsior College

Lisa J. Deserre, COTA
Instructor, Health Sciences
AAS, Maria College
BS, Excelsior College

Anne Devlin
*Assistant Professor, Liberal Arts and
Management*
BA, University at Albany SUNY
MA, University at Albany SUNY

Rene Diaz, RN
Instructor, Nursing
PNC, Maria College
AAS, Maria College
BSN, Capella University

Branden Eggan, PhD
*Assistant Professor, Liberal Arts and
Management*
BS, Elmira College
PhD, Albany Medical College

Tara Flanagan, PhD
Assistant Professor, Liberal Arts and Management
BA, Hendrix College
MDiv, Iliff School of Theology
PhD, Loyola University Chicago

Danielle Gareis, RN
Instructor, Nursing
AAS, Hudson Valley Community College
MSN, Excelsior College

Deena Gill, EdD, RN, FNP
Instructor, Nursing
BS, Columbia University
MA, Columbia University
EdM, Columbia University
EdD, Columbia University

David Hoffman, DPS, CCE
Associate Professor, Liberal Arts and Management
BA, University of New Haven
MEd, Springfield College
DPS, Albany Medical College

Laurie A. Gilmore
Director of Advisement
BS, The College of Saint Rose
MS, The College of Saint Rose

Scott L. Homer, OTR/L
Assistant Professor, Health Sciences
AAS, Maria College
BS, Utica College of Syracuse University
MS, Utica College of Syracuse University

Donald Kallembach, OTD
Associate Professor, Health Sciences
MA, Saint Louis University
MS, Springfield College
DOT, Chatham University

Stacy Kilts, RN
Assistant Professor, Nursing
AAS, Maria College
BA, University at Albany SUNY
MSN, Excelsior College

Anne LaMora, RN
Instructor, Nursing
AS, Memorial Hospital School of Nursing
BS, Sage College
MS, The Sage Colleges

Katie Lee, RN
Instructor, Nursing
AAS, Maria College
BS, SUNY Delhi
MSN, Chamberlain College of Nursing

Mollyann Lombardi, RN
Instructor, Nursing
AAS, Ellis Hospital School of Nursing
BS, Excelsior College
MS, Excelsior College

Brigid McCarthy, RN
Instructor, Nursing
BSN, Binghamton University
MS, Stony Brook University

Jessica Napoli-McNally, FNP-BC
Clinical Placement Director
BS, SUNY-Cortland
BS, SUNY-Binghamton
MS, SUNY Polytechnic Institute

Sarah Abraham O'Leary, RN
Instructor, Nursing
AS, Maria College
BS, Binghamton University
MS, Excelsior College

Usha Palaniswamy, PhD
Assistant Professor, Liberal Arts and Management
BSc, Taniel Nadu (India)
MS, University of Agricultural Sciences (India)
BEd, Annamalai University (India)
MEd, Maduras Kamaraj University (India)
PhD, University of Connecticut

Douglas Rader
Instructor, Liberal Arts and Management
Campus Safety Systems Manager
BS, University at Albany SUNY

Barbara Ruslander
Assistant Professor, Liberal Arts and Management
BS, The College of Saint Rose
MS, Union College

Gabrielle Ryan, RN
Instructor, Nursing
AAS, Maria College
BS, Maria College

Christal Saffee, DNP, MSN, RN,
FNP-C
Assistant Professor, Nursing
BA, Michigan State University
BS, Grand Valley State University
MA, Wayne State University
MS, Grand Valley State University
DNP, Capella University

Elizabeth Schwarz, RN
Instructor, Nursing
AS, Maria College
BS, Maria College
MS, Western Governor's University

Karyn Shenker-Gould, OTR/L
Associate Professor, Health Sciences
BA, Rutgers University
MA, New York University

Carla Ann Theimer, PhD
Professor, Health Sciences
BS, Rochester Institute of Technology
MS, Rensselaer Polytechnic Institute
PhD, Texas A&M University

Wendy Trevor, PhD
Assistant Professor, Liberal Arts and Management
BA, University of Maryland, University
College
MA, University of Birmingham (England)
PhD, University of Birmingham (England)

Mark Wahl, RN
Assistant Professor, Nursing
AA, Regents College
AAS, Maria College
BS, Southern Illinois University
MS, Excelsior College

Michael Washco, LMHC, NCC
Instructor, Liberal Arts and Management
BA, University at Albany SUNY
MS, University at Albany SUNY

Jennifer Zelezniak, RN
Instructor, Nursing
AAS, Maria College
BSN, American Sentinel University
MS, Empire State College, SUNY

ADJUNCT FACULTY

Jake Ashby
Instructor, Health Sciences
AS, Hudson Valley Community College
BS, Keuka College
MBA, Union Graduate College

Karen Belotti, RN
Instructor, Liberal Arts & Management
BSN, State University of New York at
Plattsburgh
MSN, American Sentinel University

Victoria Battell, RSM
*Senior Vice President Chief Mission and
Institutional Advancement Office
& Dean of Students*
BA, Durham University (UK)
BA, Durham University (UK)
MA, Durham University (UK)
QTS, Carmel College (UK)
PGCE, Newcastle University (UK)

Jeanne Brown
Instructor, Liberal Arts and Management
BS, SUNY-Plattsburgh
MA, St. Bernard's Institute

Jennifer Burroughs
Instructor, Liberal Arts and Management
BA, SUNY Geneseo
MAT, Union College
Eileen A. Clinton
Instructor, Liberal Arts and Management
BA, Siena College
MS, Sage College

Jason Coley, PhD
Instructor, Liberal Arts and Management
AA, Palomar College
BS, SUNY Geneseo
MAT, Union College
PhD, Rensselaer Polytechnic Institute

Laura Cooper
Instructor, Liberal Arts and Management
BA, University at Albany SUNY
MA, New York University
CAS (EA), New York University

Katherine DeRosa
Instructor, Liberal Arts and Management
BS, The College of Saint Rose
MS, The College of Saint Rose

Veronica Fitzpatrick, DrPH
Instructor, Liberal Arts and Management
BS, California State University-Fullerton
MPH, California State University-Fullerton
DrPH, University at Albany

Maura Fleming
Instructor, Liberal Arts & Management
BA, Siena College
MS, Sage Graduate School

Marceline Fusilier, PhD
Instructor, Liberal Arts & Management
BS, Oakland University
PhD, Purdue University

Matt Galletta
Instructor, Liberal Arts & Management
BA, University at Albany SUNY
MFA, Southern New Hampshire University

Larysa Gaspary
Instructor, Liberal Arts & Management
BA, Mechnikov National University
MA, Mechnikov National University
MA, Southern New Hampshire University

Kenneth Golden, JD
Instructor, Liberal Arts and Management
BA, Union College
MA, The College of Saint Rose
JD, Albany Law School

Danielle LeBeau
Instructor, OTA Program
AAS, Maria College

Holly Lockrow, OTR/L
Instructor, Health Sciences
BS, Worcester State University

Lisa Michaels
Instructor, Liberal Arts & Management
BS, Empire State College SUNY
MA, Empire State College SUNY

Maureen McColl, RN, PharmD
Instructor, Nursing
Diploma RN, St. Joseph's Hospital
Health Center School of Nursing
BS, Arnold & Marie Schwartz College of Pharmacy
PharmD, Albany College of Pharmacy

James R. McDonald
Instructor, Liberal Arts and Management
BBA, University of Notre Dame
MBA, Pace University

Pauline Mojica
Instructor, Liberal Arts & Management
BS, Maria College

Barbara O'Neil
Instructor, Occupational Therapy Assistant Program
AAS, Maria College
BS, Dominican College

Jessica O. Otigbe
Instructor, Liberal Arts and Management
BA, University at Albany SUNY
MS, Columbia University

Ismael Ramos, PhD
Instructor, Liberal Arts and Management
BA, Immaculate Conception Seminary
MA, College of Saint Rose
PhD, University at Albany SUNY

Catherine Repicky
Instructor, Liberal Arts & Management
AAS, SUNY Cobleskill
BS, The College of Saint Rose
MS, Rensselaer Polytechnic Institute

David Seelow, PhD
Instructor, Liberal Arts and Management
BA, SUNY-Stony Brook
MA, Columbia University
PhD, SUNY-Stony Brook

Daniel Smith
Instructor, Liberal Arts and Management
BA, Utica College of Syracuse University
MA, SUNY-Cortland

Will Trevor
Instructor, Liberal Arts & Management
BSc, Aberystwyth University
MA, University of Northampton

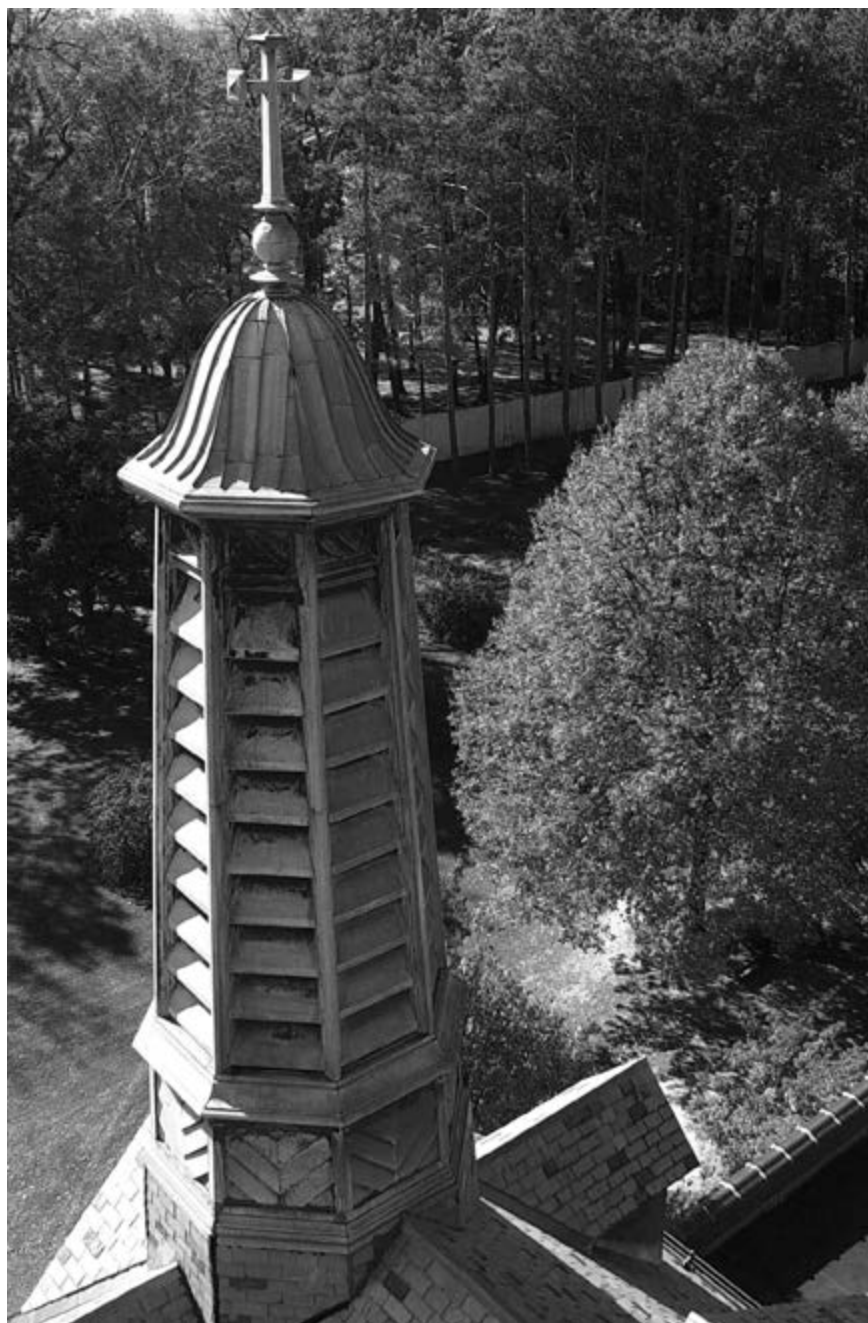
Dorothy Urschel, DNP, RN
Instructor, Liberal Arts & Management
BSN, Niagara University
MBA, University at Albany, SUNY MS
FNP, Niagara University
DNP, University at Buffalo, SUNY

Rachel Vancavage
Instructor, Liberal Arts & Management
BA, University of Vermont
MPH, University at Albany, SUNY

David Van Deusen
Instructor, Liberal Arts & Management
AAS, Junior College of Albany
BS, The College of Saint Rose

Linda Van Deusen
Instructor, Health Sciences
BS, Utica College
BA, Bucknell University

Amanda Welch
Instructor, Liberal Arts and Management
BS, University of North Carolina-Chapel Hill
MBA, University at Albany SUNY



[illegible]

INDEX

The Maria Mission	2
Maria's Core Values	3
Evolution of a College	4-5
The Campus	4-5
Maria Today	5
Goals and Learning Objectives	6
2019-2020 Academic Calendar	7
Day and Evening Divisions	7
Weekend College	7
Commencement	7
Holidays and Vacations	7
Accreditation and Membership	8
Academic Regulations	9-26
Credit Hour Definition	9-11
Academic Classifications	11-13
Special Credit Provisions	13-14
Grades	14-16
Honors	16-17
Academic Processes	17-20
Degree and Graduation Requirements	20-22
Student Right to Know Information	22
Maria College FERPA Policy Statement	22-25
Protocol for Policy Modifications	25
Student Grievance Procedures	25
Maria College Use Policy	26
Student Affairs	27-29
Career Services	27
Counseling Services	27
Accessibility Services	27-28
Opportunity Programs	28
Pastoral Care	28-29
Student Support	29
Mary Beth O'Brien Tutoring Center	29
Veterans Services	29
Educational Expenses	30-33
Tuition Schedule	30
Other Expenses	31
Tuition Liability Policy	32-33
Return of Title IV Funds	33
Procedures for Payment	33
Financial Aid and Scholarships	34-40
Verification of Federal Application Data	35-38
Satisfactory Academic Progress	38
Re-establish Financial Aid Eligibility	39-40
Financial Aid Programs	41-44
Procedure for Appealing	
Local Financial Assistance	45
Scholarships	46-48
Admission Information	49-64
General Application Procedure	49
Admission Requirements for	
Secondary School Students	49-50
Admission Requirements for Higher Education	
Opportunity Program Students	50-51
Admission Requirements for	
Transfer Students	51
Admission Requirements for	
International Students	51-52
Physical Examination, Immunizations	
and Laboratory Tests	52
Re-application Procedure	53
Re-enrollment	53
Denials	53
Additional Requirements for Admission	
to a Nursing Program	53-55
Enrollment Deposit	55
Auditors & Non-matriculated Students	55-56
Change of Status to Nursing	56
Nondiscrimination Policy	56
Change of Intent	57
Evening Division	57

Weekend College	57
Online/Hybrid Courses	57-58
New Student Programming	58-59
Articulation Agreements	60-64
Programs Offered	66
Bachelor's Degree Programs	67-79
Health & Occupational Sciences	67-71
Healthcare Management	72-73
Liberal Arts	74-75
Nursing	76-77
Psychology	78-79
Associate Degree Programs	80-93
General Studies	81
Liberal Arts	82-85
Nursing	86-90
Occupational Therapy Assistant	92-93
Professional Certificate Program	94-96
Practical Nurse (LPN Training)	94-95
Minor in Psychology	96
Course Descriptions	97-136
Art	97
Bereavement Studies	97
Biology	97-100
Business	100-101
Chemistry	101-102
Communication	103-104
Computer Science	104
Cultural Studies	105
Economics	105-106
English	106-108
Gerontology	109
Healthcare Management	109-111
History	112
Health & Occupational Sciences	112-114
Humanities	114
Mathematics	114-116
Music	116
Nursing	116-120
Occupational Therapy	120-124
Philosophy	125
Physics	125
Practical Nurse Certificate	
(LP Training)	125-126
Political Science	126-128
Professional Development	128
Psychology	128-133
Religious Studies	133-135
Science	134-136
Sociology	136
Spanish	137
The Board of Trustees	138
Board Emeriti	138
President Emerita	138
Offices of Administration	139-142
Office of the President	139
Mission & Institutional Advancement	139
Office of Academic Affairs	139
Admissions	139-140
Library	140
Registrar	140
Department of Student Affairs	140-141
Office of Finance and Administration	141
Financial Aid	141
Information Technology	141-142
Buildings and Grounds	142
Staff	142
Faculty Emeriti	142
Faculty	143-147
Notes	148-149
Index	150