

### **MASTER'S DEGREES**

Occupational Therapy MS

### **BACHELOR'S DEGREES**

Health & Occupational Sciences BS

Healthcare Management BS

Liberal Arts BA

Nursing BS Completion

Psychology BS

### **ASSOCIATE DEGREES**

General Studies AS

Liberal Arts AA

Nursing AAS (RN)

Occupational Therapy Assistant AAS

### **PROFESSIONAL CERTIFICATE**

Practical Nurse Certificate (LPN)

**MARIA**  
COLLEGE

[MARIACOLLEGE.EDU](http://MARIACOLLEGE.EDU)

700 NEW SCOTLAND AVENUE, ALBANY, NY 12208

(518) 438-3111



MARIA COLLEGE ACADEMIC CATALOG 2021 ~ 2022 • ALBANY, NEW YORK 12208





# MARIA

COLLEGE

*Aspire. Achieve. Become.™*

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## Finding your way to and around campus.

### McAuley Building

Classrooms/Labs  
Faculty Offices

### Mercy Hall

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

### Main Building

Academic Affairs  
Admissions  
Business Office  
Campus Cafe  
Financial Aid  
Human Resources  
Information Technology  
Library  
Maria Campus Store  
Registrar

### Marian Hall

Counseling  
Courtyard  
Fitzgerald Court  
Pastoral Care

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

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

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

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

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

# MARIA

COLLEGE

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**[mariacollege.edu](http://mariacollege.edu)**

700 NEW SCOTLAND AVENUE, ALBANY, NY 12208

Nondiscrimination Policy: Maria College is a nonprofit, independent, coeducational institution which does not discriminate in its enrollment or employment practices for any reason including race, sex, color, national origin, creed, sexual orientation, mental or physical disability, or any other characteristic protected by state, federal or local laws and ordinances. Information about the services, activities and facilities accessible to students or prospective students with disabilities regarding Title 504 may be obtained in Accessibility Services in Mercy Hall at (518) 861-2508; information about the services, activities and facilities accessible to employees or prospective employees with disabilities regarding the Americans with Disabilities Act may be obtained from Rosa Lyn Vazquez, Human Resources Manager at (518) 861-2580.

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# A MESSAGE FROM THE PRESIDENT

Dear Students,

Welcome to Maria College! As President, I am honored that you have chosen our institution, 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 for both adult and traditional students, with an emphasis on developing a strong foundation in both social justice and the liberal arts. Four things make Maria a smart choice: affordability, access, opportunity and a dedicated, experienced faculty.



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, that will set you apart from other graduates and job seekers. 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".

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

This catalog will serve as your guide to academic programs, resources and services to help make your journey at Maria College successful.

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 2021-22 academic year.

Sincerely,

Dr. Thomas J. Gamble, President

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## THE MARIA MISSION

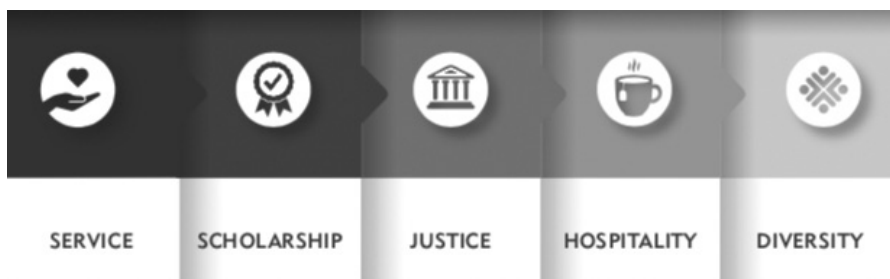
Maria is a Catholic college sponsored by the Sisters of Mercy and animated by the Mercy charism. It provides career-relevant, opportunity education in the context of the Catholic Intellectual Tradition to all who can benefit from it. Maria is committed to outstanding and holistic student support services, 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.





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# MARIA'S CORE VALUES



## STRATEGIC COMPASS FOR STUDENT - Success 2020-2027

### Compass Point 1: Mission and Institutional Advancement

- The Maria Institute
- CMHE Mission Integration Core Areas
- Partnerships
- External engagement
- Opportunity Education
- Re-branding and intensive marketing
- Major Gifts Campaign
- Internal culture and governance

### Compass Point 2: Mission Relevant Academic Programs

- Graduate level education in high demand programs
- Expansion of online and hybrid programs
- New programs in healthcare
- Mission integration in the curriculum

### Compass Point 3: Student success and experience

- Comprehensive retention strategy
- Advanced Student Support services
- Student engagement
- Expansion of services for students with learning differences

### Compass Point 4: Sustainability

- Maria Value Proposition
- Financial processes reporting
- Revenue diversification
- Data-informed practice and decisions

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## EVOLUTION OF A COLLEGE

In 1958, the Religious Sisters of Mercy founded Maria as a Sister Formation and Liberal Arts college with a student body of 52. Today we serve approximately 800 students who attend our day, evening and weekend classes, and are enrolled in our online course offerings. From its founding, the mission of the College has been to educate for service — service to the greater Capital Region and to the communities in which its graduates live and work. Although Maria was established to educate the Sisters of Mercy, the vision broadened in 1963 with the College's first degree programs that also opened enrollment to laywomen: Liberal Arts AA and General Studies AS. All degree programs were opened to coeducational enrollment in 1971.

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

## THE CAMPUS

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The College's intimate campus helps create an academic atmosphere that embraces both the timeless and the contemporary; timeless because of the commitment to humanities-based learning, and contemporary because of the modern environment in which these classic convictions of the human spirit are nurtured. Maria's Main Building was constructed in 1959 and today houses classrooms, administrative and faculty offices, and a library with more than 481,000 books onsite and online.

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



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

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

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

## **MARIA TODAY**

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Maria has enjoyed seven decades of growth largely due to the success of its graduates. Underlying this success is the delicate balance the College has maintained between its commitment to the liberal arts and the highly contemporary, career-oriented degree offerings. 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 certificate program, variety of associate's and bachelor's degrees, and new as of 2020, a master's degree. The certificate program is in Practical Nursing (LPN). Associate's degree options include Nursing (RN), Occupational Therapy Assistant, General Studies and Liberal Arts with concentrations in English, Psychology and Religious Studies/Philosophy. Students can 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 (RN-BS). The master's degree is in Occupational Therapy. A Maria education has, from its founding, been grounded in the liberal arts. This allows Maria's associate's degrees to qualify for

transfer to four-year institutions; a cost-effective benefit that increasing numbers of its graduates elect to pursue. The Practical Nurse Certificate (LPN) weekend program allows increased flexibility around standard work schedules for working adults interested in the healthcare field.

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

## GOALS AND LEARNING OUTCOMES

### **MARIA COLLEGE WILL:**

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- Provide high quality career and transfer programs for a student population diverse in age and background, and deliver these programs without discrimination at moderate cost, with flexible class schedules, while maintaining high academic standards.
- Design methods of instruction that provide quality education, which includes maintaining an expert faculty and integrating the latest technological developments into the curriculum.
- Be alert 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.
- Nurture and inspire a life-long love of learning.

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

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- Use ethical reasoning and critical thinking to make reflective and discerning decisions in their personal and professional lives.
- Demonstrate career skills supported by a broad general education.
- Speak and write technically correct English and read for meaning across 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.
- Analyze scientific, qualitative and quantitative evidence.

Reaffirmed by the Board of Trustees February 7, 2012.



# ACADEMIC CALENDAR 2021-2022

DAY AND EVENING DIVISION	WEEKEND COLLEGE
<b>August 2021</b>	<b>August 2021</b>
30 Fall Semester Begins	28 Fall Semester Begins
<b>September 2021</b>	<b>September 2021</b>
3 Last Day to Drop/Add	11 Last Day to Drop/Add
<b>October 2021</b>	<b>October 2021</b>
29 Last Day to Withdraw	29 Last Day to Withdraw
<b>December 2021</b>	<b>December 2021</b>
13-17 Final Examination	5 Final Examinations
<b>January 2022</b>	<b>January 2022</b>
18 Spring Semester Begins	15 Spring Semester Begins
24 Last Day to Drop/Add	29 Last Day to Drop/Add
<b>April 2022</b>	<b>April 2022</b>
1 Last Day to Withdraw	1 Last Day to Withdraw
<b>May 2022</b>	
9-13 Final Examinations	24 Final Examinations

***Commencement - May 22, 2022***

## Holidays & Vacations

September 6, 2021	Labor Day
November 11, 2021	Veteran's Day
November 24-28, 2021	Thanksgiving Break
December 18, 2021 - January 14, 2022	Christmas Break
January 17, 2022	Martin Luther King Jr. Day
March 14-18, 2022	Spring Break
April 14, 2022	Holy Thursday
April 15, 2022	Good Friday



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## ACCREDITATION AND MEMBERSHIP

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

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

### **THE COLLEGE HOLDS MEMBERSHIPS IN:**

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- 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



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- New York State Associate Degree  
Nursing Council
  - New York State Disabilities  
Services Council
  - New York State Library Association
  - National League for Nursing
  - Phi Theta Kappa International  
Honor Society
  - Sigma Theta Tau International  
Honor Society of Nursing  
Omicron Sigma at Large Chapter

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# ACADEMIC REGULATIONS

## **CREDIT HOUR DEFINITION**

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

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

(1) Not less than 1 hour of classroom or direct faculty instruction and a minimum of 2 hours of out of class student work each week for approximately 15 weeks for one semester or trimester hour of credit, or 10 to 12 weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or

(2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, 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

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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 in conjunction with a 120 minute exam period provide at least 750 minutes of instructional time per credit hour.

The academic calendar is prepared by the Registrar for approval by the Dean of the College and College President to assure compliance with federal and state credit hour regulations. The academic calendar for 2021-22 is found on the Maria College website under Academics/ Academic Calendar, and on page 7 of this catalog.

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

**Credit Hour Specifications:** Courses consisting of lecture or seminar based learning environments have students who meet in person or online to participate in various forms of group

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instruction provided by a faculty member. For lecture and seminar courses, one credit is awarded for a minimum of 50 contact minutes per week or 750 contact minutes for the entire semester. The minimum out-of-class student work for one credit is 100 minutes per week or 1500 minutes for the entire semester as mandated by federal regulations. There are 2250 minutes or 37.5 hours of total instructional contact time and out-of-class student work per credit for the entire semester.

Laboratory courses involve experiential learning in group settings under direct supervision of a faculty member with students conducting laboratory experiments or studies. The minimum contact time per credit for laboratory courses is twice that of a lecture-based course. For laboratory courses, 1 credit is awarded for a minimum of 100 contact minutes per week or 1500 contact minutes for the entire semester. The minimum out-of-class student work for one credit of a laboratory course is 50 minutes per week or 750 minutes for the entire semester. There are 2250 minutes or 37.5 hours of total instructional contact time and out-of-class student work per credit for the entire semester.

Clinicals are courses that involve experiential learning under direct supervision of a faculty member with students performing work in a clinical setting. The minimum contact time per credit hour for

a clinical course is twice that of a lecture, however, this may vary depending on the amount of outside work assigned. For clinical courses, 1 credit is awarded for a minimum of 120 contact minutes per week or 1800 contact minutes for the entire semester. An additional minimum of 30 minutes per week or 450 minutes per semester of out-of-class student work for clinical courses yields a total of 2250 minutes or 37.5 hours of total instructional contact time and out-of-class student work per credit for the entire semester.

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

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## **ACADEMIC CLASSIFICATIONS**

### **Matriculated Students:**

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

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**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 the MyMaria and Blackboard websites and is expected to become familiar with student orientation materials available on the MyMaria site. The same policies and procedures apply regardless of student status. The non-matriculated student benefits from all institutional support services related to the learning experience but is not eligible for financial aid.

**Full-time Students:** A full-time student must carry a minimum of 12 credits per semester. Students who wish to take more than 18 credits in a semester must complete a change of status form with signatures approving the credit increase from their Department Chair and Academic Advisor.

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

credits earned before formal matriculation may be used toward a degree.

**Transfer of Credit:**

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

Courses completed at another institution transfer only as credit and not as letter grades and quality points.

The transfer course must satisfy a requirement or elective in the student's academic program.

The subject matter content, level and credit hours for the transfer course must be equivalent to that of the Maria College course.

Credit will only be transferred for courses with a grade of C or better, unless there is a higher performance standard for specific courses in an academic program.

There is a 7-year limit on transfer credit for natural science courses, and a 5-year limit for computer science courses (applying only to the highest-level course in a sequence).

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

**Students wishing to take a course(s) at another institution for transfer to their academic**



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**program at Maria must complete a change of status form in advance, with the course description attached.**

**Foreign School Transfer Credit**

**Evaluation:** Students who have attended a postsecondary institution outside the United States and would like to transfer credit must submit a Comprehensive Course-by-Course Evaluation Report of their foreign school academic record from the World Education Service (WES). Once Maria College has received the course-by-course evaluation report from WES, the College will review the report and grant the appropriate transfer credit.

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

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

- All courses including online and hybrid courses can be audited.
- A maximum of 2 courses per semester may be audited.
- Audited courses do not count in determining a student's course load.
- Audited courses do not count

toward full-time status.

- Audited courses are not eligible for financial aid.
- Students auditing a course are prohibited from taking course learning assessments, examinations and quizzes unless approval is granted by the course instructor.
- No credits are given and no letter grade is recorded for an audited course.
- Students are charged 50% of the tuition rate 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 an audited course to credit status after the add/drop period.
- All audited courses are designated "AU" on the transcript.

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## **SPECIAL CREDIT PROVISIONS**

**Advanced Placement:** Maria College recognizes college-level courses taken by students while they are still attending high school. Advanced Placement scores of 5, 4 and 3 typically result in college credit. High school courses for which college credit is earned may not be taken at Maria.

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**Challenge Examinations:**

Students may have a course requirement waived by receiving credit based on a proficiency examination. There is a fee associated with testing and a prorated charge for any earned credit. Permission for Challenge Examinations is given by the Department Chair.

**Credit for Life Experience:**

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

**Cross Registration:** Area colleges and universities sponsor a cross registration program that allows full-time students the opportunity to enroll in courses at other institutions. Enrollment is based, in part, on available space, and is not permitted if the course is offered at the home campus. The majority of credits must be taken at Maria College each semester. Permission of the advisor and Registrar's Office is required prior to registration at another campus. Visiting students from other colleges may register for classes during the add/drop period

provided there is available space. Students are required to pay any fees required by the host college. Cross registration in online and/or science lab courses may be limited or prohibited.

**Independent Study:** Each academic area offers an opportunity for students who are at an advanced level of study and in good academic standing to undertake an independent project under the supervision of a faculty member. Students must submit a detailed written proposal and approval must be obtained from the Dean of the College, academic advisor and supervising faculty member. The independent study project can vary from 1 to 6 credits; students are limited to a maximum of 3 credits for an associate degree and a maximum of 6 credits for a bachelor's degree program. The grading for independent study projects is either pass-fail or A-F, as agreed upon prior to registration for the course. Forms for independent study proposals may be obtained from the 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 for which the course has insufficient enrollment and which will allow them to complete their academic program in a timely manner. This

\*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.

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 which is provided at the College. Proficiency credits are treated as transfer credits and must be for a required course. If credit has been granted through examination prior to application to Maria, an official transcript\* must be sent to the Registrar’s Office.

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

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)

**GRADES**

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

**Grades and Quality Points:**

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

**Grade designations are defined as follows:**

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

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

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

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the subject matter.

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

**F** is a failing grade, indicating unacceptable demonstration of learning outcomes and a failed understanding of the subject matter.

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

**I** designates an incomplete grade and is assigned to a student who, for approved reasons, is unable to complete the course work. In order to receive this grade, a student must be passing the course (grade of **D** or higher) and must obtain permission from the instructor and Department Chair. If the work is not completed and submitted within 1 month after the end of the semester, the grade will automatically change to an **F** unless an extension is granted by the Department Chair.

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

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

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

**WS** is used for a student who withdraws from a course and who, at the time of the withdrawal, is performing at the course-specific standard of performance required for an academic program (for example, a grade of **C** or better in BIO 209).

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

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

**Change of Grade:** The course instructor has the sole and final responsibility for any grade reported for that course. Any change of grade (except removal of an “Incomplete”) after the grade is on record in the Registrar’s Office must be requested within 3 months after the end of the semester during which the original grade was issued.

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## HONORS

•**President’s List:** Any student who earns 9 or more matriculated credits, a 4.0 grade point average (GPA) and does not earn less than an “A” in any class during a semester, is eligible for the President’s List. A

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“W” or “S” grade will not prevent a student from being included in the President’s List if all the other requirements are met.

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

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

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

**Phi Theta Kappa Honor Society:**

Phi Theta Kappa is an international honor society comprised of two-year colleges and two-year academic programs offered by four-year colleges. The American Association of Community Colleges (AACC) recognizes Phi Theta Kappa as the official honor society for community colleges. Founded in 1918, it is the largest honor society in higher education, with members located in all 50 states and abroad. 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 GPA of 3.5 or higher (not including transfer credits, remedial, or non-credit coursework). One-time local, regional, and international fees are required to be paid at the time of induction into the society. Members enjoy unique opportunities to apply for scholarships from Phi Theta Kappa, partnering senior colleges, universities and foundations.

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

Our Vision Connected, empowered nurse leaders transform global healthcare.

Our Mission Developing nurse leaders go anywhere to improve healthcare everywhere.

In 1922, six nurses founded Sigma Theta Tau International Honor Society of Nursing, today known as Sigma, at the Indiana University Training School for Nurses, which is now the Indiana University School of Nursing, in Indianapolis, Indiana, USA. The founders chose the name



from the Greek words storgé, thárros, and timé, meaning love, courage, and honor. Sigma became incorporated in 1985 and is a nonprofit organization with a 501(c)(3) tax status in the United States

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

Eligibility Criteria to become a member:

- Completed 12 credit hours at their current school.
- Completed half of the nursing curriculum.
- Achieved academic excellence
- For universities/institutions of higher education that use a 4.0 grade point average system to measure academic achievement, baccalaureate students must have a GPA of at least 3.0. GPAs should be computed according to the policies of the university.
- Rank in the top 35% of the graduating class.
- Meet the expectation of academic integrity.

For more information on becoming a member please contact Sigma at: <https://www.sigmanursing.org> or call: (888) 634-7575.

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## ACADEMIC PROCESSES

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**Course Enrollment:** Students may add or drop courses during the first 5 days of a semester with prior approval of their academic advisors. Students can only add courses in which space is still available unless approval is granted by the instructor.

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

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

**Withdrawal from a Course:** Students may withdraw from courses upon consultation with their academic advisors. To officially withdraw from a course, students must complete and submit a Course Withdrawal form with the required signatures of their advisor to the Registrar's office by the end of the 10th week of the semester. A "W" will be recorded for the course(s) listed on the withdrawal form. When program policies require a minimum standard of performance

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in a course, a “WS” or “WU” will be assigned. Students who withdraw from a course after the 10 week course withdrawal period and before completing final examinations will receive a “W”, “WS” or “WU” if there are documented extenuating circumstances that have been approved, in writing, by the advisor and the 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 with the required signatures. Students wishing to change their program to Nursing must also consult with the Academic Registration Manager who will certify that all entry requirements have been met prior to obtaining the Department Chair’s approval/signature on the change of status form.

**Leave of Absence:** 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, 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. 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 the College during the course withdraw period (the first 10 weeks of the semester) will receive grades of “W”, “WS” or “WU” in all semester-length courses. Students who withdraw from the College after the 10 week course withdrawal period and before completing final examinations will receive a grade of “W”, “WS” or “WU” if

there are documented extenuating circumstances on record at this time. These must be stated in writing and they require the signature of the advisor and the 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 the required level of performance in their classes in order to complete their academic programs and graduate. College standards of performance and associated categories of academic standing are listed below. Program-specific standards are provided in the catalog section with program descriptions.

**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

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to this credit load maximum must be approved by using the change of status form.

**Suspension from Full-Time**

**Study:** Students are restricted to part-time study with a maximum of 7 credits per semester. Students remaining in this status for 2 consecutive semesters are subject to academic dismissal.

**Reinstatement to Full Time**

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

**Academic Dismissal:** Dismissed students are prohibited from registering for any courses. Dismissed students may not reapply to the College for readmission for a period of 1 calendar year.

**Appeal of Academic Dismissal:** Students may appeal their academic dismissal by submitting a letter of appeal by mail or email to the Department Chair of their academic program, with a copy to the 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 1 calendar year. Dismissed students must demonstrate improved potential for academic success through successful completion of at least 6 credits per semester with all grades of C or better at another college to be considered for readmission.

**Program Dismissal:** Students are dismissed from an academic program if they do not achieve the minimum standard of performance as provided in the program descriptions. Students who are dismissed from a program are not necessarily subject to College dismissal and may choose to pursue another program of study as long as they achieve the required level of performance for College retention. Students may request readmission to a program in writing to the Department Chair.

**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.

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

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

## DEGREE AND GRADUATION REQUIREMENTS

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### Associate Degree

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

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

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

A second bachelor'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 GPA of at least 2.0.
- Completed all course requirements for the program in which the student is matriculated.
- Completed at least 15 credits at the 300/400 level at Maria College, excluding clinical or internship credits.
- Completed at least 2 full time semesters of study at Maria College prior to internship.
- Completed at least 90 credits of coursework in liberal arts and sciences for the BA degree, and 60 credits for the BS degree.



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

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

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

## **STUDENT RIGHT TO KNOW INFORMATION**

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

The Four-Year Average Student Right to Know Completion/Graduation Rate is based on the number of full-time, first-time, degree- and certificate-seeking undergraduate students who entered Maria College from 2011 through 2014. 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 24%.

### **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 2011 through 2014. 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 10%.

### **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](mailto:registrar@mariacollege.edu).

## **MARIA COLLEGE FERPA POLICY STATEMENT**

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The Family Educational Rights and Privacy Acts of 1974 (commonly referred to as "FERPA" or the "Buckley Amendment") is designed to protect the confidentiality of the records that educational institutions maintain on their students, and to

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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 establish compliance through voluntary means.

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

The annual notice will contain the following information:

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

**Right of the College to Refuse**

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

- The financial statements and tax returns of the student's parents.
- Letters and statements of recommendation that the student has waived the right to access, or which were placed in the file before January 1, 1975.
- Records connected with an

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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 that are 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

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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 whether the College is a plaintiff or defendant.

- 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 it is designated by Maria College (see below).

### **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

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

## **PROTOCOL FOR POLICY MODIFICATIONS**

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

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

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

## **STUDENT GRIEVANCE PROCEDURES**

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A grievance may involve any area of student life on campus. A student wishing to file a grievance should first request a conference with the instructor or other relevant College personnel. If a resolution cannot be reached, a formal grievance procedure may be initiated. Details are included in the Student

Handbook and may also be found at the Office of Student Affairs at [studentaffairs@mariacollege.edu](mailto:studentaffairs@mariacollege.edu).

## **MARIA COLLEGE SYSTEMS USE POLICY**

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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. This policy also serves to protect 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:



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<https://mariacollege.edu/about-maria/policies-procedures/computer-use-policy>

## STUDENT AFFAIRS

### Support for Students

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

Through regular collaboration within its support areas, Student Affairs and provides caring support and service to each individual student so that they may go on to contribute to the well-being of the College community and beyond. Assistance is provided to students in the areas of Accessibility Services, Career Services, Counseling Services, Opportunity Programs, and Pastoral Care.

In addition, Student Affairs provides the following other holistic student support services. Maria Cares Fund assists Maria College students who encounter an unforeseen financial emergency which would

prevent them from continuing their education at Maria. Maria Market Food Pantry is available to members of the campus community affected by financial hardship or food insecurity. The STAR Initiative serves to identify students who are facing academic, spiritual or personal challenges and direct each to the resources that will help them overcome such obstacles.

### VETERANS SERVICES AND MILITARY SUPPORT

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Maria College is committed to providing valuable services to students who are veterans or active service members. The College encourages students to utilize its numerous student-based services. The College's resources assist students in attaining their academic and professional goals. Support includes, but is not limited to academic advisement, career, counseling, pastoral and tutoring services. Personal support is available through Maria Cares Student Emergency Fund and the Maria Market Food Pantry.

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



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## STAR INITIATIVE

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The STAR Initiative is an early alert and support program designed to identify students who may experience difficulties during their course work. The purpose is to identify students who are facing academic, spiritual or personal challenges and direct them to those resources that will be most beneficial. Rooted in the Maria College mission of transforming learned experience into caring service, this initiative allows faculty and staff to communicate concerns about students who are facing known or potential barriers to academic success. Working in partnership with faculty, staff and members of the local community, the STAR Initiative strives to address the holistic needs and provide preemptive academic support to individual students so they may realize their potential for academic and personal success. All concerns are reviewed by the Assistant Dean

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## ACCESSIBILITY SERVICES

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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 and important contributions to the College

community. 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:

<https://mariacollege.edu/student-support>

**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 domains.

**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 clear association

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between the impact of the disability and requested accommodation. Accommodations are adjustments, changes or alterations to a program, service, activity or policy, in order to ensure equal access to all the College has to offer it's students.

Some of the accomodations that can be provided, as long as they supported by documentation from a qualified medical professional, include:

- Extended time for exams and quizzes.
- Distraction-reduced testing environment.
- Preferential seating in a classroom.
- Use of an audio-recording device.
- Text-to-speech software.
- Digital textbooks (for use with text-to-speech software or to assist with low vision).

Testing: The Callaghan Room, located in Mercy Hall, serves as a resource for students that utilize testing accommodations. Students are required to arrange scheduling and use of space 3 business days in advance.

For more information on Accessibility Services, please contact the Accessibility Services Coordinator at [accessibilityservices@mariacollege.edu](mailto:accessibilityservices@mariacollege.edu).

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## CAREER SERVICES

Preparing students for employment opportunies 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](mailto:careerservices@mariacollege.edu) or pay a visit to the Frank E. O'Brien, Jr. Student Support Center located in Mercy Hall for more information.

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## COUNSELING SERVICES

Counseling Services supports the overall wellness of the campus community by providing free and confidential mental health counseling for all enrolled Maria College students. We offer indiviual, relationship and group counseling, training and consultation about mental health concerns, crisis intervention and response, and referrals to other on-and-off campus services. All information is kept strictly confidential and does not become part of the student's college record. To make an appointment or obtain more information regarding Counseling Services, please contact at 518-210-5298 or [counseling@mariacollege.edu](mailto:counseling@mariacollege.edu).

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## **OPPORTUNITY PROGRAMS**

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The Opportunity Programs Office consist of the Arthur O. Eve Higher Education Opportunity Program (HEOP), funded by New York State Department of Education, the institutional-funded sister program, HOPE and the Renaissance Scholars Program funded by the Renaissance Corporation of Albany. Students that qualify for admission into the HEOP, HOPE or Renaissance Scholars Program receive financial and academic support services. Information about eligibility, benefits and the application process can be found on the College's website

<https://mariacollege.edu/student-support/academic-support/opportunity-programs>

Additional information can also be obtained by contacting the Director of Opportunity Programs at [opportunityprograms@mariacollege.edu](mailto:opportunityprograms@mariacollege.edu).

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## **PASTORAL CARE**

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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](mailto:pastoralcare@mariacollege.edu).

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## **INTEGRATIVE SERVICES ADVISEMENT**

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New students who intend to enter the Associate Degree in Nursing program (students with the GSN designation) and those who intend to enter the Practical Nursing Certificate program (students with the GSQ designation) are provided with “wrap-around services” during the semester(s) preceding acceptance into their chosen programs. New students receive one-on-one assistance in maneuvering the factors related to being a Maria College student. The Senior Integrative Services Advisor works closely with new students to provide advisement, help smooth the progress of course registration, and support students at critical points during pre-program semesters. The Advisor promotes connections and communication between students and the many offices, services and supports of the College, including but not limited to Admissions, Registrar, Financial Aid, Student Financial Services, Information Technology (IT), The Maria Bookstore and Student Support Services including

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Accessibility Services, Tutoring and Counseling.

## **ACADEMIC AFFAIRS - SUPPORT FOR STUDENTS**

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### **MARY BETH O'BRIEN TUTORING CENTER**

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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 and group support. Composed of full-time staff, professional and peer tutors, the Tutoring Center staff works with students individually and in groups to improve their approach to learning and hone their understanding of the materials presented in class. For more information on tutoring services, please send an email to [tutoring@mariacollege.edu](mailto:tutoring@mariacollege.edu).

### **TROY SAVINGS BANK WRITING AND COMMUNICATIONS CENTER**

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The Troy Savings Bank Writing and Communication Center, located in the Frank E. O'Brien, Jr. Student Support Center provides personalized writing support to all Maria College students to address their academic and professional needs. The fully-trained staff

of tutors promotes students' critical thinking and professional communication skills to ensure their academic success. Operating as a scholarly community that fosters intellectual debate informed by the respect of human dignity, the Troy Savings Bank Writing and Communication Center is committed to assisting students in developing a more complex understanding of the world – one which values diversity, equity, and inclusivity.

For more information about the Troy Savings Bank Writing and Communication Center, please send an email to [tutoring@mariacollege.edu](mailto:tutoring@mariacollege.edu).

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# EDUCATIONAL EXPENSES

## **TUITION SCHEDULE**

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Full-time.....\$7,750/semester

Technology & Services:.....\$255/  
semester

Part-time.....\$665/credit hour

Technology & Services:.....\$140/  
semester

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

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

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

**Senior Citizen Audit:** Senior citizens, who are 62 years of age or older, may audit 1 course per semester, tuition free, and may enroll only during the late registration period, on a space-available basis and with the consent of the instructor.

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

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



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## OTHER EXPENSES

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**Nursing (ADN & PNC) Fee**.....\$995/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

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

Nursing Healthcare Clearance Fee.....\$170

Medical Doc Fee..... \$35

Porfolio Access.....\$45

**Selected OTA Course Fee**.....\$135/course

**OTA Review Seminar/Testing Fee (OCT 211)**.....\$390

**Laboratory/Academic:**

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

**Miscellaneous and Optional:**

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

Returned check charge..... \$25 (subject to change if the bank increases their fee)

**Parking:**

Parking permits are required for all vehicles parked on campus.

Parking permit.....No Fee

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## TUITION LIABILITY POLICY

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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 whether 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. Repayment of that aid would be the student's obligation.

For all students who withdraw with the approval of the Dean of the College or who are dismissed, a tuition refund will be made accordingly:

**Day and Evening Students:**

- Withdrawal during first week of the 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 scheduled weekend.....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 of session or later 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 disbursed financial aid.

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## PROCEDURES FOR PAYMENT

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

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

Students can view their current charges, financial aid status, and any balance due in their MyMaria portal. Any balance that is not covered by "approved" financial aid, loans, or a payment plan, must be paid by the first day of classes. "Approved" financial aid means



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that the Student Financial Services Office has verified that students have completed all application materials and necessary actions related to the financial aid, loan, and/or payment plan. If payment is being made on the student's behalf (i.e. employer tuition benefit, 529 College Savings plan, or other outside source), then the student must notify the Student Financial Services Office by the first day of class.

Checks, cash, credit and debit cards are accepted. Payment can be sent to Maria College, Student Financial Services, 700 New Scotland Avenue, Albany, NY 12208. Please include the student's name or student ID number with payment.

Students who have an outstanding balance that is not covered by approved financial aid, loans, or a college approved payment plan will be subject to a late payment charge of \$25.00 per month and will have a Student Financial Services hold placed on their account. A Student Financial Services hold restricts a student's ability to request a transcript, view final grades, and register for classes in current or future semesters.



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## FINANCIAL AID AND SCHOLARSHIPS

The U.S. Department of Education no longer prints paper financial aid applications for colleges and schools to distribute to students. Maria College encourages all students to complete the FAFSA electronically. Any students who do not have access to a computer and/or the Internet can request a paper copy of the FAFSA by calling 1-800-4FEDAID.

Students may complete their FAFSA online at [www.studentaid.gov](http://www.studentaid.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 allows the student to sign the FAFSA electronically and provides access to several student aid websites.

After completing the FAFSA, a student who is a New York state resident can complete an online Tuition Assistance Program (TAP) application by linking to it directly from the FAFSA Confirmation Page, or by going to the quick link button, Apply for TAP, on the HESC website at [www.hesc.ny.gov](http://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 found in the Maria College website under MyMaria. Students can log onto MyMaria using the assigned username and password that are provided once an applicant is accepted to the College. Students will have to log into the Financial Aid portal after logging into MyMaria to see if any additional documents must be submitted to process their financial aid awards, under the To-Do List tab.

After the Financial Aid Office calculates a student’s eligibility for aid, the financial aid award letter can be viewed and accepted using the Financial Aid portal within 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 approximately two weeks after the College receives the results of the FAFSA. After a student’s information is updated in MyMaria, an email message will be sent to the student’s Maria College email address.

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

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## ASSOCIATE DEGREES AND CERTIFICATE PROGRAMS

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### 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

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### 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



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## Verification Of Federal Application Data

The U.S. Department of Education selects certain students for the College to verify the information reported on the Free Application for Federal Student Aid. If selected for verification, the Financial Aid Office is required to request documentation to verify what had been reported on the FAFSA, including an IRS Tax Transcript, tax return schedules, all W-2 Wage and Tax Statements, and any other applicable information for students, their spouses and parents. If the financial aid information in the Student Aid Report needs to be corrected or revised, students will be notified that financial aid eligibility may be changed. However, if the verification process is not completed, the student will not be eligible for federal or institutional financial aid, including the Federal Direct Loan.

### Five Steps to Financial Aid:

1. Complete the FAFSA at <https://studentaid.gov>; establish your FSA ID.
2. If you are a NYS resident attending Maria College on a full-time basis, apply for TAP at [www.hesc.ny.gov](http://www.hesc.ny.gov). Part-time students should complete the “Aid for Part-time Study” application found on the Maria College website or by contacting Student Financial Services.
3. Check MyMaria on the Maria College website for outstanding

tasks; submit all required documents. Accept your awards.

4. First-time Maria College loan borrowers must complete an Entrance Counseling session and a Master Promissory Note at [www.StudentAid.gov](http://www.StudentAid.gov).

5. Seek assistance from the Financial Aid Office, within Student Financial Services, whenever you have questions or concerns about your aid or have a change in your enrollment, program or status.

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

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

### New York State TAP Grant

**One-Time Waiver:** The New York State Commissioner of Education Regulations permit a student to receive a one-time waiver of the good academic standing requirement as an undergraduate

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student. Students are allowed only one waiver in during thier lifetime and only for undergraduate study.

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

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

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

of credits earned, whichever is more beneficial to the student.

**Incomplete and “W” Grades:**

For purposes of evaluating a student’s eligibility for financial aid, incomplete and withdrawn grades are considered the same as failing grades. These grades will be evaluated quantitatively as credits attempted but not earned, and qualitatively as 0. A student’s eligibility for financial aid will be reevaluated upon successful completion of an incomplete grade.

**Noncredit Remedial Grades:** For

the purposes of evaluating a student’s eligibility for financial aid, satisfactory, noncredit remedial grades will be evaluated quantitatively for the equivalent credit hours, and qualitatively as a minimum passing grade. Unsatisfactory noncredit remedial grades will be evaluated quantitatively as the equivalent credits attempted but not earned, and qualitatively as 0.

**Additional Degree:** If a student completes 1 degree at Maria College, is seeking an additional degree and has been accepted into the new degree program, satisfactory academic progress will be evaluated using the methodology for transfer students. This is based on the number of credits accepted from the previous degree and applied towards the new degree.

**Resumption of Study:** Students resuming thier educational objective

after an absence of at least one increment will be evaluated using either the next increment based on previous attendance, or will be evaluated using the methodology for transfer students based on the number of credits previously earned, whichever is more beneficial for the students. Students must follow either of the following steps:

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

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

## SATISFACTORY ACADEMIC PROGRESS

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

\*Attempted credits 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 assessed at the end of each semester. SAP will also be measured by pace (quantitative). Federal regulations require institutions that participate in Federal Student Aid to ensure that students complete their program of study within 150% of the credits required by the program. Students must satisfactorily complete 50% of the first 18 credits and 67% (or two-thirds) of the cumulative credits

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%

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above 18 credits attempted at Maria College. Pace will be assessed at the end of each semester. Students with deficiencies in either the quantitative or qualitative requirement will be given a written financial aid warning and will have one semester to correct deficiencies. Students who do not meet SAP after one semester will have their financial aid eligibility suspended or lost.

## **HOW TO RE-ESTABLISH FINANCIAL AID ELIGIBILITY**

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

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

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

1. Explanation for failure to meet

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

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

**Appeal Approval:** Appeals can only be approved if the Committee determines that the student will be able to meet Maria College's SAP guidelines after the next evaluation period. Appeals can also be approved if the Committee determines that the student has agreed to follow an academic plan that, if followed, will ensure that the student can meet the College's SAP guidelines. If an appeal is approved with an academic plan, students will receive aid on a conditional basis for 1 semester. The conditions will be outlined and communicated to the student. Students who fail to meet the conditions outlined in their individual academic plan(s) during their conditional semester will not be

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able to submit a subsequent appeal and will be ineligible for subsequent federal and state aid.

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

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



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# FINANCIAL AID PROGRAMS

## **Federal Pell Grant Program**

Pell Grants are awarded to undergraduate students who have not earned a bachelor's or a professional degree. The maximum Pell Grant award for the 2021-22 award year (July 1, 2021 to June 30, 2022) is \$6,495. The maximum may change each award year and depends on program funding. The amount a student is awarded will depend not only on financial need, but also on costs associated with school attendance, status as a full-time or part-time student, and whether a student plans to attend school for a full academic year or only part of the year. A student may receive a Pell Grant for a maximum of the equivalent of 6 years of full-time study.

## **Federal Supplemental Educational Opportunity Grants**

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

## **Federal Work-Study Program**

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

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

## **Federal Aid to Native Americans**

An applicant must be a member of a Native American tribe within New York State. Applications can be obtained from the Native American Education Program Unit, State Education Department, Room 1075 EBA, 89 Washington Ave., Albany, NY, 12234  
Phone: 518-474-0537  
Fax: 518-474-3666.

## **NYS Tuition Assistance Program**

The New York State Tuition Assistance Program (TAP) helps eligible New York residents pay tuition at approved schools in New York State. Depending on the academic year in which study begins, an annual TAP award can be up to \$5,665. The award range is dependent on NYS taxable income from the previous year. For associate's degree students, there is a limit of 6 payments. For bachelor's degree students, there is a limit of 8 payments. Associate's degree students may apply using the TAP Code 2093. Bachelor's degree students may apply using the TAP Code 6093. A student must be registered

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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 5 years of undergraduate study in New York State. This program provides scholarship assistance to outstanding New York State high school graduates. Each year, 8,000 scholarships are awarded – up to 2,000 scholarships of \$1,500 and 6,000 scholarships of \$500 – to top scholars from registered New York State high schools. Awards are based on student grades on certain Regents exams. Recipients can also receive other non-loan student aid, however, the total cannot exceed the total cost of attendance. To apply, see your high school guidance counselor.

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

New York State Aid for Part-Time Students (APTS) is available to NYS residents registered for at least 3 but fewer than 12 credit hours per 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 ambulance companies 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](http://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. Students can find more information and the application at:

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

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

Regents awards to children of deceased or disabled veterans are independent of family income or tuition charge, and are provided in addition to other grants or awards.



Information regarding eligibility may be obtained from the Financial Aid Office.

**Veterans Administration Educational Benefits**

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

**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 the student is enrolled in school. Depending on financial need, a student may borrow subsidized money for an amount up

to the annual loan borrowing limit for the student’s level of study.

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

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

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same enrollment period as long as the student does not exceed the annual loan limits.

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

The Financial Aid Award letter requires students to accept these amounts, which are the maximum yearly funds a student can borrow in both subsidized and unsubsidized direct loans, individually or in combination. Because a student borrower can't borrow more than the cost of attendance minus the amount of any Federal Pell Grant and other financial aid, the amount received may be less than the annual maximum amounts.

The Financial Aid 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 within the Financial Aid portal on MyMaria once a student's aid offer

is packaged. However, Maria's Financial Aid Office will accept written and signed notification requesting disbursement of loan proceeds, assuming the identity of the requesting student can be clearly determined.

The Financial Aid Office will originate each loan for an academic period determined by a student's anticipated enrollment status. 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, or loan eligibility has changed, then funds will not be disbursed.

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

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

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

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

Parents may borrow an amount that cannot exceed the yearly tuition and other costs of dependents enrolled at least half time, less any other aid for which they qualify. Parents must pass a credit check or have someone cosign for the loan. The interest rate is fixed rate at 6.3% for 2021-2022. 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 5 business days of the awarding of the nongovernmental, local financial assistance. The appeal must be in writing and delivered to the Financial Aid Office. Within 10 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 7 business days, the President will decide either to dismiss the grievance for lack of evidence or recommend appropriate

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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 5 business days after receiving it. This will end the grievance procedure at the College.



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## SCHOLARSHIPS

### **Allied Health Scholarships**

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

### **Key Bank Scholarship**

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

Additional requirements are:

- Permanent resident of New York State
- Minimum GPA of 2.5
- Enrolled at Maria College full or part time
- Good standing
- History of community involvement

### **\*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. The Guido Scholarships may be renewed.

### **\*Julia O. Wells Memorial Scholarship**

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

### **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.

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### **Maria College Presidential Scholarship**

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

### **Alice James Scholarship**

This scholarship is designed to support students enrolled in the healthcare program.

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

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

### **\*Marie C. LoPonto Endowed Nursing Scholarship**

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

### **\*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 Scholarships**

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. These scholarships provide financial assistance to students enrolled in the BS, RN to BSN and PNC nursing programs who share Andrea's qualities of dedication to the profession and compassion for others and who meet the established criteria.

### **The Andrea Lewis Siek AAS Nursing Scholarship**

This scholarship provides financial assistance to students enrolled in the AAS nursing program

### **The Andrea Lewis Siek PNC Program Scholarship**

This scholarship provides financial assistance to students enrolled in the PNC nursing program

### **The Andrea Lewis Siek RN to BSN Nursing Scholarship**

This scholarship will provide financial assistance to students enrolled in the BS Degree Completion in Nursing program.

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### **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 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.

### **The Sr. Gail Waring, RSM Scholarship**

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

### **The 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 Dr. Paul F. Vogt, the scholarship has been established to provide financial support to students with unique educational needs. The scholarship is designed to assist students who have demonstrated perseverance and are committed to achieving personal, academic and career goals despite experiencing learning challenges. The scholarship(s) will be awarded to matriculated Maria College students with documented learning challenges and financial need.

### **\*The Michael Spector '83 Memorial Scholarship**

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

### **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



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field for the first time after serving in  
another profession

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

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



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# ADMISSIONS INFORMATION

Admission to the College is offered on a selective basis. In selecting a student for admission, Maria College looks for evidence in an applicant's academic record and extracurricular activities regarding potential for success at and contribution to Maria College. All decisions regarding admission to Maria College are determined and made final by the Admissions Office.

## GENERAL APPLICATION PROCEDURE

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

- An Application for Admission
- Official high school transcript\* or its equivalent.
- 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 a personal essay/statement.
- Provide an academic letter of recommendation.
- Participate in an Admission Interview.

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

## ADMISSION REQUIREMENTS FOR SECONDARY SCHOOL STUDENTS

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Maria College is committed to enrolling qualified 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 taken into consideration. While not required, it is strongly encouraged that all candidates for admission visit Maria College and meet with

\*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.

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

### **Application Deadlines:**

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

**Late Admission:** Students may continue to apply for admission until August 15th. Admission decisions will depend, in part, on whether there is available space.

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

## **ADMISSION REQUIREMENTS FOR HIGHER EDUCATION OPPORTUNITY PROGRAM STUDENTS**

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

- Submit an application for admission and all required documentation prior to March 1st. The Admissions Office will review and qualified students will be referred to the HEOP office for review.
- Provide required financial documentation prior to March 1st.
- Participate in a personal interview with a HEOP representative.

**IMPORTANT NOTE:** Families should file their 2021 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 2022-23 academic year. For more information, please contact the Director of Opportunity at [opportunityprograms@mariacollege.edu](mailto:opportunityprograms@mariacollege.edu).

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Admission to the HOPE program, the College's companion program to HEOP, requires the same application process.

## **ADMISSION REQUIREMENTS FOR TRANSFER STUDENTS**

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

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

### **Transfer Credit:**

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

Courses completed at another institution transfer only as credit and not as letter grades or quality points.

The transfer course must satisfy a requirement or elective in the student's academic program.

The subject matter content, level and credit hours of the transfer course must be equivalent to that of the Maria College course.

Credit will only be transferred for courses with a grade of C or better (applying only to the highest level course in a sequence), unless there is a higher performance standard for specific courses in an academic program.

There is a 7 year limit on transfer credit for natural science courses and a 5 year limit for computer science courses (applying only to the highest level course in a sequence).

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

## **ADMISSION REQUIREMENTS FOR INTERNATIONAL STUDENTS**

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

If academic records are from a U.S. or Canadian institution, applicants

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may submit them directly to Maria College. However, if the academic credentials are from any other country, applicants must contact a credential evaluation service and submit credentials, college transcripts and any required fees to the agency for a course by course evaluation and subsequent submission to Maria College. Credentials will not be reviewed without an outside evaluation. We recommend that applicants use the following credential agency: World Education Services, Inc. (WES) Bowling Green Station P.O. Box 5087 New York, N.Y. 10274-5087 [www.wes.org/students/index.asp](http://www.wes.org/students/index.asp) Phone: (212) 966-6311 Fax: (212) 739-6100

English proficiency is required of all international applicants. The Test of English as a Foreign Language (TOEFL) is used for this requirement for student's seeking initial I-20 to determine their level of English proficiency and to enable the College to meet their academic needs. The applicant must obtain a minimum score of 500 on a paper-pencil test, 173 on a computer-based test, or 61 on the internet-based test to qualify for admission.

A student who has been accepted is required to fill out the College's Certificate of Financial Responsibility, show proof of finances, and pay the non-refundable enrollment deposit prior to the issuance of an I-20 form. If applying for an initial visa, the

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

NOTE: International students should take into account that tuition and fees are based on 1 year of study. Additional costs will also be incurred due to cost of living and travel expenses. International students with questions regarding student support services should contact the Assistant Dean of Students at (518) 861-2539.

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

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New York State Public Health Law 2165 now requires that all persons born after January 1, 1957 must be in full compliance with State Immunization requirements. Students must show protection against Measles, Mumps, and Rubella. 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. All immunization documentation will need to be uploaded into Castlebranch, an electronic repository for health records.

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### **Additional Immunization Requirement:**

As of August 16, 2021, to ensure the safety of our entire campus community, Maria College requires all students (except those eligible for religious or medical exemptions) to be fully vaccinated for COVID-19 and to provide proof of COVID-19 vaccination prior to accessing the campus.

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

Following acceptance to a Nursing or Occupational Therapy Assistance program, a physical examination and specific laboratory tests are required. The Health Report Form must be completed by a physician or a certified health care practitioner and uploaded with the other documentation to the student's electronic health care account.

### **RE-APPLICATION PROCEDURE**

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Students who have previously applied to the College but did not enroll, and wish to re-apply must file another application for admission. If a student re-applies after 2 years from the original date of application, transcripts from high school and all previous institutions must be resubmitted. Students who were academically dismissed from the College and have met the conditions for readmission, and students who

have not attended Maria College for a period of more than 5 years, must file another application for College admission.

### **RE-ENROLLMENT**

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A student who has previously attended Maria College as a matriculated student within a period of 5 years or less and was not academically dismissed must complete a re-enrollment application, available through the Admissions Office, and must also submit any transcripts from all colleges attended since last enrolled at Maria College.

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

### **DENIALS**

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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.

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

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### **RN-BS Degree in Nursing Completion**

The Bachelor's of Science (BS) degree in the 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's 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's degree or diploma in nursing from an accredited school of nursing with a GPA of 2.5.

Maintain a current unencumbered RN license within the United States or U.S. Territory, and professional liability coverage or meet the RN licensure requirement within 6 months of the completion of the 2 year associate's degree in nursing.

Course work within the BS degree in the Nursing Completion Program will require the student to have a firm foundation in liberal arts and nursing, as well as a license and the ability to practice nursing. These requirements ensure that the student is prepared to meet the program's demands. Diploma graduates must

have earned credit for their non-nursing course work at another accredited college or university for transfer to Maria College.

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

Students applying for the Nursing program are encouraged to submit all required documentation prior to March 1st. The Nursing program is highly selective, with competitive and limited enrollment. Applicants are encouraged to take 4 years of science and math courses during high school. In order to be admitted directly into the Nursing program, the following must be satisfied in addition to the regular admission standards:

Successful completion of a laboratory in biology and chemistry as evidenced by:

A final grade of 80 or higher in both subjects from high school.

A grade of C or better in both biology and chemistry college credit bearing courses, or

A grade of C or better in a 4 credit Anatomy and Physiology I course, including a lab, that is equivalent to Maria College's Anatomy and Physiology I course.

Passing scores on the Test for Essential Academic Skills (TEAS) VI:

Preference for admission is given to applicants who meet the national mean on all 4 sections of the exam,



however, the following scores are required:

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

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

Evidence based Reading and Writing:.....	500
Math:.....	520
ACT Composite:.....	19

The highest scores in the relevant sections of the SAT or ACT will be used to assess eligibility for exemption status.

Students with a master'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 November 15th. In addition to the regular admission standards, applicants must:

Achieve a successful score on the TEA::

Preference for admission is given to applicants who meet the national mean on all 4 sections of the exam.

Additional Information on the TEAS: A prospective student may take the TEAS an unlimited number of times prior to December 1st if they are applying for the Practical Nursing Certificate (PNC) program, or March 1st if applying for the Associate's Degree in Nursing (ADN) program.

TEAS scores are valid for 2 years; students whose scores are older than 2 years must re-test.

Interested nursing students who do not meet the academic criteria for nursing, but meet the college requirements, will be admitted to the General Studies with the intention for Nursing.

If the TEAS exam is the only requirement not met after the student receives the acceptance to the college in General Studies program, students may submit their new TEAS scores to be reconsidered for admission to the appropriate Nursing program, if space is available.

Once a student has matriculated to the College, the student will need to follow the policies and processes for the Change of Status to Nursing. A student may take the TEAS VI test only 2 additional times after the first day of classes during the student's initial matriculated semester.

There must be a minimum of 45 days between tests.

If multiple exams are submitted, admissions will use the highest scores from the relevant sections for admission decisions.

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## **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.

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

A \$200 enrollment deposit is required for all Associate's Degree in Nursing students.

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## **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.)

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## **CHANGE OF STATUS TO NURSING**

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

Practical Nursing Certificate (PNC):  
December 14, 2021

Associate Degree in Nursing (ADN):  
March 1, 2022

Approval for a student to change their major program of study to the Associate's Degree in Nursing or the Practical Nursing Certificate programs requires additional documentation and compliance

with the academic standards and published policies of the Nursing Department.

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## **NONDISCRIMINATION POLICY**

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Maria College is a nonprofit, independent, coeducational institution which does not discriminate in its enrollment or employment practices for any reason including race, sex, color, national origin, creed, sexual orientation, mental or physical disability, 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 Accessibility Services Coordinator in Mercy Hall at 518-861-2502; 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.

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## **CHANGE OF INTENT**

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

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## **EVENING DIVISION**

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The Evening Division offers degree programs primarily for those students whose work or family schedules preclude day enrollment. Evening Division courses are identical in content and level to those offered in the Day Division, and are scheduled in 3 hour blocks, Monday through Thursday, usually once a week. All evening associate's degree programs are planned to span a 3 year period, although students may take fewer courses each semester and extend the program over a longer period of time.

The following degrees can be earned in the Evening Division: a bachelor's degree in Healthcare Sciences; an associate's 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](mailto:studentsupport@mariacollege.edu).

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## **WEEKEND COLLEGE**

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This innovative degree-granting division primarily serves working adults or others for whom day and evening schedules have been an obstacle to continuing their education. Weekend College students can usually complete degrees in the same 2 year time frame as traditionally enrolled day students by attending classes in 3 hour time blocks on Saturday and Sunday, every

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other weekend, year round. The Occupational Therapy Assistant (OTA) program requires 3 years of weekend study.

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

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

Weekend students interested in student support services should contact the Director of Student Support at [studentsupport@mariacollege.edu](mailto:studentsupport@mariacollege.edu).

## **ONLINE/HYBRID COURSES**

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As part of the mission to deliver high quality instruction in convenient scheduling formats, Maria College now offers online and hybrid courses. Students with family and work obligations have the opportunity to take college courses in a learning environment that allows them to complete course work at locations and times that are convenient for them. While most work is done from remote locations, some courses may require on-campus meetings for labs or exams. Most online courses span the timeline of a regular semester.

Online courses are those that deliver 80% or more of the course content online; there are typically no face-to-face meetings. Hybrid

courses combine online and face-to-face instruction, delivering at least 50% of the content online. Hybrid courses typically require scheduled contact time, for example labs, and/or examinations. Web-Enhanced courses use web-based technology to facilitate what is essentially a face-to-face course. Instructors will use a Learning Management System (LMS) to post the syllabus, learning materials and/or discussion boards online.

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

This method of instruction is geared toward students who are self-motivated and are capable of using technology. Successful online learners are self-starters with a desire to learn, who take initiative, are resourceful and persistent. Online learners work well alone, do not procrastinate, have good reading and comprehension skills, resist distractions and are comfortable without the social elements of face-to-face courses. All campus buildings have widespread wireless

hotspots where students and faculty can connect with a wireless-enabled computer, including the Marian Hall courtyard.

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

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

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

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## **NEW STUDENT PROGRAMMING**

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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](mailto:studentaffairs@mariacollege.edu).

### **Online College Consortium**

Maria College offers a variety of online courses through Acadeum, an online consortium of like-minded accredited colleges and universities

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

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## **TRANSFER ARTICULATION AGREEMENTS**

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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

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with secondary schools, 2- and 4 year colleges, and colleges with graduate programs. Information on articulation agreements can be found online at [www.mariacollege.edu](http://www.mariacollege.edu). It is important to note that new agreements are negotiated periodically and that credits usually transfer to most colleges and universities whether or not they are listed or are part of a transfer articulation agreement.

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

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



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

<b>School/College/University</b>	<b>Articulation Type</b>
Fulton-Montgomery Community College	<p>Graduates from Fulton-Montgomery Community College with an Associate in Science in Health Studies to a Bachelor of Science in Health and Occupational Sciences at Maria College with a 3<sup>rd</sup> year status.</p> <p>Graduates from Fulton-Montgomery Community College with an Associate in Science in Health Science to a Bachelor of Science in Health and Occupational Sciences at Maria College with a 3<sup>rd</sup> year status.</p> <p>Graduates from Fulton-Montgomery Community College with an Associate in Science in Liberal Arts and Sciences to a Bachelor of Science in Health and Occupational Sciences at Maria College with a 3<sup>rd</sup> year status.</p> <p>Graduates from Fulton-Montgomery Community College with a Associate in Arts in Liberal Arts and Sciences: General Studies to a Bachelor of Arts in Liberal Arts at Maria College with 3<sup>rd</sup> year status.</p> <p>Graduates from Fulton-Montgomery Community College with an Associate in Arts in Liberal Arts and Sciences: General Studies to a Bachelor of Science in Psychology at Maria College with 3<sup>rd</sup> year status.</p> <p>Joint admission to an associate degree at Fulton-Montgomery Community College and seamless entry into a bachelor's degree programs at Maria College as specified by the 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>

<b>School/College/University</b>	<b>Articulation Type</b>
Hudson Valley Community College	<p>Graduates with an Associate in Applied Science in Nursing to a Bachelor of Science degree in the Nursing Completion Program at Maria College.</p> <p>Graduates with an Associate in Applied Science in Community Health Navigation to a Bachelor of Science in Healthcare Management at Maria College with 3<sup>rd</sup> year status.</p>
St. Peter's School of Nursing	Graduates with an Associate in Applied Science in Nursing to a Bachelor of Science degree in the Nursing Completion Program at Maria College.
Questar III - Rensselaer, Columbia and Greene Counties	Graduates from the Questar III BOCES Certified Nurse Aide program with a CNA license to an Associate in Applied Science in Nursing at Maria College.
Questar III BOCES - Rensselaer, Columbia and Greene Counties	Graduates from the Questar III BOCES Certified Nurse Aide program with a CNA license to the Practical Nurse Certification program at Maria College.
Samaritan Hospital School of Nursing	Graduates with an Associate in Science in Nursing to a Bachelor of Science degree in the Nursing Completion Program at Maria College.
Schenectady County Community College	<p>Graduates from the Schenectady County Community College with an Associate in Arts in Liberal Arts: Humanities and Social Sciences with a concentration in Psychology to a Bachelor of Science in Psychology at Maria College with 3<sup>rd</sup> year status.</p> <p>Graduates from Schenectady County Community College with a Community Health Worker certificate to a Bachelor of Science in Healthcare Management at Maria College with credit for HCM 120, The U.S. Healthcare System and 3 elective credits.</p>

<b>School/College/University</b>	<b>Articulation Type</b>
Schenectady County Community College	HPOG Students from Schenectady County Community College certified as a Nurse Aide or Home Health Aide to a Practical Nurse certificate (LPN) program at Maria College with exemption from the TEAS requirement and related fee; access for eligible Maria College students to HPOG funded Home Health Aide or short courses at Schenectady County Community College.
SUNY Adirondack	Graduates with an Associate in Science in Nursing to a Bachelor of Science degree in the Nursing Completion Program at Maria College.
SUNY Ulster	Graduates with an Associate in Science in Nursing to a Bachelor of Science degree in the Nursing Completion Program at Maria College.
The Sage Colleges	<p>Graduates from Maria College with an Associate in Applied Science in Occupational Therapy Assistant to a Bachelor of Science in Interdisciplinary Studies in Health Studies at Russell Sage College.</p> <p>Graduates from Maria College with an Associate in Arts in Liberal Arts to a Bachelor of Science in Nutrition at Russell Sage College.</p> <p>Graduates from Maria College with Associate in Science in General Studies to a Bachelor of Science in Applied Biology at the Sage Colleges of Albany.</p> <p>Graduates from Maria College with a Bachelor of Science in Psychology to a Master of Science in Forensic Mental Health at the Sage Colleges.</p> <p>Graduates from Maria College with a Bachelor of Science in Psychology to a Master of Science in Counseling and Community Psychology at the Sage Colleges.</p>



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## PROGRAMS OFFERED

### **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

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## **CERTIFICATE PROGRAM**

Practical Nurse (LPN Training) – HEGIS 5209.20

### **Minor Field of Study**

Psychology – HEGIS 2001

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## BACHELOR'S DEGREE PROGRAMS

### **BACHELOR OF ARTS (BA)**

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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)**

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The Bachelor of Science degree is awarded to those students who complete 120 credits, of which 60 are in the liberal arts and sciences and 60 in major field requirements and electives. Degree programs are offered in Health and Occupational Sciences and Healthcare Management and Psychology. A Bachelor of Science degree in Nursing Completion Program is also offered. This degree accepts 60 credits from an associate's 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 the Occupational Therapy Assistant associate's 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 4-year degree program of interest are those who wish to work in the health services arena.

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

The significant number of electives make the program flexible and transfer-friendly. A student enrolled in this program must maintain a minimum grade of C (73) in all courses in the major field requirements and the natural science requirements.

## Major Field Requirements (35 or 36 credits)

### Group I - all courses required (23 credits)

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

### Group II - select any four courses from the following (12 credits\*\*):

BIO 320	Neurobiology	4
BIO 330	Gross Anatomy	4
BIO 340	Genetics	3
CSC 308	Healthcare Informatics	3
CHM 301	Environmental Health	3
CUL 320	Cultures, Health and Healing	3
HCM 330	Healthcare Quality 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

\* 6 credits of HOS400 or 3 credits of HOS400 combined with COM 450 Capstone I, Professional Competencies for the 21st Century.

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

## Natural Science Requirements (20 credits)

### Group I - all courses required (8 credits)

BIO 4	209	Anatomy and Physiology I
BIO II	210	Anatomy and Physiology
	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 (28 or 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 or	2
HCM 120	The U.S. Healthcare System	3
SCI 100	Medical Terms & Conditions	3
	Free Elective	3
		15/16

**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
		16

**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
		16

**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
		16

**THIRD YEAR**

Course	Fall Semester	Credits
BIO/CHME/PHY	Science Requirement	4
PHI 300	Healthcare Ethics	3
	Group II Major Field Req	3
	Free Elective	6
		16

**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
		15

**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
		13

**Spring Semester**

HOS 400	Internship in HOS**	3/6
COM 451	Capstone II - Graduate Competencies	3
	Free Elective	3
		9/12

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

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## SEMESTER SEQUENCE OF COURSES FOR CONCURRENT DEGREES OCCUPATIONAL THERAPY ASSISTANT, AAS & HEALTH AND OCCUPATIONAL SCIENCES, BS

FIRST YEAR			THIRD YEAR		
Course	Fall Semester	Credits	Course	Fall Semester	Credits
BIO/CHM/			BIO/CHM/		
PHY	Science Requirement	4	PHY	Science Requirement	4
ENG 111	Composition I	3	OCT 210	Fieldwork I - Psychosocial	1
PSY 100	General Psychology	3	OCT 211	Preparing for Practice	1
SCI 100	Med Terms and Conditions	3	OCT 213	OT in Develop. Disabilities	3
SOC 101	Intro to Social Change	3	OCT 214	OT in Physical Dysfunction	3
		<u>16</u>	OCT 215	OT in Psychosocial	
			Dysfunction		<u>4</u>
					16
	<b>Spring Semester</b>			<b>Spring Semester</b>	
BIO/CHM/			OCT 216	Fieldwork II, First Rotation	6
PHY	Science Requirement	4	OCT 217	Fieldwork II, Second Rotation	6
CUL/HIS	Cultural Studies/History Elective	3	SOC 300	Medical Sociology	<u>3</u>
ENG 211	Critical Inquiry and Writing	3			15
MAT 200	Statistics	3			
RES/PHI	Religious Studies/Phil. Elective	3			
		<u>16</u>			
	<b>SECOND YEAR</b>			<b>FOURTH YEAR</b>	
<b>Course</b>	<b>Fall Semester</b>	<b>Credits</b>	<b>Course</b>	<b>Fall Semester</b>	<b>Credits</b>
BIO 209	Anatomy & Physiology I	4	ENG	English 300/400 Elective	3
HOS 150	Intro to Health Professions or	2	PHI 300	Healthcare Ethics	3
HCM 120	The U.S. Healthcare System	3	PSY 350	Research Methods I	3
OCT 112	OT Skills and Application I	1		Group II Major Field Req	3
OCT 114	Foundations of OT I	1		Group II Major Field Req	<u>3</u>
PSY	Psychology Elective	3			15
RES 201	Foundations of Social Justice	<u>3</u>		<b>Spring Semester</b>	
		16/17	HOS 300	Fund. of Occupational Science	3
			COM 451	Capstone II - Graduate	
	<b>Spring Semester</b>			Competencies	3
BIO 210	Anatomy & Physiology II	4		Group II Major Field Req	3
BIO 300	Applied Kinesiology	3		Group II Major Field Req	<u>3</u>
OCT 116	OT Skills and Application II	1			12
OCT 117	Introduction to Fieldwork	1			
OCT 120	Occ. Perform. Across Lifespan	3			
OCT 121	Foundations of OT II	<u>3</u>			
		15			

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## 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	PHI 300	Healthcare Ethics	3
ENG 211	Critical Inquiry and Writing	3	PSY 350	Research Methods I	3
MAT 200	Statistics	3	HOS 150	Intro to Health Professions or	2
SOC 101	Introduction to Social Change	3	HCM 120	The U.S. Healthcare System	3
	Group II Major Field Req	3		Group II Major Field Req	3
		<u>16</u>			<u>15/16</u>
	<b>Spring Semester</b>			<b>Spring Semester</b>	
BIO 300	Applied Kinesiology	3	ENG	English 300/400 Elective	3
BIO/CHM/PHY	Science Requirement	4	HOS 450	Topics in Evidence-Based Practice	3
CUL/HIS	Cultural Studies/History Elective	3		Group II Major Field Req	3
HOS 300	Fund. of Occupational Science	3		Group II Major Field Req	3
SOC 300	Medical Sociology	<u>3</u>		Free Elective	<u>3</u>
		16			15

# HEALTHCARE MANAGEMENT

## BS

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

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

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

## Healthcare Management Core Requirements (39 or 42 credits)

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

## Liberal Arts and Sciences Courses (63 or 66 credits)

Economics (6 credits): ECO 100, ECO 101  
 English (9 credits): ENG 111, ENG 211, ENG 300 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 xPHY elective  
 Sociology (6 credits): SOC 101, SOC 300

## Liberal Arts and Sciences electives (15 credits):

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

## Free Electives (15 credits)

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

# HEALTHCARE MANAGEMENT, BS

## HEGIS 1202

### FIRST YEAR

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 or	3
MAT 101	Found. of Math I	3
PSY 100	General Psychology	3
SOC 101	Intro to Social Change	3
		18

### 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 or	3
COM 308	Healthcare informatics	3
SCI 100	Medical Terms & Conditions	3
	Liberal Arts and Science Elective	3
		18

### 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
COM 450	Capstone I Prof Comp. for the 21st Century	3
		15

### Spring Semester

HCM 400	Internship in Healthcare Mgmt 3/6*	
COM 451	Capstone II - Graduate Competences	3
	Free Elective	3
	Free Elective	3
		12/15

\* Academic year 2021-2022: Students can choose COM 451 and the 6 credit internship or COM 450 and COM 451 and the 3 credit internship.

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# LIBERAL ARTS

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## BA

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

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

A student enrolled in this program must achieve a minimum grade of C (73) in every course in the Liberal Arts Core and Concentration.

### Liberal Arts Core (69 or 72 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  
COM 450 (3 credits) Capstone I and/or  
COM 451 (3 credits) Capstone II

### Concentration (select one, 18 or 21 credits)

#### Communication Studies

ENG 310	Professional Writing	3
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	3/6

#### 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	3/6

### Free Electives (30 credits)

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



# LIBERAL ARTS, BA

## HEGIS 4901

FIRST YEAR			Spring Semester	
Course	Fall Semester	Credits	Course	
ENG 111	Composition I	3	COM 320	Social Media: Theory and Practice or
HUM 101	Intro to Humanities I	3	POL 320	Constitutional Law
or 102	Intro to Humanities II		CUL 410	Cultural Studies II
PHI 101	Intro to Philosophy	3	ENG 200	Exploring Literature
SPA 101	Spanish I or	3		Free Elective, 300/400 level
	other language			Free Elective
RES	Religious Studies Elective	<u>3</u>		
		15		15
Spring Semester			FOURTH YEAR	
Course	Fall Semester	Credits	Course	Fall Semester Credits
ENG 211	Critical Inquiry and Writing	3	ENG 410	Technical and Professional Communications or
PSY 100	General Psychology	3		
SOC 101	Intro to Social Change	3	PSY 350	Research Methods I
SPA102	Spanish II or other language	3		BIO/CHM/PHY/SCI Elective
	ART/MUS Art or Music Elective or	3		Free Electives, 300/400 level
HUM 101	Intro to Humanities I or	3	ENG	English Elective, 300/400 level
HUM 102	Intro to Humanities II	<u>18</u>	COM 450	Capstone I - Prof. Comp. for the 21st Century
				3* 15
SECOND YEAR			Spring Semester	
Course	Fall Semester	Credits	Course	
COM 100	Foundations of Communication or	3	COM 400	Internship in Communication Studies or
POL 101	The American Political System			
ENG 103	Speech and Oral Comm.	3		
	or ENG Elective		POL 400	Government Studies
SPA 201	Intermediate Spanish or	3	COM 451	Capstone II - Graduate Competencies
	ENG 209 Shakespeare			Free Elective, 300/400 level
HIS	History Elective	3		Free Elective
	Free Elective	<u>3</u>		
		15		12/15
Spring Semester			*Students can choose COM 450 and COM 451 and the 3 credit internship OR students can choose COM 451 and the 6 credit internship.	
Course	Fall Semester	Credits		
MAT 106	Intro to Algebra or	3		
MAT 200	Statistics or			
MAT 101	Found. of Mathematics I			
RES 201	Foundations of Social Justice	3		
PHI	Philosophy Elective	3		
HIS	History Elective	3		
	Free Elective	<u>6</u>		
		18		
THIRD YEAR				
Course	Fall Semester	Credits		
COM 300	Strategic Communication or	3		
POL 310	International Relations			
CUL 310	Cultural Studies I	3		
ECO 100	Macroeconomics or	3		
ECO 101	Microeconomics			
ENG 300	Advanced Composition or	3		
ENG 310	Professional Writing			
	Free Elective	<u>3</u>		
		15		

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## NURSING COMPLETION

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### BS

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The BS degree in Nursing Completion Program is designed for graduates of an accredited associate's 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 regarding contemporary issues shaping nursing and healthcare. Students can complete the program in either a full-time or part-time plan of study. Students wishing to pursue the program part-time will develop their study plans by academic advisement.

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

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

- A complete physical exam, including documentation of completed tuberculin test and all required immunizations.

- Covid 19 Vaccination.

- Basic life support (BLS) for healthcare providers certification.

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

A student must achieve a minimum grade of C+ (77%) in all required nursing courses. Failure to successfully complete required course work will result in dismissal from the program. A student may repeat a nursing course only once.

Readmission to the BS degree in nursing completion program is not automatic, is at the discretion of the Dean of Nursing and department faculty, and dependent upon space availability. Readmission may require a written examination. Requests for readmission must be submitted by March 15 for the fall semester and October 15 for the spring semester.

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

3390 Peachtree Road NE, Suite 1400  
Atlanta, Georgia, 30326

<https://www.acenursing.org>  
Telephone 404.975.5000  
Fax 404.975.5020

The BS degree in nursing completion program is also

accredited by the New York State  
Board of Regents, State Education  
Department, Office of Professions  
(Nursing Education).

**Nursing Core (30 credits)**

NUR 301	Nursing Theory and Practice Issues	3
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		
Course	Fall Semester	Credits
ENG 300	Advanced Composition	3
MAT 200	Statistics	3
NUR 301	Nursing Theory & Practice Issues	3
NUR 310	Pathophysiology	3
PSY 300	Organizational Change	3
		15

Spring Semester		
NUR 360	Health Assessment, Promotion and Diagnostic Reasoning	3
CUL 320	Cultures, Health and Healing	3
NUR 340	Intro to Research & Evidence-based Practice	3
*NUR 385	Community Health Nursing & Epidemiology	6
		15

SECOND YEAR		
	Fall Semester	
CSC 308	Healthcare Informatics	3
NUR 410	Pharmacology	3
NUR 421	Leadership, Management and Ethics in Nursing	3
*SOC410	Health Promotion across Life Span	6
		15

Spring Semester		
*NUR 460	Nursing Specialty & Synthesis	6
PHI 300	Health Care Ethics	3
	Liberal Arts and Sciences Electives**	6
		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.*

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# PSYCHOLOGY

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## BS

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The BS in Psychology provides students with the flexibility and foundation to move into a number of highly rewarding careers.

Presently there is anticipated growth in employment opportunities for psychology graduates in areas of organizational and industrial psychology. Many students also use their psychology degrees to move into customer service, rehabilitation or government positions. For some, their career aspirations call for further education as they attend graduate school to become school, counseling, clinical or forensic psychologists.

The psychology program is flexible and encourages students to pursue their own interests within the field. A required internship providing relevant work experience with professional practitioners will augment classroom learning and will give students a competitive edge when seeking employment. Two required research courses prepare students for the rigors of graduate school should they decide to continue their education. A large number of free electives provides the opportunity to transfer credits from another major or to develop an area of specialization. Students enrolled in this program must maintain a minimum grade of C (73) in all psychology core requirements.

### Group I: Psychology Core (21 or 24 credits)

PSY 100	General Psychology	3
PSY 102	Exploratory Psychology or	
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	3/6
PSY 430	History and Systems of 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 (51 or 54 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  
COM 450 (3 credits) Capstone I and/or  
COM 451 (3 credits) Capstone II

### Free Electives (24 credits)

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

# PSYCHOLOGY, BS

## HEGIS 2001

FIRST YEAR			THIRD YEAR		
Course	Fall Semester	Credits	Course	Fall Semester	Credits
ENG 111	Composition I	3	CUL 310	Cultural Studies I	3
PSY 100	Intro to Psychology	3	PSY 350	Research Methods I	3
SOC 101	Intro to Social Change	3	ENG	English 300/400 Level Elective	3
RES/PHI	Religious Studies/Phil. Elective	3	PSY	Psychology 300/400 Level Elective	3
	Free Elective	3		Free Elective	3
		15			15
Spring Semester			Spring Semester		
MAT 106	College Algebra or		CUL 410	Cultural Studies II	3
MAT 101	Found. of Mathematics	3	PSY 360	Research Methods II	3
PSY 102	Exploratory Psychology or		RES/PHI	Religious Studies/Philosophy	
PSY 225	Health Psychology	3		Elective	3
PSY 205	Psychology of Interpersonal		PSY	Psychology 300/400 Level Elective	3
	Relations	3		Free Elective	3
RES/PHI	Religious Studies/Philosophy				15
	Elective	3			
	Free Elective	3			
		15			
SECOND YEAR			FOURTH YEAR		
Course	Fall Semester	Credits	Course	Fall Semester	Credits
ENG 211	Critical Inquiry and Writing	3	PSY 430	History and Systems of Psychology	3
MAT 200	Statistics	3	ENG	English 300/400 Level Elective	3
HIS	History Elective	3	PSY	Psychology 300/400 Level Elective	3
PSY	Psychology 200 Level Elective	3	COM 450	Capstone I: Prof. Comp. for the	
PSY	Psychology 200 Level Elective	3		21st Century	3
	Free Elective	3		Free Elective, 300/400 Level	3
		18			15
Spring Semester			Spring Semester		
RES 201	Foundations in Social Justice	3	PSY 400	Internship in Psychology	3/6*
BIO/CHM/PHY/SCI	Science Elective	3	COM 450	Capstone II: Graduate	
HIS	History Elective	3		Competencies	3
PSY	Psychology 200 Level Elective	3		Free Elective, 300/400 Level	3
PSY	Psychology 200 Level Elective	3		Free Elective	3
		15			12/15

\* Academic year 2021-2022: Students can choose COM 451 and the 6 credit internship or COM 450 and COM 451 and the 3 credit internship.

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# ASSOCIATE'S DEGREE PROGRAMS

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

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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)**

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The Associate in Arts and Associate in Science degrees are awarded to those students who complete a general education curriculum in liberal arts and sciences. The course of study for these degrees is designed to develop judgment and understanding about human beings' relationships to the social, cultural and natural facets of their environment.

The Associate in Arts degree is awarded upon completion of at least 60 credits, of which 45 credits are in the liberal arts and sciences. 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.

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## GENERAL STUDIES

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### AS

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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

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

1. 12 credits to fulfill the College requirement for

RES 201, Foundations in Social Justice (3 credits).

A course in Philosophy or Religious Studies (3 credits).

Two courses in English

English 111, Composition I (3 credits).

ENG 211, Critical Inquiry and Writing (3 credits).

2. 18 credits of a liberal arts and sciences core in areas of Humanities (English, nonstudio Art and Music, etc.), Natural Sciences (Biology, Chemistry, Mathematics, etc.), Social Sciences (Psychology, Sociology, Economics, etc.), and Religious Studies/Philosophy, with a reasonable distribution in three of the four areas.

4. 30 credits of free electives.

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

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## LIBERAL ARTS

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### AA

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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:

Religious Studies and/or Philosophy, including RES 201, Foundations in Social Justice (6 credits total).

English consisting of ENG 111, Composition I, and ENG 211, Critical Inquiry and Writing

Three credits in both mathematics and science (6 credits total).

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



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## LIBERAL ARTS ENGLISH CONCENTRATION

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### AA

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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 sixty credits as follows:

1. 48 credits of liberal arts including the following:

Religious Studies and/or Philosophy, including RES 201, Foundations in Social Justice (6 credits total).

English consisting of ENG 111, Composition I, and ENG 211, Critical Inquiry and Writing

Three credits in both mathematics and science (6 credits total).

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

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## LIBERAL ARTS PSYCHOLOGY CONCENTRATION

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### AA

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The Liberal Arts Degree with a Psychology concentration explores the science of behavior and mental processes. This 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's 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:

48 credits within liberal arts and sciences, including the following:

Religious Studies or Philosophy, including RES 201, Foundations in Social Justice (6 credits total).

### **English**

ENG 111, Composition I (3 credits).

ENG 211, Critical Inquiry and Writing (3 credits).

Mathematics (3 credits).

Science (3 credits).

Thirty six of the liberal arts and sciences credits must be distributed so that there are 12 credits in 3 of the following 4 areas:

Religious Studies/Philosophy.

Social Sciences (Sociology, Psychology, Economics, etc.).

Natural Sciences (Biology, Chemistry, Mathematics, etc.).

Humanities (English, Nonstudio Art and Music, etc.).

Psychology (12 credits).

2 free electives (12 credits).

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LIBERAL ARTS  
RELIGIOUS STUDIES/  
PHILOSOPHY  
CONCENTRATION

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AA

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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 education 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:

48 credits of liberal arts and sciences, including the following:

Religious Studies or Philosophy, including RES 201, Foundations in Social Justice (6 credits total).

English

ENG 111, Composition I (3 credits).

ENG 211, Critical Inquiry and Writing (3 credits).

Mathematics (3 credits).

Science (3 credits).

Thirty six of the liberal arts and sciences credits must be distributed so that there are 12 credits in 3 of the following 4 areas:

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

Religious Studies/ Philosophy (12 credits).

2. 12 credits of free electives

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# NURSING

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## AAS

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

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

A complete physical exam, including documentation of completed tuberculin test and required immunizations.

Basic life support (BLS) for health-care providers certification.

A background check will also be conducted by Castlebranch. The above requirements must be on file with Castlebranch prior to participation in each of the clinical courses (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 each theoretical, clinical and lab

component of a nursing course or the course must be repeated in its entirety. Students who are unsuccessful in a nursing course and who seek to repeat the course must follow the procedure in the Associate Degree Student Nursing Policy and Procedure Manual that outlines the process for readmission.

Readmission to the nursing program is not automatic and is based on the discretion of the Program Director, the recommendation of the nursing faculty, achievement of a GPA greater than 2.5, and space availability, which is determined immediately prior to the beginning of the course in most cases. The student seeking readmission to continue study in nursing must submit all necessary documents as required. Readmission to the nursing program courses NUR 130, NUR 240 and NUR 250 require confirmation of content mastery as evidenced by earning a level 2 or greater on the required ATI content mastery examinations, successful completion of the relevant dosage competency test, and successful completion of the relevant skills competency examination.

To be admitted to or continue in nursing, a student may repeat any science course (chemistry, biology, microbiology, and anatomy and physiology) only once. Unsuccessful attempts at another college and withdrawal from a science course with a grade of WU count as an attempt.

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All applicants to the nursing program will be required to take the Test of Essential Academic Skills (TEAS). Those scoring below the national means for any of the four content areas may be required to retest in order to be considered for admission to the program.

Students who are unsuccessful in the 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 2 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 6 months.

Graduates of the ADN program are eligible to take the National Council Licensing Examination—RN (NCLEX-RN®).

The Associate degree in Applied Science in Nursing program at Maria College located in Albany, New York is accredited by the

Accreditation Commission for Education in Nursing (ACEN):

3390 Peachtree Road NE,  
Suite 1400 Atlanta, GA 30326

(404) 975-5000

The most recent accreditation decision made by the ACEN Board of Commissioners for the Associate degree in Applied Science in Nursing program is Continuing Accreditation.

The program is also registered by the New York State Board of Regents, State Education Department, Office of the Professions (Nursing Education) and is a member of the Council for Associate Degree Nursing (CADN) in New York State.

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## ADVANCED PLACEMENT OPTIONS

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

**NUR 195 Advanced Placement Review for LPN's or Nursing Transfer Students:** Advanced placement for Licensed Practical Nurses (LPNs) and transfer students approved by the Nursing Department chairperson is available. Students will earn 9 credits in nursing after successfully completing this review course (NUR195) and written dosage and skills exams.

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Students who do so will advance directly to NUR130, Care of Individuals Across the Lifespan.

Advanced placement classes are held in the evening during the fall semester. LPNs must submit a resume demonstrating current clinical experience. Enrollment in the NUR 195 Advanced Placement Challenge Class is based on available space in the ADN program. This course may not be repeated.

**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 for advanced placement into the second year of the ADN program. Enrollment is based on available space in the ADN program, successful completion of the NCLEX-PN®, current licensure and a minimum of 6 months of clinical experience in the LPN role.

Licensed Practical Nurse (LPN) graduates of the Maria PNC program must meet all admissions requirements for the ADN program, provide a copy of the applicant's current LPN license, and a letter of employment verification documenting a minimum of 6 months clinical experience in the LPN role. Documentation must be submitted at the time of application.

The LPN applicant planning to continue study in the ADN program

must apply to the Admissions Office by December 1st. Maria College PNC graduates who apply for advanced placement more than 2 years after graduating may not be eligible for advanced placement.

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

Please note, completion of a nursing program does not guarantee a nursing license. Graduates must be granted a license by the state board of nursing in the individual state they wish to practice in. Pending criminal charges, misdemeanor and felony convictions, and/or evidence of professional misconduct may cause a state board of nursing to deny licensure.

# NURSING, AAS

## DAY DIVISION

### HEGIS 5208.10

<b>FIRST YEAR</b>		
<b>Course</b>	<b>Fall Semester</b>	<b>Credits</b>
BIO 209	Anatomy & Physiology I	4
NUR 110	Introduction to the Practice of Nursing I	
NUR 120	Fundamentals of Nursing	8
PSY 100	General Psychology	3
		<u>16</u>
<b>Spring Semester</b>		
BIO 210	Anatomy & Physiology II	4
ENG 111	Composition	3
NUR 130	Care of Individuals Across the Lifespan8	
PSY 200	Developmental Psychology	3
		<u>18</u>
<b>SECOND YEAR</b>		
<b>Fall Semester</b>		
BIO 203	Microbiology	4
NUR 240	Care of Clients with Physical and Psychological Human Needs	8
ENG 211	Critical Inquiry and Writing	3
SOC 101	Introduction to Social Change	3
		<u>18</u>
<b>Spring Semester</b>		
NUR 250	Care of the Complex Client	8
NUR 260	Transition to Nursing Practice	3
RES 201	Foundations in Social Justice	3
		<u>14</u>

# NURSING, AAS

## EVENING DIVISION

### HEGIS 5208.10

<b>FIRST YEAR</b>		
<b>Course</b>	<b>Fall Semester</b>	<b>Credits</b>
BIO 209	Anatomy & Physiology I	4
PSY 100	General Psychology	3
		<u>7</u>
<b>Spring Semester</b>		
BIO 210	Anatomy & Physiology II	4
ENG 111	Composition	3
		<u>7</u>
<b>Summer Semester</b>		
RES 201	Foundations in Social Justice	3
PSY 200	Developmental Psychology	3
		<u>6</u>
<b>SECOND YEAR</b>		
<b>Fall Semester</b>		
NUR 110	Introduction to the Practice of Nursing	1
NUR 120	Fundamentals of Nursing	8
		<u>9</u>
<b>Spring Semester1</b>		
NUR 130	Care of Individuals Across the Lifespan8	
<b>Summer Semester</b>		
ENG 211	Critical Inquiry and Writing	3
SOC 101	Introduction to Social Change	3
		<u>6</u>
<b>THIRD YEAR</b>		
<b>Fall Semester</b>		
BIO 203	Microbiology	4
NUR 240	Care of Clients with Physical and Psychological Human Needs	8
		<u>12</u>
<b>Spring Semester</b>		
NUR 250	Care of the Complex Client	8
NUR 260	Transition to Nursing Practice	3
		<u>11</u>





# OCCUPATIONAL THERAPY ASSISTANT

## AAS

Occupational Therapy Assistant courses are offered during the Day Division and Weekend College. Courses are taught in a combination of lecture, discussion and demonstration formats, with active participation a vital component of student learning. Clinical experience is offered in a variety of traditional settings, including hospitals, rehabilitation centers, nursing homes, mental health facilities, developmental centers and schools. Emerging areas of OT practice in community and social systems are used to reflect current trends in health care.

Level II fieldwork experiences are scheduled during the weekday hours for both the Day and Weekend Programs. Students in the Occupational Therapy Assistant (OTA) program may need CPR certification, and/or fingerprinting and a background check for clearance to participate in the fieldwork educational components.

All students must meet the health requirements of the Occupational Therapy Assistant program and clinical fieldwork sites. Satisfactory health records with current immunizations, including the 2-step PPD (tuberculosis screening), must be submitted and cleared prior to participation in each of the courses with clinical components (OCT 117, 210, 216, 217). A student must achieve a minimum grade of C (72.5) in all OCT prefix courses and all required science courses (BIO 119, BIO 209, BIO 210, SCI 100). Satisfactory performance in all clinical fieldwork experience 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 2018-2020 was 146 with an overall graduation rate of 80.7%.

The percentage of new graduate test takers who passed the National Board for Certification in Occupational Therapy (NBCOT) certification examination in 2019 is 82%.

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 2027-2028 academic year.

Graduation Year	Starting Cohort	Graduates	Rate
2020	50	38	76.0%
2019	79	66	83.5%
2018	52	42	80.8%
TOTAL	181	146	80.7%

# OCCUPATIONAL THERAPY ASSISTANT, AAS

## DAY DIVISION

HEGIS 5210

Course	FIRST YEAR Fall Semester	Credits
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>
	<b>Spring Semester</b>	
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 Lifespan3	
OCT 121	Foundations of O.T. II	3
OCT 117	Introduction to Fieldwork	1
PSY	Psychology Elective	3
		<u>16</u>
	<b>SECOND YEAR</b>	
	<b>Fall Semester</b>	
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>
	<b>Spring Semester</b>	
OCT 216	Fieldwork II - First Rotation*	6
OCT 217	Fieldwork II - Second Rotation*	6
		<u>12</u>

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

# OCCUPATIONAL THERAPY ASSISTANT WEEKEND COLLEGE

HEGIS 5210

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

\* 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.*

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## PROFESSIONAL CERTIFICATE PROGRAM

### PRACTICAL NURSE (LPN TRAINING)

HEGIS 5209.20

The Practical Nurse Certificate (PNC) is a college credit-bearing program in the Nursing Department that prepares program graduates to sit for the New York State National Council Licensure Examination for Practical Nurses (NCLEX-PN). Passing the Licensure Exam will make the graduate eligible for LPN positions in the health field.

The PNC Program is offered during Weekend College, which is held during Weekend College for the first semester and then every weekend for the remainder of the semesters. The program can be completed by qualified applicants within 6 semesters on a part-time basis.

Non-nursing courses required in the program are taken during the day and/or evening sessions. The program consists of 46 credits, 30 in nursing and 16 in the liberal arts and sciences. It is recommended that all required non-nursing courses except PSY 200 be completed prior to the first nursing course. Priority is given to those applicants who have successfully completed the science requirement (BIO 103 or its equivalent).

To enter the Practical Nurse Certificate Program, the applicant must provide evidence of a completed high school program or the equivalent. All applicants will be required to take the Test of Essential Academic Skills (TEAS).

A physical examination, including tuberculosis testing, required immunizations, and basic life support (BLS) certification, are required before the student will be allowed to take clinical courses.

A student must achieve a minimum grade of C+ in all PNC prefix courses, and a minimum grade of C (73) in required science courses. The student must pass both theoretical, lab, and clinical components of a nursing course, or the course must be repeated in its entirety. Failure to successfully complete required course work will result in dismissal from the program. A student may repeat a nursing course only once. Readmission to the PNC Program is not automatic, and is at the discretion of the 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 2 years must start with Fundamentals of Practical Nursing I (PNC 101). Any student who is unsuccessful in the PNC program will not be considered for admission to the ADN Program.

The PNC courses are offered on the weekend and consist of a 4-semester sequence of about 16 months. The PNC sequence of nursing courses begins with PNC 101 in January. Courses PNC 102, 103 and 104 require an offsite clinical component in addition to lecture and lab on opposite weekends, thereby requiring

student participation every weekend.

The nursing course weekend sequence is as follows:

PNC 101: First Semester (Spring),  
Weekend College dates only.

PNC 102: Second Semester (Summer),  
Weekend College and alternate weekends for clinical.

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

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

Although the certificate program is primarily designed as a pathway to the LPN profession, it may also prepare students for advanced placement study in the associate's degree in nursing program. Qualified applicants must have 6 months experience as a licensed practical nurse and must be within 2 years of graduating from the PNC program. After 2 years, the LPN may need to take an advanced placement course. This is at the discretion of the Associate Dean of Nursing.

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	Credit
BIO 103	Introduction to Human Biology*	4
ENG 111	Composition I	3
		7
	<b>Second Term</b>	
PSY 100	General Psychology	3
SOC 101	Introduction to Social Change	3
		6
	<b>Third Term</b>	
PNC 101	Fundamentals of Practical Nursing I	6
PSY 200	Developmental Psychology	3
		9
	<b>Fourth Term</b>	
PNC 102	Fundamentals of Practical Nursing II	8
	<b>Fifth Term</b>	
PNC 103	Fundamentals of Practical Nursing III	8
	<b>Sixth Term</b>	
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 in which they wish to practice. Pending criminal charges, misdemeanor and felony convictions, and evidence of professional misconduct may cause a state board of nursing to deny licensure.*

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## 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 used for the minor.
- There is one required course: PSY 100, Introduction to Psychology.
- Residency requirement: A student must complete a minimum of 6 credits of psychology at Maria College.
- A minimum of 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:***

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

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## COURSE DESCRIPTIONS

<b>ART 102</b>	<b>Drawing</b>	<b>3 credits</b>	<b>Fall</b>
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An introduction to the use and application of different drawing materials such as pencil, charcoal and pastels. Emphasis is placed on learning to draw objects by intensively observing, examining, studying, selecting and portraying details.

<b>ART 104</b>	<b>Painting</b>	<b>3 credits</b>	<b>Spring</b>
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Exploration of the principles of form and composition in painting and the development of skills in the use of different media, techniques and color mixing.

<b>ASL 101</b>	<b>American Sign Language I</b>	<b>3 credits</b>	<b>Fall</b>
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This course is an introduction to American Sign Language, with a focus on vocabulary development, linguistic structure and matters pertaining to Deaf culture. Students learn basic communication techniques, as well as ASL grammar. Emphasis on current events and issues will be explored. Active class participation, weekly quizzes related to receptive skills and a final project will be elements of the assessment process.

<b>ASL 102</b>	<b>American Sign Language II</b>	<b>3 credits</b>	<b>Fall</b>
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This course is a continuation of the skills introduced in American Sign Language 101. Students will continue to develop skills in signing, utilizing ASL grammar and construction. Emphasis on signs related to family, activities and storytelling in ASL will be emphasized. Additionally, students will be exposed to a variety of current topics related to Deafness and Deaf culture, including a unit of study on Deaf individuals that shaped society for both the Deaf and hearing worlds. Active class participation, weekly quizzes related to receptive skills, a midterm research paper and a final project will be elements of the assessment process.

*Prerequisites: ASL 101 or Permission of Instructor*

<b>BER 100</b>	<b>Death, Dying and Bereavement</b>	<b>3 credits</b>	<b>Fall</b>
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Examines societal and personal attitudes surrounding death, dying and bereavement. A major focus will be on loss and grief, including normal and abnormal grieving patterns in both adults and children. Basic skills for supporting the bereaved will be discussed and community resources identified.

<b>BIO 099</b>	<b>Topics in Biology</b>	<b>Non-credit</b>	<b>Summer</b>
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Restricted to incoming HEOP students, this class provides an overview of biology and assists students in learning how to effectively study the subject matter. 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.

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**BIO 101                      General Biology I                      4 credits                      Fall**  
A study of the fundamental concepts within the life sciences, emphasizing chemistry, cytology, mitosis, meiosis, photosynthesis, cellular respiration, genetics, the flow of genetic information from DNA to protein and evolution. Laboratory sessions will demonstrate lecture topics.

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

**BIO 102                      General Biology II                      4 credits**  
**Spring** This course is a continuation of BIO 101 and covers the three domain systems with a survey of the four kingdoms; the emphasis is on land plants and vertebrate animals. Plant anatomy and reproduction are studied using flowering plants as the primary example. Animal systems (nervous, circulatory, digestive, etc.) are studied using the human as the primary example. Laboratory sessions demonstrate lecture topics.

*Prerequisites: BIO 101*

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

**BIO 103                      Introduction to Human Biology 4 credits                      Fall-Spring-Summer**  
This course presents an overview of the structure and function of systems in the human body. The human organism will be reviewed at the chemical, cellular, tissue, organ and organ system level. Laboratory session and recitation hour are required.

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

**BIO 119                      Introductory Kinesiology                      1 credit                      Fall-Spring**  
The musculoskeletal system, human movement, posture and body mechanics will be studied in lecture and laboratory. Case studies and movement analysis will be used to help the student apply kinesiology principles to understand human movement.

**BIO 203                      Microbiology                      4 credits                      Fall-Spring-Summer**  
Introductory course in microbiology focusing on the unity and diversity of microbes, and the relationship of microbes to each other and to other organisms (especially man), with an emphasis on bacteria and viruses. Topics include an introduction to the scientific method, history of microbiology, microbial taxonomy, culturing of microbes, physical and chemical methods for controlling microbes, eukaryotic and prokaryotic cell structure and function, viral structure and function, bacterial and viral genetics, microbes in the disease process, immunity and epidemiology. Laboratory exercises reinforce the lecture material and introduce students to the techniques used to study and manipulate microbes,

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with an emphasis on aseptic technique and laboratory safety.

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

**BIO 209                      Anatomy and Physiology I    4 credits                      Fall-Spring-Summer**

The first semester of a two-semester sequence that introduces the structure and function of the human body, with an emphasis on providing a foundation for the study of pathological conditions. The processes by which the body maintains a stable internal environment (homeostasis) are stressed throughout. Topics include an introduction to the human body, a review of general chemistry, an introduction to biological chemistry, cells, tissues, the integumentary, the skeletal system, articulations, muscle tissue, nerve tissue, an introduction to nervous system organization and function, the central nervous system (brain and spinal cord) and the peripheral nervous system (somatic nervous system, autonomic nervous system, sensation). The laboratory section will reinforce topics through interactive exercises.

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

**BIO 210                      Anatomy and Physiology II    4 credits                      Fall-Spring-Summer**

The second semester of a 2-semester sequence that introduces the structure and function of the human body, with an emphasis on providing a foundation for the study of pathological conditions. The processes by which the body maintains a stable internal environment (homeostasis) are stressed throughout. Topics include the endocrine system, cardiovascular system (blood, heart, circulation, lymphatic system), respiratory system, urinary system, fluid, electrolyte and acid-base balance, digestive and reproductive systems. The laboratory section will reinforce topics through interactive exercises.

*Prerequisites: BIO 209 with a grade of C or better.*

**BIO 300                      Applied Kinesiology                      3 credits                      Spring-Summer**

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

*Prerequisites: BIO 209*



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<b>BIO 320</b>	<b>Neurobiology</b>	<b>4 credits</b>	<b>Spring</b>
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The human nervous system organization and functions, at both a gross and cellular level, including the central nervous system (brain and spinal cord) and peripheral nervous system (somatic nervous system, autonomic nervous system and sensation) taught through lecture and supplemental laboratory exercises.

*Prerequisite: BIO 210*

<b>BIO 330</b>	<b>Gross Anatomy</b>	<b>4 credits</b>	<b>Fall</b>
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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*

<b>BIO 340</b>	<b>Genetics</b>	<b>3 credits</b>	
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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*

<b>BUS 120</b>	<b>Personal Finance</b>	<b>3 credits</b>	<b>Spring</b>
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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.

<b>BUS 202</b>	<b>Financial Accounting</b>	<b>3 credits</b>	<b>Fall</b>
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An introduction to the theory and practice of accounting. Topics include the accounting cycle, interpretation of financial statements and accounting for assets, liabilities, equity, revenue and expenses. The course format will include lecture, discussions, problem solving and computer applications in introductory accounting.

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<b>BUS 203</b>	<b>Managerial Accounting</b>	<b>3 credits</b>	<b>Spring</b>
An introduction to assisting businesses in the managerial decision making process using financial accounts. Partnership and corporation accounting, introduction of cost accounting, budgeting, managerial concepts, statement analysis and cash flow statements will be covered.			
<b>BUS 213</b>	<b>Basic Marketing</b>	<b>3 credits</b>	<b>Fall</b>
Introduction to the scope and significance of marketing in the American economy. The structure, functions and behavior of distribution systems will be analyzed, including relationships in marketing networks among manufacturers, intermediaries, retailers, consumers, specialized marketing firms and government agencies.			
<b>BUS 219</b>	<b>Business Organization and Sciences</b>	<b>3 credits</b>	<b>Fall</b>
An examination of the central elements of a business organization and the managerial functions of planning, organizing, staffing, directing and controlling. Major emphasis will be given to decision making in the capitalistic system.			
<b>BUS 240</b>	<b>Introduction to Human Resource Sciences</b>	<b>3 credits</b>	<b>Spring</b>
An analysis of the basic functions of the human resource department. Topics will include policies and practices governing recruitment, selection, training and placement of human resources in a modern business organization, creation of job descriptions and employee evaluation techniques. An overview of major governmental legislation regulating employment practices will also be covered.			
<b>BUS 265</b>	<b>Entrepreneurship and Business Planning</b>	<b>3 credits</b>	<b>Spring</b>
This course introduces the student to the hyper-growth, highly-specialized entrepreneurship industry, including generating business ideas, starting the company, building the team, writing a business plan, funding sales and marketing, as well developing presentation skills. The focus will be on designing and writing a business plan. (This course also serves as the capstone for the required business core.)			
<b>BUS 310</b>	<b>Effective Leadership in 21st Century Organizations</b>	<b>3 credits</b>	<b>Fall</b>
The demands of the 21st century require new approaches to organizational leadership. This course will explore the challenges and dilemmas that leaders will confront in this dynamic era. Students will examine a comprehensive, relevant and practical perspective on leadership and Sciences, as well as analyze concepts such as leading as an interactive process, managing with innovation and creativity, and embracing new leadership principles.			

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<b>CHM 100</b>	<b>General Chemistry I</b>	<b>4 credits</b>	<b>Fall-Spring-Summer</b>
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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.*

<b>CHM 101</b>	<b>General Chemistry II</b>	<b>4 credits</b>	<b>Spring</b>
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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.*

<b>CHM 211</b>	<b>Organic Chemistry I</b>	<b>4 credits</b>	<b>Fall</b>
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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*

<b>CHM 212</b>	<b>Organic Chemistry II</b>	<b>4 credits</b>	<b>Spring</b>
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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*

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<b>CHM 301</b>	<b>Environmental Health</b>	<b>3 credits</b>	<b>Fall</b>
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This course examines the health issues, causes, and possible future approaches to the control of major environmental health problems in industrialized and developing countries. Topics will include how the human body reacts to environmental pollutants, the physical, chemical, and biological agents of environmental contamination, vectors for dissemination (air, water, soil), solid and hazardous waste, susceptible populations and emerging global environmental health problems.

*Prerequisites: College-level CHM or BIO*

<b>COM 100</b>	<b>Foundations of Communication</b>	<b>3 credits</b>	<b>Fall</b>
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This course introduces students to communication research and theory, emphasizing the digital and human side of communication. This course consists of both theoretical and practical assignments, individual and group exercises, readings, guest lectures, in-class and online discussions that cover a broad spectrum of applications that organizations use to communicate with their internal as well as external stakeholders. Contemporary professionals must be skilled in a broad range of communication mediums to be successful individually and as a team member in the workplace; therefore, this course will focus on developing competencies in written, oral and technology-based communication with a focus on not only technical skills but also on professional and cooperative communication.

<b>COM 300</b>	<b>Strategic Communication</b>	<b>3 credits</b>	<b>Fall</b>
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This course will be a survey and a study of the importance of communication theory as it relates to communication research and practice. The historical development of communication in various fields as well as an assessment of the impact of technology on mass communication patterns will also be at the center of this course. In addition to exposure to a variety of communication theories and analysis of communication phenomenon, domains and contexts from different perspectives, students will be asked to apply theoretical knowledge of communication to issues present in business and professional settings.

Prerequisite: COM 100

<b>COM 320</b>	<b>Social Media: Theory and Practice</b>	<b>3 credits</b>	<b>Spring</b>
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This course will examine the relationship between society and the evolving computer-mediated technologies known as “social media” including Facebook, Twitter, YouTube and others. This course will involve breaking down cultural mythologies surrounding social media to develop methods of analysis and critical understanding. Drawing from social theory, including science and technology studies, communication theory, linguistics, cultural studies and media, this course will evaluate the impact of social media on branding, news media, politics, media and issues of identity. Both social and technological relationships of websites will

be studied to provide an understanding of basic practical social and professional skills. Additionally the course will look at subjects such as media ethics and media justice as immediate and pressing issues.

*Prerequisite: COM 100*

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<b>COM 400</b>	<b>Internship in Communication Studies</b>	<b>3-6 credits</b>	<b>Fall-Spring</b>
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The Internship in Communication Studies consists of a supervised work experience with professional practitioners in an agency, company, institution, organization or school. The internship is designed to provide a diverse array of program-relevant experiential learning activities that enhance the students' communication skills, cognitive skills and professional skills, and as a capstone activity is intended to offer students the opportunity to apply knowledge and skills, to utilize critical thinking and informed analysis, and to augment their subject matter knowledge in Communication Studies. A minimum of 112 total hours of internship work for 3 credits and 225 total hours of internship work for 6 credits is required. The internship is graded as pass/fail. All required internship documents must be approved prior to the start of the internship.

Prerequisite: Senior standing in Liberal Arts program and in good academic standing. Students who do not meet the academic standing requirement must take six credits of upper division coursework by advisement.

<b>COM 420</b>	<b>Independent Study</b>	<b>1-6 credit</b>
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This course offers an opportunity for students at an advanced level of study in a bachelor's 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. This course is restricted to bachelor's degree students.

<b>COM 450</b>	<b>Capstone I: Professional Competencies for the 21st Century</b>	<b>3 credits</b>	<b>Fall-Spring</b>
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Students in Capstone I will review, develop and practice professional skills needed for both internship experiences and employment. Topics will include Office 2016, including the ability to understand and use data, research skills, critical thinking and formal reflective criticism, professional meeting and presentation skills (in person and online), key topics from the psychology of organizational behavior, diversity and inclusion in the workplace, health and environmental issues, preparation for experiential learning and preparation for a job search/graduate school.

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<b>COM 451</b>	<b>Capstone II: Graduate Competencies</b>	<b>3 credits</b>	<b>Fall-Spring</b>
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In Capstone II students will apply what they have learned across course curricula and through other professional and experiential learning to their developing understanding of what it means to be a Maria College graduate and a global citizen with a particular focus on the critical concerns of the Sisters of Mercy.

<b>CSC 111</b>	<b>Computer Technology Concepts and Applied Skills</b>	<b>3 credits</b>	<b>Fall</b>
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This course examines the continuous changes in computer technology that impact society. In addition to learning the technical fundamentals of computer use, this course will have students utilize the computer to effectively communicate and research information. The course also prepares the student to analyze and solve problems using computer technology. Student assignments include using the Internet as an information and research tool, using email as a communication tool, demonstrating the use of word processing and various application packages such as spreadsheets, databases and presentation software, identifying and evaluating computer components, explaining the use of and demonstrating how to utilize an operating system, especially Windows file Sciences, using Blackboard software and other topics.

<b>CSC 308</b>	<b>Healthcare Informatics</b>	<b>3 credits</b>	<b>Fall</b>
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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.

<b>CUL 310</b>	<b>Cultural Studies I</b>	<b>3 credits</b>	<b>Fall</b>
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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*

<b>CUL 320</b>	<b>Cultures, Health and Healing</b>	<b>3 credits</b>	<b>Spring</b>
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This course provides a broad exploration of the study of human health, disease and the curing thereof from a cross-cultural, historical, anthropological and evolutionary perspective, with an emphasis on the cultural and bio-cultural factors that shape how response to diseases and illness involve social dynamics, cultural values and collective expectations. Societies throughout the world recognize certain bodily, emotional and mental conditions as undesirable and

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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*

<b>CUL 410</b>	<b>Cultural Studies II</b>	<b>3 credits</b>	<b>Spring</b>
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Using the foundation established in CUL 350, this course will look at a topic related to cultural studies within a global context selected on the basis of current issues, student interest and need at the particular time the course is offered. The chosen topic explore domains such as terrorism, genocide, sexual rights, poverty, film and music, social networks and global ecology.

*Prerequisite: CUL 310*

<b>ECO 100</b>	<b>Macroeconomics</b>	<b>3 credits</b>	<b>Fall</b>
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A study of aggregate economics: the income expenditure/employment relationship, use of the public budget as a stabilizing or growth-promoting device, analysis of money supply, including banking mechanics, with an emphasis on the price-level problem and some treatment of international trade, particularly gains from trade and the international balance of payments.

<b>ECO 101</b>	<b>Microeconomics</b>	<b>3 credits</b>	<b>Spring</b>
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A study of the behavior of individuals and firms through analysis of the market system and price theory, conditions of supply and demand, the market and factors, equilibrium of firm, behavior of firm under pure and restrictive competition, government intervention in private business operation, the challenge to the U.S. market system from present and emerging world markets.

<b>ENG 099</b>	<b>Topics in English</b>	<b>Non-credit</b>	<b>Summer</b>
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Restricted to incoming HEOP students, this course is an investigation of the correct structure of the modern English language. Through examination of the principle parts of the English language, students will learn the rules of grammar, usage and mechanics as appropriate for their comprehension level. The course concentrates on the development of writing in terms of focus, content, organization, style and mechanics. Students will engage in writing and rewriting using instructor and student feedback. Summaries, short papers, quizzes, homework and APA-style research papers may be required.

<b>ENG 100</b>	<b>Language Skills</b>	<b>Noncredit</b>	<b>Fall-Spring-Summer</b>
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A course designed to improve the student's writing, reading, vocabulary and study skills. Emphasis is placed on review of basic grammar, writing summaries and essays that include basic reading comprehension and vocabulary.

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

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**ENG 103                      Speech and Oral Interpretation    3 credits                      Fall**  
This course is designed to improve the student's overall understanding and effectiveness in the communication process as both speaker and listener. Experiences include formal speech presentations and oral interpretations with critique analyses and group discussion.

**ENG 111                      Composition I    3 credits    Fall-Spring-Summer**  
A study of the principles of effective written communication with an emphasis on the practical writing needed for academic and professional work. The course concentrates on the development of writing in terms of focus, content, organization, language, grammar and formatting. Students will engage in writing and rewriting using instructor and student feedback. Summaries, short papers, quizzes and APA-style research papers are required.

**ENG 200                      Exploring Literature    3 credits                      Spring**  
A study of selected works of modern and classic fiction, poetry and drama. In addition to developing a familiarity with some of the works that have achieved a prominent place in the canons of world literature, students will study the various techniques employed by writers in different literary genres that give their works artistry, value and meaning, so that students may become more proficient readers of literature. Reading, writing and class discussion will be the basis of this study.

**ENG 204                      American Literature    3 credits**  
A survey of American literature from 1650 to the present, with a focus on the historical context as well as the literary techniques of various works. Fictional and nonfictional works from the familiar, such as the Declaration of Independence and the poetry of Edgar Allan Poe, to the less familiar, such as the stories of Louise Erdrich, will be explored. Reading, writing and class discussion will be the basis of this literary survey.

**ENG 205                      Short Story    3 credits**  
A study of selected short stories ranging from the 1800s to the present, and from American writers to writers from other cultures. In addition to developing a familiarity with some of the works that have achieved a prominent place in short story writing, students will study the various techniques employed by writers that give their stories artistry, value and meaning, so that students may become more proficient readers of short stories. The stories will also allow readers to explore human nature and behavior through the various characters in the stories. Reading, writing and class discussion will be the basis of this study.



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<b>ENG 209</b>	<b>Shakespeare</b>	<b>3 credits</b>	<b>Fall</b>
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An introduction to the fascinating world found in Shakespeare's works. We will enter this world by exploring some of Shakespeare's sonnets followed by some of his plays focusing on a tragedy, history and comedy, emphasizing for each Shakespeare's use of language and dramatic techniques as well as his timeless explorations of human behavior. Our readings will be supplemented with filmed productions of the plays that bring the words and characters to life.

*Prerequisite: ENG 111*

<b>ENG 211</b>	<b>Critical Inquiry and Writing</b>	<b>3 credits</b>	<b>Fall-Spring</b>
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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 using digital resources, will also be developed.

*Prerequisite: ENG 111, with a grade of C or better*

<b>ENG 220</b>	<b>Independent Study</b>	<b>1-3 credits</b>	
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This course offers an opportunity for students at an advanced level of study in an associate's 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's degree. A detailed proposal and advisor approval are required prior to registration for an independent study.

<b>ENG 300</b>	<b>Advanced Composition</b>	<b>3 credits</b>	<b>Fall-Spring</b>
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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*

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**ENG 305      Modern Stories in Context      3 credits      Spring**

This course examines contemporary American post-war fiction through a range of diverse literary voices, exploring ideas of belonging, identity, equity and self-discovery, and the ways these themes and the works themselves engage with the cultural and historical contexts in which they were situated and produced, with a focus on the Civil Rights and Gay Pride Movements and the Vietnam War. Authors will include James Baldwin, Raymond Carver, Andre Dubus, Sandra Cisneros, Louise Erdrich, Leslie Marmon Silko, Susan Sontag, Amy Tan, John Updike and Alice Walker. Select critical approaches will be introduced and applied to readings to broaden the perspectives through which the works may be contemplated and understood.

*Prerequisite: ENG 211*

**ENG 310      Professional Writing      3 credits      Fall**

The focus of this course is an intensive practice in the kinds of writing particularly useful to students and professionals in the natural and social sciences with emphasis on clear, accurate, informative writing about complex subjects. This course will be a writing and research-intensive course that puts knowledge into action by engaging rhetorical strategies while focusing on purpose, audience, thesis and organization. Class time will be spent exploring a line of inquiry devoted to the ways in which “academic” writing and “professional” or “practical” writing differ in terms of audience, purpose, and rhetorical strategy and process. Students will produce a variety of writing assignments, discuss assigned readings, investigate ethical research practices, evaluate sources, revise and edit, engage in collaborative writing, make group presentations and participate in extensive in-class critique. There is a rigorous attendance policy. This course is intended primarily for juniors and seniors.

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

**ENG 410      Technical and Professional 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*

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

<b>GRN 108</b>	<b>Health of Aging</b>	<b>1 credit</b>	<b>Fall</b>
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A study of various issues regarding health and aging. Development theory, normative changes associated with age, prevalent diseases of the elderly, and society's view of health and aging will be studied and analyzed.

<b>HCM 120</b>	<b>The U.S. Healthcare System</b>	<b>3 credits</b>	<b>Fall-Spring</b>
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This course is designed to provide an overview of the U.S. healthcare system. The course focuses on the history and development of healthcare, how it is structured and how different components of the system interact and affect each other. Areas of study include an introduction to the business of healthcare, the healthcare workforce, and healthcare delivery. Attention is also paid to contemporary issues and trends in the healthcare industry in areas such as medical technology, pharmaceuticals, research, prevention and international healthcare.

<b>HCM 210</b>	<b>Introduction to Health Information Sciences Systems</b>	<b>3 credits</b>	<b>Fall</b>
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This course is designed to introduce the student to healthcare information systems essential to healthcare, as they exist now, as they have developed over time, and their future as information technology advances. The student will study the categories, functions and purpose of healthcare information Sciences systems as they interact with the healthcare system as a whole. Areas of study will include the integral components of information systems, including the elements of hardware and networks. The student will also learn about the types of application and communication software used in healthcare organizations and the advances in the electronic health record. Additional focus will be on the administrative and decision support roles that healthcare information Sciences systems play in research and quality improvement.

<b>HCM 320</b>	<b>Healthcare Marketing</b>	<b>3 credits</b>	<b>Spring</b>
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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*

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<b>HCM 325</b>	<b>Financial Sciences in Healthcare</b>	<b>3 credits</b>	<b>Spring</b>
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This course is designed to develop a working knowledge of accounting and financial Sciences, vocabulary, concepts and techniques as they apply to healthcare organizations. Focus will be on applying the principles and practices of cash flow projections, budgeting, cost control, and methods for analyzing and using financial accounting information for decision-making, organizational planning and risk assessment.

*Prerequisite: BUS 202 and BUS 203*

<b>HCM 330</b>	<b>Healthcare Quality Sciences</b>	<b>3 credits</b>	<b>Fall</b>
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This course is designed to be an examination of processes, internal and external, to an organization used to measure, evaluate and improve the quality, efficiency and effectiveness of healthcare, with an emphasis on the role and responsibilities of the health care professional. Areas of study include the analysis of clinical data and outcomes to identify trends that demonstrate quality, safety and effectiveness of healthcare in order to implement continuous quality Sciences and improvement. Also studied are the challenges of implementation and institutionalization of quality improvement strategies in healthcare organizations.

*Prerequisite: HCM 120 or HOS 150 or permission of instructor*

<b>HCM 350</b>	<b>Health Care Law and Policy</b>	<b>3 credits</b>	<b>Fall</b>
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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*

<b>HCM 400</b>	<b>Internship in Healthcare Sciences</b>	<b>3-6 credits</b>	<b>Spring</b>
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The Internship in Healthcare Sciences consists of a supervised work experience with professional practitioners in an agency, company, institution, organization or school. The internship is designed to provide a diverse array of program-relevant experiential learning activities that enhance the students' communication skills, cognitive and professional skills, and, as a capstone activity, is intended to offer students the opportunity to apply knowledge and skills to utilize critical thinking and

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informed analysis, and to augment their subject matter knowledge in Healthcare Sciences. A minimum of 112 total hours of internship work for 3 credits and 225 total hours of internship work for 6 credits is required. The internship is graded as pass/fail. All required internship documents must be approved prior to the start of the internship.

*Prerequisite: Senior standing in the Healthcare Sciences program and good academic standing. Students who do not meet the academic standing requirement must take 6 credits of upper division coursework by advisement.*

**HCM 420                      Independent Study                      1-6 credits**

This course offers an opportunity for students at an advanced level of study in a bachelor's 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. This course is restricted to bachelor's degree students.

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

Over ninety percent of US hospital and healthcare organizations are established and operated as public charities. When students have an understanding of the organization, structure and governance of non-profit healthcare organizations, they will better understand the challenges that these organizations face and their strategic responses. This course will expose students to how the structure as a public charity creates the need for healthcare organizations to develop community benefit plans and mission and goal statements that are consistent with a charity. The course will also explore the roles of a board of directors and administrators of the organization.

*Prerequisite: HCM 120*

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

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

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

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

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<b>HIS 106</b>	<b>United States History I</b>	<b>3 credits</b>	<b>Fall</b>
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This course examines the history of the United States from the Age of Exploration to the eve of the Civil War. Emphasis will be placed on the growth of political, social and economic institutions during the nation's infancy.

<b>HIS 107</b>	<b>United States History II</b>	<b>3 credits</b>	<b>Spring</b>
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This course continues the history of the United States from the time of the Civil War. The maturing of the nation's institutions will be emphasized. Topics include isolationism, federalism, Manifest Destiny and world leadership.

<b>HOS 150</b>	<b>Introduction to Health Professions</b>	<b>2 credits</b>	<b>Fall</b>
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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.

<b>HOS 300</b>	<b>Fundamentals of Occupational Science</b>	<b>3 credits</b>	<b>Spring</b>
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This course introduces the fundamental concepts of occupational science with a supporting focus on the history and philosophy behind the discipline. The concept of occupation will be explored through theory, assessments, policies and practices which support the field. Observation, interview and narrative will be used as tools to better understand the meaning of occupation. The focus of this course is on understanding occupation and context at the level of the individual and group settings.

*Prerequisite: HCM120 or HOS 150*

<b>HOS 400</b>	<b>Internship in Health and Occupational Sciences</b>	<b>3-6 credits</b>	<b>Spring</b>
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The Internship in Health and Occupational Sciences consists of a supervised work experience with professional practitioners in an agency, company, institution, organization or school. The internship is designed to provide a diverse array of program-relevant experiential learning activities that enhance the students' communication skills, cognitive and professional skills, and, as a capstone activity, is intended to offer students the opportunity to apply knowledge and skills to utilize critical thinking and informed analysis, and to augment their subject matter knowledge in the Health and Occupational Sciences. A minimum of 120 total hours of internship work for 3 credits and 240 total hours of internship work for 6 credits is required. The internship is graded as pass/fail. To meet the 6 credit internship requirement, students who take 3 credits of HOS400 must combine it with the 3 credit course COM 450 Capstone I - Professional Competencies for

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the 21st Century.

*Prerequisite: Senior standing in the Health and Occupational Sciences program and in good academic standing. Students who do not meet the academic standing requirement must take 6 credits of upper division coursework by advisement.*

**HOS 410                      Epidemiology                      3 credits                      Spring**

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**

This course offers an opportunity for students at an advanced level of study in a bachelor's 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. This course is restricted to bachelor's degree students.

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

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

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

A continuation of Hum 101 that will examine the arts in the Western tradition from the Renaissance through the modern period. Emphasis will be placed on the study of history, art in its various forms, music, literature, philosophy and religion; connections between these domains will be stressed.

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<b>HUM 110</b>	<b>Essential Mythology</b>	<b>1 credit</b>
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Many expressions that are part of our cultural language have their origins in classical mythology, in particular Greek, Roman and Norse traditions. So many references in art, music, film, literature, and even medicine have their roots in mythology, that to be culturally literate, one needs to have a familiarity with these ancient traditions. This course will explore the major characters, stories and events from classical Greek, Roman, and Norse mythology. The content will be presented in an online format.

<b>MAT 099</b>	<b>Topics in Math</b>	<b>Non-credit</b>	<b>Summer</b>
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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.

<b>MAT 100</b>	<b>Basic College Mathematics Skill</b>	<b>Non-credit</b>	<b>Fall-Spring-Summer</b>
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This course helps students prepare for success in future mathematics courses and the mathematics components in their chosen programs. Addressed are the basic processes of arithmetic, fractions, decimals, ratio and proportion, percent and measurement. An introduction to basic statistics and processes with signed numbers are also covered if time allows. This is a developmental course with a grade of C or better required for successful completion.

*Note: Students must successfully complete MAT 100 with a grade of C or better before enrolling in MAT 101.*

<b>MAT 101</b>	<b>Foundations of Mathematics I</b>	<b>3 credits</b>	<b>Fall-Spring</b>
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In this survey course, students investigate the primary topics within the broad field of mathematical knowledge. The course provides a review of basic college mathematics as groundwork for the study of various branches of the field and in various other areas of study. Students study the similarities, differences, relationships between topics and concepts in mathematics. Students develop mathematical skills in conjunction, as well as skills in applying various topics in mathematics to real-world situations. Students learn to think mathematically and perform mathematical techniques in essential topics, including consumer mathematics, the metric system, logic, probability and statistics.

<b>MAT 106</b>	<b>College Algebra</b>	<b>3 credits</b>	<b>Fall-Spring</b>
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This course provides students a firm foundation in college algebra through a systematic exploration and application of concepts. The course assumes familiarity with foundational algebraic vocabulary, symbols and notation. Students investigate how to reason and problem-solve, applying algebraic strategies to real-life situations. Students learn to think mathematically in



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the areas of the real number system, linear, quadratic, polynomial, rational equations and inequalities, radicals, absolute value, and complex numbers, as well as functions and their graphs.

*Prerequisite: Equivalent of 3 units of college preparatory mathematics at the high school level.*

**MAT 110                      Pre-Calculus                      3 credits**

This course provides students with a firm foundation in advanced algebra topics, including functions and their properties, through a systematic exploration and application of concept, thereby preparing students for the study of calculus. An emphasis on mathematical modeling makes meaningful connections to real-world problems. Students explore and investigate, algebraically and graphically, the characteristics of linear equations and inequalities, as well as polynomial, quadratic, exponential, logarithmic and trigonometric functions. Students also investigate and apply the principles of matrices, conic sections, sequences, as well as the introductory groundwork surrounding working with the concepts of limits and the difference quotient.

*Prerequisite: College Algebra (MAT 106), or the equivalent of 3 units of college preparatory mathematics at the high school level.*

**MAT 200                      Statistics                      3 credit                      Fall-Spring-Summer**

This course familiarizes students with the major concepts and tools for collecting, organizing, analyzing and drawing conclusions from data. The principles of descriptive and inferential statistics are covered. Students work with concepts surrounding statistical data collection, develop skill working with descriptive statistical computations, investigate central tendency, variability, measures of locations of scores within distributions and the role of probability related to sampling. Students also consider rules of sampling in planning and conducting a research study. In addition, students employ the principles and computations of inferential statistics, including hypothesis testing, to establish formal, quantitative relationships between samples and populations in order to answer questions and draw conclusions about populations and their parameters. This course uses statistical software such as MS Excel.

*Prerequisite: Foundations of Mathematics I (MAT101), or the equivalent of 3 units of college preparatory mathematics at the high school level.*

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

Provides a foundation in mathematical and algebraic operations as applied to the solution of business problems. Includes fundamental statistical methods, ratio, proportion and percent, simple interest and discount, bank discount, compound interest, annuities and investment applications to business financial operations.

*Prerequisite: MAT 101 or equivalent*

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<b>MUS 101</b>	<b>Music Appreciation</b>	<b>3 credits</b>	<b>Spring</b>
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A course designed to give the student an appreciation of a representative group of popular classics from the baroque, classical, romantic and contemporary repertoires. Included will be the particular musical characteristics of the music periods covered.

<b>NUR 110</b>	<b>Introduction to Professional Nursing</b>	<b>1 credit</b>	<b>Fall</b>
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This course focuses on understanding nursing as a profession through exploration of historical and contemporary perspectives. Current trends in health care are also considered, with emphasis on the roles and responsibilities of the nurse.

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

<b>NUR 120</b>	<b>Fundamentals of Nursing</b>	<b>8 credits</b>	<b>Fall</b>
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The focus of this course is the assessment and awareness of lifestyle behaviors and their effect on adults. Challenges to health will be explored using the nursing process. Skills that are essential to health promotion or health assessment will be integrated throughout the course and applied in laboratory class and clinical practice. Emphasis will be placed on the role of the RN in the caring environment. This course requires theoretical understanding, clinical and laboratory experience.

*Prerequisites: BIO 209 and PSY 100; day students, however, may take these concurrently with NUR 120. Evening students must have completed BIO 209 and all psychology courses prior to NUR 120*

<b>NUR 130</b>	<b>Care of Individuals Across the Lifespan</b>	<b>8 credits</b>	<b>Spring</b>
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The focus is on the family and common health problems. The course will expand and adapt assessment skills to include pregnancy, newborns and children. Common health problems will be explored utilizing the nursing process, and skills to meet the needs of clients across the life span will be developed. These skills will be applied in class and clinical practice. Emphasis will be placed on the role of the RN in the caring environment. This course requires theory, clinical and laboratory experiences.

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

<b>NUR 195</b>	<b>Advanced Placement Review Course</b>
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A review course for those who have a current LPN license and wish to enter the Associate's Degree in Nursing Program with advanced placement status. Successful completion allows the student to advance directly into NUR 130. The course consists of a 6-week review of the content for NUR 110 and NUR 120 and requires the student to successfully pass written, dosage and skills exams. Class size is based on available space in the Nursing Program. The course bears no credit load and will not qualify for financial aid eligibility or enrollment status. A copy

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of the LPN license and documentation of current experience as an LPN must be submitted with the application. This course is open to nursing transfer students upon approval by the Associate Dean of Nursing. Students may not repeat this course.

*Prerequisites: BIO 209; PSY 100; ENG 111. Co-requisites: BIO 210 and 2 required liberal arts courses such as RES 201 and ENG 211.*

**NUR 220                      Independent Study                      1-3 credits**

This course offers an opportunity for students at an advanced level of study in an associate's 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's degree. A detailed proposal and advisor approval are required prior to registration for an independent study.

**NUR 240                      Care of Clients with Physical and  
Psychological Human Needs                      8 credits                      Fall**

The nursing process will be applied to clients in the mental health setting and to those with more complex health care problems. The course will expand and adapt assessment skills to include more complex health care needs across the life span. These skills will be applied in laboratory class and clinical practice. Emphasis will be placed on the role of the RN in the caring environment. This course requires theoretical understanding, clinical and laboratory experience.

*Prerequisites: NUR 130, BIO 203, BIO 210, PSY 200. Prerequisites for advanced placement students: BIO 210; PSY 200; ENG 111. Corequisite: BIO 203*

**NUR 250                      Care of the Complex Client                      8 credits                      Spring**

The focus is on clients with multisystem problems. Critical thinking and advanced psychomotor skills will be practiced to meet the needs of clients across the life span. These skills will be applied in laboratory class and clinical practice. Emphasis will be placed on the role of the RN in the caring environment. This course requires theoretical understanding, clinical and laboratory experience.

*Prerequisite: NUR 240*

**NUR 260                      Transition to Nursing Practice                      3 credits                      Spring**

This course is designed to provide the student with an understanding of issues pertinent to nursing practice, roles and responsibilities as well as preparation for transition to nursing practice. Legal and ethical responsibilities will be stressed. The role of the nurse as a manager of patient care will be discussed. Practical experience will be required in order to learn how to manage a group of patients. This experience may be in an acute, long-term, or health related community settings. This is taught as a hybrid course.

*Prerequisites: NUR 240*

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<b>NUR 301</b>	<b>Nursing Theory and Practice Issues</b>	<b>3 credits</b>	<b>Fall</b>
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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.

<b>NUR 310</b>	<b>Pathophysiology</b>	<b>3 credits</b>	<b>Fall</b>
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This course explores the examination of human physiology and disease conditions affecting human beings across the lifespan. Etiology, pathogenesis, clinical manifestations of common disease processes and clinical interventions, which serve as a foundation for clinical assessment, decision making and Sciences of patients are explored. Content builds on basic anatomy and physiology, microbiology and chemistry.

*Prerequisite: BIO 210*

<b>NUR 340</b>	<b>Introduction to Research and Evidence-based Practice</b>	<b>3 credits</b>	<b>Spring</b>
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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*

<b>NUR 360</b>	<b>Health Assessment, Promotion and Diagnostic Reasoning</b>	<b>3 credits</b>	<b>Spring</b>
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This course combines dyadic and laboratory experiences to develop advanced skills in assessment of physical, genetic, cognitive, cultural and spiritual domains. Practitioner-client interactions, data collection, diagnostic reasoning, communication and the role of the nurse in health promotion are emphasized. Use of evidence-based practice to guide health teaching, health counseling and disease prevention throughout the life span will be explored.

*Prerequisite: BIO 210*

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<b>NUR 385</b>	<b>Community Care Nursing and Epidemiology</b>	<b>6 credits</b>	<b>Spring</b>
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This course focuses on the synthesis of population-based community and public health concepts to promote, maintain and restore health to individuals, families, groups and communities. Community assessment, risk identification, cultural competence, health care policy, the economics of care and application of community health nursing strategies are emphasized. In addition, epidemiological concepts are explored. Course includes a 2-credit clinical/lab section of 75 hours.

*Prerequisite: Unencumbered RN Nursing license*

<b>NUR410</b>	<b>Pharmacology</b>	<b>3 credits</b>	<b>Fall</b>
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This course explores the fundamental properties of pharmacology, describes medications used for common disorders, and discusses properties of an ideal drug, therapeutic objectives and factors that determine the intensity of drug responses. Content builds on anatomy and physiology, microbiology, chemistry and pathophysiology.

*Prerequisite: NUR 310*

<b>NUR 420</b>	<b>Independent Study</b>	<b>1-6 credits</b>	
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This course offers an opportunity for students at an advanced level of study in a bachelor degree program and in good academic standing to undertake an independent project under the supervision of a faculty member. A maximum of 6 credits of independent study at the 220 and/or 420 level can be earned for a bachelor's degree. A detailed proposal and advisor approval are required prior to registration for an independent study. This course is restricted to bachelor's degree students.

<b>NUR 421</b>	<b>Leadership, Sciences and Ethics in Nursing</b>	<b>3 credits</b>	<b>Fall</b>
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This course focuses on the principles of organizational and systems leadership in nursing and health care. Students will explore the impact of power, politics, policy, social justice, finance and the influence of regulatory agencies on ethical delivery of quality care. The need for the development of leadership and Sciences skills that emphasize ethical and critical decision-making, collaboration, and communication as a member of an intra-professional team will be discussed.

<b>NUR 460</b>	<b>Nursing Specialty and Synthesis</b>	<b>6 credits</b>	<b>Fall-Spring</b>
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This final course is designed to immerse and enhance the newly defined baccalaureate graduate role in varied and multiple factors that influence the life

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expectancy, health status and disease trajectories of the world's population. This course will analyze interdisciplinary perspectives of the structure of healthcare systems and environmental health that influence the healthcare policies of governments as well as national and international agencies. The global impact of communicable diseases, environmental causes and natural or man-made disasters will be presented.

Course includes a 1.6 credit 60 clinical/lab hours.

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

<b>OCT 112</b>	<b>Occupational Therapy Skills and Application I</b>	<b>1 credit</b>	<b>Fall</b>
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Selected activities will be used in this laboratory practicum to teach occupation-based activity analysis to grade, modify and adapt activities. Students will use a variety of tools and materials, including the teaching/learning process to engage peers in new learning and consider safety issues and precautions relevant to client populations and given activities.

<b>OCT 114</b>	<b>Foundations of Occupational Therapy I</b>	<b>3 credits</b>	<b>Fall</b>
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This lecture and laboratory course will introduce concepts fundamental to the practice of occupational therapy including the history, philosophy, terminology, theoretical frames of reference, ethics and organizational structures of the profession. The roles and functions of the occupational therapy assistant in current healthcare, education and rehabilitation environments will be explored. The Occupational Therapy Practice Framework, Domain and Process, will be emphasized throughout the course. Students will begin to develop theoretical and practical hands-on techniques and observation skills critical to assessment and treatment implementation.

<b>OCT 116</b>	<b>Occupational Therapy Skills and Application II</b>	<b>1 credit</b>	<b>Spring</b>
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Building on the general concepts taught in OCT 112, students will have opportunities to develop skills in observation, interviewing, running groups, adapting and grading activities for a variety of age groups. Developing an understanding of the importance of balancing domains of occupations and the role of occupation in the promotion of health and wellness will be emphasized.

*Prerequisites: C or better in OCT 112 and OCT 114*

<b>OCT 117</b>	<b>Introduction to Fieldwork</b>	<b>1 credit</b>	<b>Spring</b>
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Through the first student experience with fieldwork, students will gain an awareness of occupational therapy service delivery and processes across practice areas,

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enhance knowledge of interdisciplinary roles, further develop their professional identity, and have opportunities to promote the occupational therapy profession. Community site visits, guest lecturers, case-based learning, group discussions and assignments will expose students to OT across a variety of settings.

*Prerequisites: C or better in OCT 112 and OCT 114*

<b>OCT 120</b>	<b>Occupational Performance Across the Lifespan</b>	<b>3 credits</b>	<b>Spring</b>
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This course is designed to provide the students with an overview of the development of human occupation from birth through death and dying. Human performance and participation in everyday occupations and contexts are explored across the lifespan. The student will be introduced to the importance of understanding developmental concepts and theories and their relationship to occupational engagement. Knowledge of the typical acquisition of occupation will be emphasized to help develop an understanding of atypical development and for planning appropriate OI intervention for individuals of all ages.

*Prerequisites: PSY 100, C or better in OCT 112 and OCT 114*

<b>OCT 121</b>	<b>Foundations of Occupational Therapy II</b>	<b>3 credits</b>	<b>Spring</b>
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This lecture and laboratory course will build upon concepts introduced in OCT 114: Foundations of Occupational Therapy I to deepen students' understanding of occupational therapy theory and current evidence-based practice. Students will be required to demonstrate proficiency in learned intervention and assessment techniques before advancement to the next level of the OTA program.

*Prerequisites: C or better in OCT 112, OCT 114, and SCI 100*

<b>OCT 210</b>	<b>Fieldwork I - Psychosocial</b>	<b>1 credit</b>	<b>Fall-Summer</b>
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A fieldwork learning experience that allows students to apply previous and concurrent learning, especially concepts related to psychological and social components necessary for a healthy, functional life. Utilizing interview, occupational profile, task analysis, group process and group dynamics, the students will engage individuals, groups and/or populations in selected play, leisure and social occupations. While these occupation-based activities may reinforce a participant's motor, cognitive and sensory skills, the primary focus of group activities will be on psychosocial skills necessary to enhance one's quality of life. Students will have opportunities to plan and lead occupational group activities based on identified interests of the participants. These group activities will be provided in community settings such as assistive living facilities, adult day programs, preschools or group homes.

*Prerequisites: C or better in all OCT 100-level courses and SCI 100*

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<b>OCT 211</b>	<b>Preparing for Practice</b>	<b>1 credit</b>	<b>Fall-Summer</b>
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This course prepares students for professional responsibilities as an occupational therapy practitioner. Topics of study include practitioner roles and functions, organizational and administrative principles, clinical reasoning, supervision, reimbursement mechanisms and professional development. The Official Documents of the American Occupational Therapy Association (AOTA), scientific journals and web resources are utilized to explore principles of ethical and evidence-based practice. Students will gain an understanding of the credentialing processes to meet professional and legal criteria to practice.

*Prerequisites: C or better in all OCT 100-level courses and SCI 100*

<b>OCT 213</b>	<b>Occupational Therapy in Developmental Disabilities Practice</b>	<b>3 credits</b>	<b>Fall</b>
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The student is introduced to conditions that interrupt the normal growth and development sequence. Lectures will cover etiology, signs and symptoms of various diagnoses, and the related occupational therapy theory, frames of reference, and treatment methods and techniques. Laboratory sessions stress hands-on learning designed to help the student develop the skills necessary to provide occupational therapy treatments in early childhood school-based programs, and in community-based programs serving clients from infancy through adulthood.

*Prerequisites: C or better in all OCT 100-level courses, BIO 209, BIO 210, and SCI 100*

<b>OCT 214</b>	<b>Occupational Therapy in Physical Dysfunction Practice</b>	<b>3 credits</b>	<b>Fall</b>
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Lectures and clinical presentations are used to teach medical, neurological and orthopedic conditions that result in physical, cognitive and/or sensory dysfunction. The application of occupational therapy principles and techniques will be reinforced and practiced during laboratory sessions. Case studies, role playing, guest lecturers and clinical field trips will be used to present disabling conditions and occupational therapy treatment interventions.

*Prerequisites: C or better in all OCT 100-level courses, BIO 119 or BIO 300, BIO 209, BIO 210 and SCI 100*

<b>OCT 215</b>	<b>Occupational Therapy in Psychosocial Dysfunction Practice</b>	<b>4 credits</b>	<b>Fall-Summer</b>
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The theory and application of occupational therapy principles and techniques in the treatment of individuals with mental health problems are presented in lecture and laboratory sessions. Students will have opportunities to examine their own perceptions of mental illness and develop an understanding of how mental illness can impact occupational performance and participation. Lectures will cover etiology, signs and symptoms, and treatment of psychiatric diagnoses commonly seen in occupational therapy in a variety of settings. The occupational therapy



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assistant's role in the evaluation and intervention process will be emphasized and students will have opportunities to practice these roles in lab.

*Prerequisites: C or better in all OCT 100-level courses and SCI 100*

**OCT 216 -217      Fieldwork II      Fall-Spring-Summer**

During the final semester of the OTA curriculum, learning continues with supervised clinical experiences in two types of settings where occupational therapy is practiced. Each Level II Fieldwork (FW II) allows students to participate and gain competency in observation, assessment, treatment planning, treatment implementation and documentation as they apply previously learned occupational therapy principles, techniques and skills to meet client needs. FW II learning allows the student to transition from academic learner to OTA practitioner. Each clinical experience is typically full time for 8 weeks and is scheduled during the normal (day) hours during which the assigned occupational therapy department provides services. This allows the student to complete the minimum 16 weeks of full-time clinical experience as required by the Accreditation Council for Occupational Therapy Education (ACOTE) Educational Standards in 1 extended semester. FW II must be completed within 18 months following completion of academic preparation. Those needing to postpone FW II and who are unable to meet this timeline may be required to repeat selected academic courses before registering for OCT 216-217.

*Prerequisite: Completion of all all courses in the OTA degree program with a C (73) or better in all OTA courses, SCI 100, BIO 209 and BIO 210.*

**OCT 220      Independent Study      1-3 credits**

This course offers an opportunity for students at an advanced level of study in an associate's 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's degree. A detailed proposal and advisor approval are required prior to registration for an independent study.

*Prerequisites: OCT 111 and OCT 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.

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<b>PHI 300</b>	<b>Health Care Ethics</b>	<b>3 credits</b>	<b>Fall-Spring-Summer</b>
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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*

<b>PHY 101</b>	<b>General Physics I</b>	<b>4 credits</b>	<b>Fall</b>
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This course provides an introduction to Newtonian mechanics. Applications will be made to a variety of simple systems, to include use of some elementary thermodynamics. A two-hour lab is included.

<b>PHY 102</b>	<b>General Physics II</b>	<b>4 credits</b>	<b>Spring</b>
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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*

<b>PNC 101</b>	<b>Fundamentals of Practical Nursing I</b>	<b>6 credits</b>	<b>Spring</b>
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This course familiarizes students with the historical development of nursing, the nursing process, nursing education, and the role and responsibilities of the LPN and health care team. Application of the LPN role throughout the life cycle, basic nutrition, infection control and legal ethical issues will be discussed. A structured campus laboratory setting assists students in learning and interpreting technical skills. Emphasis will be placed on the role of the LPN in a caring environment.

*Prerequisites: BIO 103 or BIO 209. Co-requisites: ENG 111; PSY 100*

<b>PNC 102</b>	<b>Fundamentals of Practical Nursing II</b>	<b>8 credits</b>	<b>Summer</b>
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During this course the nursing process will be utilized while focusing on common health problems and the family across the life span. Basic clinical skills will be introduced and practiced in a laboratory. A clinical experience will be provided in a variety of settings. Emphasis will be placed on the role of the LPN in a caring environment and its impact on care.

*Prerequisites: BIO 103 or BIO 209; PNC 101. Co-requisites: BIO 210; PSY 200; SOC 101*

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<b>PNC 103</b>	<b>Fundamentals of Practical Nursing III</b>	<b>8 credits</b>	<b>Fall</b>
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During this course the nursing process will continue to be utilized by focusing on mental health issues. Clinical applications in mental health nursing and therapeutic communication skills are emphasized. Advanced psychomotor skills are practiced and evaluated in the laboratory. Clinical experience will be provided in a variety of settings. Emphasis will be placed on the role of the LPN in a caring environment and its impact on client care.

*Prerequisites: PNC 102 and all required non-nursing courses*

<b>PNC 104</b>	<b>Fundamentals of Practical Nursing IV</b>	<b>8 credits</b>	<b>Spring</b>
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During this course the nursing process will be utilized while focusing on more complex health care needs. Clinical applications in advanced medical surgical skills will be emphasized. Critical thinking application and advanced psychomotor skills are practiced and evaluated in the laboratory. Clinical experience will be provided in acute and long-term health care settings. Sciences skills and leadership as it relates to the LPN scope of practice will be discussed. Emphasis will be placed on the role of the LPN in a caring environment and its impact on client care.

*Prerequisites: PNC 103 and all required non-nursing courses*

<b>POL 101</b>	<b>The American Political System</b>	<b>3 credits</b>	<b>Fall</b>
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This course provides an introduction to the basic structures of the United States national government and the political processes with a view toward helping the student to better understand current issues and policies. Topics include the Constitution, national/state relations and powers, the legislative and judicial processes, elections and the activities of interest groups.

<b>POL 102</b>	<b>State and Local Government</b>	<b>3 credits</b>
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This course provides an analysis of the structure and processes of state and local units of government, as well as the political activities of interest groups, parties and candidates. Current political events and trends in modern politics will be examined. Students gain a better awareness of the nature, strengths and weaknesses of the government.

<b>POL 202</b>	<b>Public Administration</b>	<b>3 credits</b>
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This course examines the art and science of implementing decisions made by those who govern. A chief concern will be the shaping and implementing of public political policy by lawmakers, executives and judges at all levels of government, with particular attention to local and municipal institutions and political behavior.

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<b>POL 310</b>	<b>International Relations</b>	<b>3 credits</b>	<b>Fall</b>
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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*

<b>POL 320</b>	<b>Constitutional Law</b>	<b>3 credits</b>	<b>Spring</b>
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This course presents an overview of U.S. constitutional law. Topics include the nature and scope of due process law, the Bill of Rights, judicial review, separation of powers, the nature of executive and congressional power, federalism and the Interstate Commerce Clause, the right to privacy and equal protection under the law.

*Prerequisites: POL 101*

<b>POL 400</b>	<b>Internship in Government Studies</b>	<b>3-6 credits</b>	<b>Spring</b>
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The Internship in Government Studies consists of a supervised work experience with professional practitioners in an agency, company, institution, organization or school. The internship is designed to provide a diverse array of program-relevant experiential learning activities that enhance the students' communication skills, cognitive and professional skills, and, as a capstone activity, is intended to offer students the opportunity to apply knowledge and skills to utilize critical thinking and informed analysis, and to augment their subject matter knowledge in Government Studies. A minimum of 120 total hours of internship work for 3 credits and 240 total hours of internship work for 6 credits is required. The internship is graded as pass/fail.

*Prerequisites: Senior standing in the Liberal Arts program and in good academic standing. Students who do not meet the academic standing requirement must take 6 credits of upper division coursework by advisement.*

<b>POL 420</b>	<b>Independent Study</b>	<b>1-6 credits</b>
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This course offers an opportunity for students at an advanced level of study in a bachelor's 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's degree students.

<b>PRD 099</b>	<b>HEOP Seminar</b>	<b>Non-credit</b>	<b>Summer</b>
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Restricted to first semester HEOP students, this seminar is designed to assist HEOP

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(Higher Education Opportunity Program) scholars acclimate to the academic and social rigors of Maria College. Study skills, time Sciences, money Sciences, career assessment, student services and tutorial services are explored and discussed. By the end of the course, scholars have an understanding of student success services offered at Maria College.

**PRD 100                      College Success Seminar      2-3 credits**

This course is designed to assist students to prepare for future courses as well as to be successful on the Test of Essential Academic Skills (TEAS). Course topics include strategies in English, reading comprehension, mathematics, science and other issues that focus on student achievement.

**PRD 105                      Peer Tutoring                      0-1 credit                      Fall-Spring**

This course is primarily designed to prepare for employment in the Peer Tutoring Program, though those interested in exploring various practical methods and strategies for approaching their own learning process may also find this course of value. As a community of scholars, we will collectively investigate our own and others' learning processes and styles for the purposes of developing self-reliance and confidence when approaching academic challenges. At the end of the course, students will not only have a greater awareness of how to achieve academic success, but be able to guide others to the same outcome. Please note: While successful completion of this course is a prerequisite for employment in the Peer Tutoring Program, students must interview for a position before being hired.

**PSY 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 100                      General Psychology                      3 credits                      Fall-Spring-Summer**

This course introduces students to the major theories and concepts in contemporary psychology. Topics covered include approaches and research methods in psychology, the biological basis of behavior, sensation and perception, learning and memory, consciousness, motivation and emotion, intelligence, personality, social psychology and mental illness.

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

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

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components of social change and their impact on social order will be evaluated.

*Cross-listed as SOC 101*

**PSY 102      Exploratory Psychology      3 credits**  
**Spring**

This course explores several topics or areas from General Psychology in a more critical and in-depth process. The purpose of the course is to engage students in critical inquiry about the contemporary significance of, and practical concerns within the field of psychology. The goal is for students to develop a greater awareness of, and interest in, specific disciplines within psychology.

**PSY 200      Developmental Psychology      3 credits      Fall-Spring-Summer**

This course engages in the scientific study of the individual across the life span: a study and application of physical, cognitive and behavioral processes across contexts.

*Prerequisite: PSY 100 with a grade of C or better*

**PSY 202      Adolescent Psychology      3 credits      Spring**

This is a survey course examining the various adjustments experienced by adolescents: psychosexual problems, conflict surrounding dependence vs. independence, feelings of inferiority, problems with self-image and factors associated with substance abuse.

*Prerequisite: PSY 100*

**PSY 203      Child Psychology      3 credits      Fall**

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

*Prerequisite: PSY 100*

**PSY 204      Psychology of Abnormal Behavior 3 credits      Fall**

Minor and major variants of behavior. History of treatment of disordered personalities. The nature of maladjustment, neuroses, psychoses and other variances from normal behavior are considered.

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*Prerequisite: PSY 100*

<b>PSY 205</b>	<b>Psychology of Interpersonal Relations</b>	<b>3 credits</b>	<b>Spring</b>
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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*

<b>PSY 209</b>	<b>Psychology of Aging</b>	<b>3 credits</b>	<b>Fall-Spring</b>
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This course is a study of the psychological impact that events such as retirement, illness, loss of capacity and the prospect of death have on the elderly. It will also examine physiological, sociological, economic and psychological changes that the elderly may encounter.

*Prerequisite: PSY 100*

<b>PSY 225</b>	<b>Health Psychology</b>	<b>3 credits</b>	
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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*

<b>PSY 232</b>	<b>Positive Psychology</b>	<b>3 credits</b>	<b>Fall</b>
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This course will examine the scientific research on happiness and its application in the areas of positive individual traits, positive emotions and positive institutions. Productivity, health, successful aging, spirituality and national well-being are all functions of happiness. Students will explore the practical ways to promote and maintain happiness, compassion, optimism, wellness, gratitude, mindfulness, creativity and flow, and how to strengthen positive character traits in themselves and others.

*Prerequisite: PSY 100*

<b>PSY 235</b>	<b>Introduction to Alcoholism and Substance Abuse</b>	<b>3 credits</b>	<b>Fall-Spring</b>
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This course examines alcoholism and substance abuse from historical, biological, psychological, social and cultural perspectives. It presents theoretical frameworks that help students understand the nature and course of substance abuse and dependency, as well as strategies to prevent its onset. The course introduces the assessment and diagnostic process as well as treatment approaches.

<b>PSY 270</b>	<b>Social Psychology</b>	<b>3 credits</b>	<b>Fall</b>
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This course introduces the student to the scientific study of how individuals think,

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feel and behave in social situations. It applies the scientific method of systematic observation, description, and measurement in the study of the human condition. This course, while relating the foundations of social psychology, will provide special attention to understanding the implementation of practical applications of social-psychological knowledge that extended the reach of the field. Social psychologists are often called on to make contributions in business, medicine, law and other fields.

*Prerequisite: PSY 100*

**PSY 300                      Organizational Change                      3 credits Fall-Spring-Summer**

This course examines the nature, definitions, theories and aspects of organizational culture to help develop an understanding of the principles of organizational change theory that apply to both short- and long-term changes. Analysis covers patterns of behavior and their relationship to organizational culture, especially the impact of the organization's business on employee behavior and culture. Topics include the role of nationality, gender and race within organizational culture, implications of addressing organizational challenges, theory versus practice, and the relative roles of the individual, groups and the organization in a cultural context. The goal is to apply knowledge of organizational culture to develop a change-Sciences plan.

*Prerequisite: Any PSY 200-level course*

*Cross-listed SOC 300*

**PSY 302                      Medical Sociology                      3 credits                      Spring**

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

*Prerequisite: SOC 101 or permission of instructor*

**PSY 305                      Psychology of Food and Eating                      3 credits**

This course will explore the psychological meanings of food and eating, and its effects on the health and wellness of humans. Some of the topics to explore include: the cultural evolution of food and eating, learning processes and eating behaviors, social and developmental influences on eating and food preference, the role of the brain - mood, cravings, addiction, obesity, eating disorders and body image.

*Prerequisite: PSY 100*

**PSY 315                      Psychology of Criminal Behavior                      3 credits                      Summer**

This course will cover the psychology of violent criminal behavior from multiple



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perspectives, beginning with the exploration of different theories relating to criminal behavior, including biological, psychological, sociological, social learning and developmental risk. The course then moves beyond the theoretical to consider the relationship between mental illness and criminal behavior, and the interface with the judicial system and the media. Students will examine an array of cases depicting perpetrators of violent crimes, study and apply those methods used in the psychological profiling of criminals.

*Prerequisite: PSY 100*

**PSY 320                      Psychology and the Media                      3 credits                      Fall**

This course explores the evolution of the media and its influence on human behavior. Students will analyze the relationship between media and psychology in relationship to culture, ethical and legal issues. Students also examine ethical and legal issues related to the psychology and the media. Current and future trends and challenges will be discussed as well as media's impact on social change.

*Prerequisite: Any PSY 200 level course*

**PSY 321                      Cultures, Health and Healing                      3 credits                      Spring**

This course provides a broad exploration of the study of human health, disease and treatment from a cross-cultural, historical, anthropological and evolutionary perspective, with an emphasis on the cultural and bio-cultural factors that shape how response to diseases and illness involve social dynamics, cultural values and collective expectations. Societies throughout the world recognize certain bodily, emotional and mental conditions as undesirable and in need of change. In this course, the interactions of non-western cultures with systems of western health are explored in a global context.

*Prerequisite: SOC 101; Cross-listed CUL 320*

**PSY 340                      Cognitive Psychology                      3 credits                      Spring**

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

*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 placed on the theoretical

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and practical aspects of the research techniques used in this field. Students will learn about the methods psychologists use to obtain information and draw appropriate conclusions, how to determine which statistical analysis is appropriate for a given data set, and how to interpret and communicate results.

*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, their interpretations and uses. The essential parts of a research proposal will be examined and students will be trained on how to critically analyze research. Students will be provided with the tools necessary to develop a proposal.

*Prerequisites: PSY 350*

**PSY 400                      Internship in Psychology                      3-6 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, cognitive and professional skills, and, as a capstone activity, is intended to offer students the opportunity to apply knowledge and skills to utilize critical thinking and informed analysis, and to augment their subject matter knowledge in psychology. A minimum of 112 total hours of internship work for 3 credits and 225 total hours of internship work for 6 credits is required. The internship is graded as pass/fail. All required internship documents must be approved prior to the start of the internship.

*Prerequisites: Students must be in their final year of the Psychology program and in good academic standing*  
*Cross-listed as SOC 411*

**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 to health will be discussed as methods to explore how programs, practices and policies in these areas affect the health of individuals, families and communities. The 6 credit sections of this course include 3-credits of experimental learning.

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*Prerequisites: SOC 101 and ENG 300*

**PSY 420                      Independent Study                      1-6 credits**

This course offers an opportunity for students at an advanced level of study in a bachelor's 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. The course is restricted to bachelor's 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.*

**RES 101                      Introduction to the Bible                      3 credits**

This course is an introduction to the Bible, its historical, literary and theological dimensions. The course will explore the major events and characters in the Bible, the many genres that are represented, and examine how the Bible continues to influence contemporary life in America. Students will survey the entire Bible, including both the Hebrew and Christian scriptures.

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

In this course the problems of authorship, criticism, inspiration and literary genre are specifically considered. The historical and archeological contributions to scriptural studies are reviewed.

**RES 103                      Spirituality of Life and Death                      3 credits                      Spring**

This course will help students understand the history and importance of spirituality for understanding and processing life and death. Whilst many people engage with spirituality and religion when experiencing the dying and death of a loved one, this is only the beginning of what spirituality can offer people in understanding the life events. Spirituality and religion are not just tools for processing and ritualizing death, they can also help shed light on it's mystery and help with the process of continuing to live life. The physical death of a person is not the only way death is experienced; we face many 'deaths' through loss, transition, sickness and ageing. This course will use the richness of spirituality to help understand these life events. This course is especially useful to individuals and students in health care professions, psychology, voluntary organizations and

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those who interested in a deeper understanding of the human within the cosmos.

**RES 105                      Introduction to                      3 credits**  
**New Testament Studies**

This course is designed to introduce students to the New Testament and will examine the origins and structure, as well as the context in which it was written. The different literary genres of the New Testament will be considered and the basic theology of the different books examined. A number of passages will be studied in depth, using different techniques of criticism and inquiry. The course will conclude with an examination of the use and relevance of the New Testament today in the life of the Church and the faith of believers. As Maria College is a Catholic college, the content will be set in this theological framework, but all views and beliefs will be respected and encouraged in discussion. All topics are studied at a basic level and will assume little prior knowledge.

**RES 114                      World Religions                      3 credits                      Fall-Spring**

A study of the history and beliefs of the major world religions, past and present.

**RES 201                      Foundations of Social Justice    3 credits    Fall-Spring-Summer**

This course will provide students with the knowledge and appreciation of the mission and values of Maria College. Students will examine contemporary social justice issues with specific, but not exclusive, reference to the Critical Concerns of the Sisters of Mercy of the Americas: care for the earth, justice and care for women, immigration, anti-racism and non-violence. To enable students to critically reflect on these social justice concerns, they will examine philosophical and theological theories within the Catholic, religious and secular traditions. Students will apply the principles of Catholic Social Teaching as a motivation and context for service and advocacy. Students will receive a foundation in theological reflection to facilitate deeper learning from service opportunities in future courses.

**RES 207                      Women and Religion                      3 credits**

This class focuses on the various religious experience of women, with particular attention to the ways in which these experiences have contributed to, and challenged, social, political and religious institutions. Whilst it will incorporate the contribution from a range of religions and spiritualities, examples will primarily come from the Christian tradition. Students will examine women's spiritual lives across time in both religious and secular cultures.

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

This course will give students a knowledge and appreciation of new developments in theology and spirituality through the lens of Cosmology. Scientific and theological study of the wonders of the universe is an emerging

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reality and has implications for how we see and understand ourselves and God. This course is designed to enable students to examine their own religious and philosophical beliefs regarding the nature of God and the nature and purpose of life, with a view toward understanding how we should live in a global/cosmic reality. The course examines the relationship between science and religion as interdependent tools for the ongoing pursuit of knowledge and truth in accord with the mission of Maria College. The course will apply this understanding to the study of care of the Earth, one of the Critical Concerns of the Sisters of Mercy of the Americas.

**RES 220                      Independent Study                      1-3 credits**

This course offers an opportunity for students at an advanced level of study in an associate's 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's degree. A detailed proposal and advisor approval are required prior to registration for an independent study.

**RES 230                      Religion in America                      3 credits                      Fall-Spring**

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

**SCI 100                      Medical Terminology                      3 credits                      Fall-Spring-Summer  
and Conditions**

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

*Cross-listed with PSY 101*

**SOC 101                      Introduction to Social Change                      3 credit                      Fall-Spring-Summer**

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

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**SOC 109                      Introduction to Criminal Justice      3 credits**

An overview including a survey of the foundations of law enforcement and the criminal justice system. The criminal justice process, as well as the constitutional restraints on the system, will be studied.

*Cross-listed with PSY 302*

**SOC 300                      Medical Sociology                      3 credits                      Spring**

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

*Prerequisite: SOC 101 or permission of instructor*

**SOC 410                      Health Promotion across                      6 credits                      Fall**  
**the Life Span**

This course explores sociological and public health concepts as a function of health through the life span. Topics of race, class, gender and culture will be broadly studied as they influence attitudes and behaviors towards health. Health will be defined in terms of age-expected changes and population health promotion priorities. Social detriments of health will be discussed as methods to explore how programs, practices and policies in these areas affects health of individuals, families and communities. The 6 credit sections of this course includes the 3-credits of experimental learning.

*Prerequisites: SOC 101 and ENG 300*

*Cross listed with PSY 411*

**SOC 411                      Health Promotion across                      3 credits                      Fall**  
**the Life Span**

This course explores sociological and public health concepts in the study of health through the life span. Topics of race, class, gender and culture will be broadly studied as they influence attitudes and behaviors towards health. Health will be defined in terms of age-expected changes and population health promotion priorities. Social detriments to health will be discussed as methods to explore how programs, practices and policies in these areas affect the health of individuals, families and communities. The 6 credit sections of this course include 3-credits of experimental learning.

*Prerequisites: SOC 101 and ENG 300*

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**SPA 101**                      **Contemporary Spanish I**    **3 credits**                      **Fall**  
Spanish language and culture will be studied, emphasizing both spoken and written forms. This course is designed for students beginning to study Spanish.

**SPA 102**                      **Contemporary Spanish II**    **3 credits**                      **Spring**  
A continuation of Spanish I, with an emphasis on listening, comprehension, speaking, reading and writing.

*Prerequisite: SPA 101 or equivalent*

**SPA 201**                      **Intermediate Spanish**        **3 credits**                      **Fall**  
Students of Intermediate Spanish will work on obtaining Spanish language competence including advanced communicative skills and reading comprehension in the context of selected cultural themes and texts through both a communicative and task-based approach to study of the language. The course focuses on further development of more complex communication skills in Spanish. It is designed to develop further proficiency in the four language skills: listening, speaking, reading and writing in Spanish. Vocabulary will be presented in the context of culturally significant issues. Students will develop more advanced skills which will enable them to comprehend conversations and stories, improve in articulation of their readings and understand longer and more complex texts, translate longer passages, engage in conversations in Spanish and write about life in Spanish-speaking countries.

*Prerequisite: SPA 102*





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