



2024-25 UNDERGRADUATE

# ACADEMIC CATALOG

TRANSFORMING CAREERS

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## Finding your way to and around campus.

### McAuley Building

Andrea Lewis Siek School of Nursing  
Classrooms/Labs  
Faculty Offices

### Mercy Hall

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

### Main Building

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

### Marian Hall

Business Office  
Human Resources  
Counseling  
Courtyard  
Fitzgerald Court

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

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

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

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

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



**MARIACOLLEGE.EDU**

700 New Scotland Avenue, Albany, NY 12208

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

# Undergraduate Academic Catalog

## 2024-25

Updated: 2.27.2025



# The Maria Mission

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

## Maria's Core Values



# Evolution Of A College

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

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

## The Campus

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

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

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

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

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

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

## **Maria Today**

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

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

# Goals and Learning Outcomes

## **Maria College Will:**

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

## **Maria College Graduates will be Able To:**

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

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



# 2024-2025 Academic Calendar

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

## Commencement – May 18, 2025

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

## Accreditation and Membership

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

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

### THE COLLEGE HOLDS MEMBERSHIP IN:

- ~ Accreditation Commission for Education in Nursing
- ~ Accreditation Council for Occupational Therapy Education
- ~ Albany-Colonie Regional Chamber of Commerce
- ~ American Association of Collegiate Registrar and Admissions Officers
- ~ American Association of Community and Junior Colleges
- ~ American Association for Higher Education
- ~ American Council on Education
- ~ American Counseling Association
- ~ American Library Association
- ~ Association of Catholic Colleges and Universities
- ~ Capital District Counseling Association
- ~ Capital District Library Council
- ~ Capital Region Career Consortium
- ~ Catholic Library Association
- ~ College Entrance Examination Board
- ~ Commission on Independent Colleges and Universities of the State of New York
- ~ Conference for Mercy Higher Education
- ~ Council of Independent Colleges
- ~ Environmental Consortium of Colleges and Universities
- ~ Middle States Association of Collegiate Registrar and Admissions Officers
- ~ National Association of Colleges and Employers
- ~ National Association of Independent Colleges and Universities
- ~ National Association of Student Financial Aid Administrators
- ~ National Catholic Education Association
- ~ National Council for State Authorization Reciprocity Agreements (NC-SARA)
- ~ New York State Council of Deans of Baccalaureate and Higher Degree Nursing Programs
- ~ New York State Council of Practical Nurse Programs
- ~ New York Counseling Association
- ~ New York State Associate Degree Nursing Council
- ~ New York State Disabilities Services Council
- ~ New York State Library Association
- ~ National League for Nursing
- ~ Phi Theta Kappa International Honor Society
- ~ Sigma Theta Tau International Honor Society of Nursing Omicron Sigma at Large Chapter

# Academic Regulations

## CREDIT HOUR DEFINITION

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

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

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

All credit-bearing courses at Maria College must comply with Section 50.1 (o) of the

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

### **Application of the Credit Hour Policy:**

The Maria College credit hour policy applies to all courses that award academic credit regardless of the mode of delivery including but not limited to lecture, seminar, laboratory, online, hybrid, and self-paced. Academic departments and the Curriculum Committee are responsible for ensuring that credit hours are awarded only for academic work that meets the requirements outlined in this policy. The expectation of contact time inside the classroom and student effort outside the classroom is the same in all formats of a course regardless of mode of instructional delivery, whether fully online, hybrid or in-person. Courses that have less structured classroom formats such as independent study, internships, cooperative learning, practical, clinical, fieldwork or other academic work leading to the awarding of credit hours must clearly state learning objectives and expected outcomes as well

as workload expectations that meet the federal and state standards specified above.

**Credit Hour Awarding and Review Process:**

Maria College follows a semester format with fall and spring semesters having a minimum of 15 weeks with an additional week for final examinations. Summer semester terms consist of fewer weeks of instruction and weekend terms consist of fewer days of instruction but both formats still adhere to federal and state credit hour regulations in terms of instructional time, amount of work required and expected outcomes. The academic calendar for each of these configurations must provide a minimum of 750 minutes of instruction per credit hour. The standard meeting times for courses at Maria College are three 50-minute classes, two 75-minute classes and one 150-minute class per week (170 minutes with breaks included) which over a 15 week semester in conjunction with a 120 minute exam period provide at least 750 minutes of instructional time per credit hour.

The academic calendar is prepared by the Registrar for approval by the Vice President of Academic Affairs and College President to assure compliance with federal and state credit hour regulations.

The faculty and academic program chairs are responsible for developing, maintaining and evaluating the curricula comprising specific academic programs. Existing courses are evaluated for adherence to federal and state credit hour regulations on an annual basis with findings reported to

the Academic Affairs Committee. New courses are developed and approved at the program and department level and are subsequently submitted to the Curriculum Committee for the final determination. The Committee is responsible for certifying that all proposed new or revised courses conform to the federal and state credit hour regulations. Syllabi submitted with proposals for new or revised courses are examined by the Committee for contact time and for verification that the expected student learning outcomes meet the credit hour standard.

**Credit Hour Specifications:**

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

Laboratory courses involve experiential learning in group settings under direct supervision of a faculty member with students conducting laboratory experiments or studies. The minimum contact time per credit for laboratory courses is twice that of a lecture- based

course. For laboratory courses, 1 credit is awarded for a minimum of 100 contact minutes per week or 1500 contact minutes for the entire semester. The minimum out-of-class student work for one credit of a laboratory course is 50 minutes per week or 750 minutes for the entire semester. There are 2250 minutes or 37.5 hours of total instructional contact time and out-of-class student work per credit for the entire semester.

Clinicals are courses that involve experiential learning under direct supervision of a faculty member with students performing work in a clinical setting. The minimum contact time per credit hour for a clinical course is twice that of a lecture, however, this may vary depending on the amount of outside work assigned. For clinical courses, 1 credit is awarded for a minimum of 120 contact minutes per week or 1800 contact minutes for the entire semester. An additional minimum of 30 minutes per week or 450 minutes per semester of out-of-class student work for clinical courses yields a total of 2250 minutes or 37.5 hours of total instructional contact time and out-of-class student work per credit for the entire semester.

Fieldwork courses involve experiential learning in a professional setting under direct supervision of fieldwork educators who serve as site supervisors and performance evaluators. The total amount of required hours may be mandated by professional accrediting organizations. The minimum contact time per credit for

fieldwork courses is 160 minutes per week or 2400 minutes or 40 hours for the entire semester. Similarly, internship courses involve experiential learning under the direct supervision of a site supervisor or preceptor and require a minimum of 160 minutes per week or 2400 minutes or 40 hours per credit for the entire semester.

## **ACADEMIC CLASSIFICATIONS**

### **Matriculated Students:**

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

### **Non-matriculated Students:**

Non-matriculated student is one who does not intend to seek a degree from Maria College but wishes to take less than 12 credits of course work at Maria for the purpose of personal fulfillment or to obtain academic credit. An individual who wishes to become a non-matriculated student at Maria must complete an application through the Admissions Office prior to registering for classes. The non-matriculated student will be assigned a user name and password for the MyMaria and Blackboard websites and is expected to become familiar with student orientation materials available on the MyMaria site. The same policies and procedures apply regardless of student status. The non-matriculated student benefits from all institutional support services related to the learning experience but is not eligible for financial aid.

**Full-time Students:**

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

**Part-time Students:**

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

**Transfer of Credit:**

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

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

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

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

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

**Foreign School Transfer Credit Evaluation:**

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

World Education Services, Inc. (WES)  
Bowling Green Station  
P.O. Box 5087 New York, N.Y. 10274-5087  
[www.wes.org/students/index.asp](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 course instructor.
- No credits are given and no letter grade is recorded for an audited course.
- Students are charged one-half tuition for the audited course.
- Senior citizens (62 years and older may audit one course per semester tuition-free.
- Students are expected to comply with all college and course related codes of behavior as specified in the course syllabus.
- Students cannot change to credit status after the add/drop period.
- All audited courses are designated "AU" on the transcript.

## **SPECIAL CREDIT PROVISIONS**

### **Advanced Placement:**

Maria College recognizes college-level courses taken by students while they are still attending high school. Advanced Placement scores of 5, 4 and 3 typically are accepted for college credit.

### **Challenge Examinations:**

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

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

### **Credit for Life Experience:**

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

### **Cross Registration:**

Area colleges and universities sponsor a cross registration program that allows full-time students the opportunity to enroll in courses at other institutions. Enrollment is based, in part, on available space, and is not permitted if the course is offered at the home campus. The majority of credits must be taken at Maria College each semester. Permission of the advisor and Registrar's Office is required prior to registration at another campus. Visiting students from other colleges may register for classes during the add/drop period provided there is available space. Students are required to pay any fees required by the host college. Cross registration in online and/or science lab courses may be limited or prohibited.

### **Independent Study:**

Each academic area offers an opportunity for students who are at an advanced level of study and in good academic standing to

undertake an independent project under the supervision of a faculty member. Students must submit a detailed written proposal and approval must be obtained from the Vice President of Academic Affairs, academic advisor and supervising faculty member. The independent study project can vary from 1 to 6 credits; students are limited to a maximum of 3 credits for an associate degree and a maximum of 6 credits for a bachelor degree program. The grading for independent study projects is either pass-fail or A-F, as agreed upon prior to registration for the course. Forms for independent study proposals may be obtained from the Vice President of Academic Affairs.

**Individual Study:**

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

**Proficiency Examinations:**

Maria College grants credit for the College Level Examination Programs (CLEP) when these examinations cover material comparable to that which is provided at the College. Proficiency credits are treated as transfer credits and must be for a required course. If credit has been granted through

examination prior to application to Maria, an official transcript\* must be sent to the Registrar's Office.

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



## GRADES

### **Class Attendance:**

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

### **Grades and Quality Points:**

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

### **Grade designations are defined as follows:**

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

**A** represents outstanding distinction, superior achievement of learning outcomes,

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

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

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

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

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

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

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

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

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

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

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

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

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

**Change of Grade:**

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

**HONORS**

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

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

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

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

**Phi Theta Kappa Honor Society:**

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

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

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

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

Mission Developing nurse leaders go anywhere to improve healthcare everywhere.

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

Eligibility Criteria to become a member:

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

## **ACADEMIC PROCESSES**

### **Course Enrollment:**

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

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

### **Maximum Number of Course**

#### **Attempts:**

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

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

Students may withdraw from courses upon consultation with their academic advisors. To officially withdraw from a course, students must complete and submit a Course Withdrawal form with the required signatures of their advisor to the Registrar's office by the end of the 10th week of the semester. A "W" will be recorded for the course(s) listed on the withdrawal form. When program policies require a minimum standard of performance in a course, a "WS" or "WU" will be assigned. Students who withdraw from a course after the 10 week course withdrawal period and before completing final examinations will receive a "W", "WS" or "WU" if there are documented extenuating circumstances that have been approved, in writing, by the advisor and the Vice President of Academic Affairs. Students who do not follow the official withdrawal process are considered

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

#### **Change of Program:**

Students who wish to change their academic program after having completed some coursework in their original program must complete and submit a change of status form to the Registrar's Office with the required signatures. Students wishing to change their program to Nursing must also consult with the Academic Registration Manager who will certify that all entry requirements have been met prior to obtaining the Department Chair's approval/signature on the change of status form.

#### **Leave of Absence:**

Leave of Absence: A student who wishes to take a leave of absence must complete and submit the request for withdrawal/leave of absence form with all necessary signatures. This form is only available at the Registrar's Office. Upon return from a leave of absence, students must contact their academic advisor to register for their returning semester. A student on a medical leave of absence must provide documentation of medical clearance for return to study. For financial aid purposes, a student on a leave of absence will have their aid treated as a withdrawal effective on the date the student began the leave of absence process. Upon return, a student may reapply for aid in the respective term.

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

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

**Withdrawal from College:**

To officially withdraw from the College, students must complete the request for withdrawal/leave of absence form and obtain the signatures of the Vice President of Academic Affairs, Department Chair or their academic advisor. Students withdrawing from the College that have received federal aid must complete exit counseling on studentaid.gov. Withdrawn students will be sent a follow up survey by email and postal mail. Students who withdraw from the College during the course withdraw period (the first 10 weeks of the semester) will receive grades of “W”, “WS” or “WU” in all semester- length courses. Students who withdraw from the College after the 10 week course withdrawal period and before completing final examinations will receive a grade of “W”, “WS” or “WU” if there are documented extenuating circumstances on record at this time. These must be stated in writing and they require the signature of the advisor and the Vice President of Academic Affairs. Students who do not follow the official withdrawal process are considered enrolled students and their grades will be recorded. This regulation may be waived by the Vice President of Academic Affairs when circumstances warrant.

**Academic Standing:**

Students pursuing study at Maria College are expected to achieve the required level of performance in their classes in order to

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

**Total Credits Attempted:**

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

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

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

Total Credits Attempted	Suspension from Full-Time Study
18 or fewer	Less than 1.00
19-36	1.00 to 1.49
37-54	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

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

**Academic Probation:**

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

**Suspension from Full-Time Study:**

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

**Reinstatement to Full Time Status:**

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

**Academic Dismissal:**

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

**Appeal of Academic Dismissal:**

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

**Readmission after Dismissal:**

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

**Program Dismissal:**

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

**Transcript Notation Policy:**

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

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

No degree shall be conferred unless the candidate has:

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

**Second Degree:**

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

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

**Bachelor Degree Requirements:**

No degree shall be conferred unless the candidate has:

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

**Graduation Requirements:**

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

Associate in Arts, Associate in Science, Associate in Applied Science, or certificate of study must fulfill the following requirements:

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

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

### **Commencement**

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

## **STUDENT RIGHT TO KNOW INFORMATION**

### **Student Right to Know**

#### **Completion/Graduation Rate:**

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

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

### **Campus Crime Reporting:**

Federally required campus crime reporting statistics may be obtained through the U.S. Office of Postsecondary Education Campus Security Statistics website at <http://ope.ed.gov/security> or by submitting a request to the Registrar's Office at (518) 861-2527 or at [registrar@mariacollege.edu](mailto:registrar@mariacollege.edu).

## **MARIA COLLEGE FERPA POLICY STATEMENT**

### **The Family Educational Rights and Privacy Act (FERPA)**

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

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



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

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

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

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

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

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

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

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

institution may disclose PII from the education records without obtaining prior written consent of the student

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

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

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

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

#### **Enforcement and Penalties:**

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

#### **Annual Notification Required:**

Maria College will provide an annual notification to currently enrolled students concerning their rights under FERPA by publication in the appropriate catalog. The annual notice will contain the following information:

- The right of the student to inspect and review academic records.
- The right of the student to petition Maria College to amend or correct any part of the academic record believed to be inaccurate, misleading, or in violation of the privacy rights of the student.

- The right of the student to control the disclosure of personally identifiable information contained in the student's educational records, except as otherwise authorized by law.

- The right of any person to file a complaint with the Family Policy and Regulations Office, U.S. Department of Education, Washington, DC, 20202, if Maria College violates this law.

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

#### **Credit Card Policy:**

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

**Right of the College to Refuse Access:**

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

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

**Refusal to Provide Copies:**

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

- The student is in default under any federal loan program.
- The student has an unpaid financial obligation to the College.
- There is an unresolved disciplinary action against the student.
- There is an unresolved litigation between the student and the College.

Other cases as determined by College policy on registration and academic holds, or that are determined appropriate by the College.

**Records not Considered Academic:**

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

administrative records policies as "sole possession" records.

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

**Directory Information:**

Maria College designates the following items as directory information:

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

Any student who does not wish to have designated directory information disclosed may file a written notification with the Registrar's Office on or before the 10th day of a semester, or the 6th day of a term. Forms for this purpose will be made available at that office upon request.

## **PROTOCOL FOR POLICY MODIFICATIONS**

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

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

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

## **MARIA COLLEGE SYSTEMS USE POLICY**

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

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

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

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

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

## **Student Life**

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

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

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

### **INTEGRATIVE SERVICES ADVISEMENT**

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

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

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

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

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

For more information on tutoring services, please send an email to [tutoring@mariacollege.edu](mailto:tutoring@mariacollege.edu).

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

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

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

### **VETERANS SERVICES AND MILITARY SUPPORT**

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

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

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

### **STUDENT ENGAGEMENT ALERT (SEA) INITIATIVE**

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

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

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

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

### **Accessibility Services or Student Reasonable Accommodation Policy**

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

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

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

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



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

### **Temporary Accommodations**

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

### **CAREER SERVICES**

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

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

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

### **Health and Wellness**

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

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

### **OPPORTUNITY PROGRAMS**

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

Opportunity Programs at  
opportunityprograms@mariacollege.

### **MARIA CARES EMERGENCY FUND**

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

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

# Educational Expenses

## TUITION SCHEDULE

### Undergraduate Degrees & Certificates

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

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

### Online Degrees & Certificates

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

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

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

## OTHER EXPENSES

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

Nursing Clinical Makeup Fee ..... \$160

Uniforms (required) ..... Outfitter's Fee

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

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

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

Medical Doc Fee ..... \$35

Portfolio Access ..... \$45

Selected OTA Course Fee ..... \$160/course

OTA Review Seminar/Testing Fee

(OCT 211) ..... \$450

OTA Fieldwork Management Fee

..... \$280/course

Laboratory/Academic:

Science Fee .....\$80/course

Graduation Fee ..... \$60

Miscellaneous and Optional:

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

Returned check charge .....\$25

(subject to change if the bank increases their fee)

Parking:

Parking permits are required for all vehicles  
parked on campus.

Parking permit ..... No Fee

### Full-time Students:

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

### Part-time Students:

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

### Auditing Students:

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

### 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. See Auditing Course Section for additional information.

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

**Student Financial Obligation:**

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

**Late Fees:**

The College will assess a late fee in the amount of \$100.00 on student accounts that have an outstanding balance at the conclusion of the add/ drop period each semester. Failure to pay the outstanding

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

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

**Returned Payments/Failed Payment Arrangements:**

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

**Communication:**

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

**TUITION LIABILITY POLICY**

Students incur tuition liability at time of registration and are responsible for

understanding their charges and meeting financial obligations associated with their education. Tuition and fees are due in full prior to the beginning of the semester or session through direct payment or approved payment arrangement. Any student account not paid as agreed will be placed on Financial Hold, while on hold students are restricted from:

- Registration for courses in the present of future terms
- Having their degree or certificate conferred and diploma or certificate issued
- Readmission to the College

All students who intend to withdraw/drop any course must do so in writing and submit this documentation to the Registrar’s Office in the Main Building. The date of this transaction will determine if a tuition refund is due. Students withdrawing for medical reasons incur the same liability as those withdrawing for any nonmedical reason.

Non-attendance in a course does not constitute either a drop or withdrawal from the course or limit your financial obligation. It is the student’s responsibility to be aware of the tuition refund policy, how to officially withdraw from a course, and the deadlines to add, drop or withdraw from a course. If a student withdraws/drops after Federal financial aid has been awarded, but prior to completing a majority of the course classes, the College may need to refund some of the awarded aid to the government. That amount would then become an obligation of the student.

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

**Day and Evening Students:**

Withdrawal during first week of semester (Add/Drop week) .....	100%
Withdrawal during the second week of semester .....	80%
Withdrawal during the third week of semester .....	60%
Withdrawal during the fourth week of semester .....	40%
Withdrawal during the fifth week of semester and later .....	no refund

**Weekend Students:**

Withdrawal before first weekend .....	100%
Withdrawal before second scheduled weekend .....	80%
Withdrawal before third scheduled weekend .....	60%
Withdrawal after third scheduled weekend .....	no refund

**Summer Session Students:**

Withdrawal during the first week of session .....	80%
Withdrawal before second scheduled weekend.....	60%
Withdrawal before third scheduled weekend.....	40%
Withdrawal after the third scheduled weekend .....	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 scheduled start date until the day of withdrawal. The withdrawal date is the date on which the student notifies the College of withdrawal from all classes through the established process.

Maria College is required to refund a portion of the financial aid received until 60% of the enrollment period has elapsed. If a student withdraws without notifying the College, the student is considered to have completed 50% of the term and is recalculated with this as a last day of attendance.

## **PAYMENT POLICIES**

Tuition and fees are due in full prior to the beginning of the semester or session. Student accounts in good standing are those that:

- The tuition and fees are paid in full prior to the start of the term
- Have approved federal and/or state aid sufficient to cover the account balance
- Have approved employer or military provided tuition assistance
- Have scholarship funding sufficient to cover the account balance

- Have an approved deferred payment plan, with no missed payments, sufficient to cover the balance

A student account is considered not in good standing if there is an outstanding balance that will not be paid through approved means. In the event an account becomes delinquent it may be referred for collections action with an external agency, inclusive of reporting to credit bureaus.

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).

Students can view their current charges, and any balance due in their MyMaria portal. A separate log in is necessary to review financial aid on the Financial Aid portal within MyMaria.

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 in advance of the term tuition due date.

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

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

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

## **Financial Aid and Scholarships**

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

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

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

Further information about a student’s financial aid status and financial aid offer letter can be found on the Financial Aid portal within the Maria College website under MyMaria. Students can log onto

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

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

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

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

The U.S. Department of Education selects certain students for the College to verify the information reported on the Free Application for Federal Student Aid. If selected for verification, the Financial Aid Office is required to request documentation to verify what had been reported on the FAFSA, including an IRS Tax



Transcript, tax return schedules, all W-2 Wage and Tax Statements, and any other applicable information for students, their spouses and parents. If the financial aid information in the Student Aid Report needs to be corrected or revised, students will be notified that financial aid eligibility may be changed. However, if the verification process is not completed, the student will not be eligible for federal or institutional financial aid, including the Federal Direct Loan.

#### Five Steps to Financial Aid:

1. Complete the FAFSA at <https://studentaid.gov>; establish your FSA ID.
2. If you are a NYS resident attending Maria College on a full- time basis, apply for TAP at [www.hesc.ny.gov](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, the Financial Aid portal, on the Maria College website for tasks on the to-do list; submit all required documents. Grants are automatically accepted on the student’s behalf. Students must accept, reduce, or decline loans.
4. First-time Maria College loan borrowers must complete an Entrance Counseling session and a Master Promissory Note at [www. StudentAid.gov](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.

#### **Associate Degrees and Certificate Programs** Standards of Satisfactory Academic Progress for State Financial Assistance (TAP)

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

At end of increment number	1	2	3	4	5
Before being certified for this TAP Payment (School Code 2093)	1st	2nd	3rd	4th	5th
A student must have accrued at least this many credits: (Quantitative Standard)	0	6	15	27	39
With at least this grade point average (Qualitative Standard)	0	1.30	1.50	1.80	2.00

#### **Bachelor Degrees**

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

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

At end of increment number	1	2	3	4	5	6	7	8	9
Before being certified for this TAP Payment (School Code 6093)	1st	2nd	3rd	4th	5th	6th	7th	8th	9th
A student must have accrued at least this many credits: (Quantitative Standard)	0	6	15	27	39	51	60	75	90
With at least this grade point average (Qualitative Standard)	0	1.50	1.80	2.00	2.00	2.00	2.00	2.00	2.00

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

#### **New York State TAP Grant One-Time**

**Waiver:** The New York State Commissioner of Education Regulations permit a student to receive a one-time waiver of the good academic standing requirement as an undergraduate student. Students are allowed only one waiver in during their lifetime and only for undergraduate study.

To receive the one-time waiver, the student must clearly demonstrate that the academic deficiencies are the result of a documented medical condition, a documented family emergency or some other extraordinary documented condition. Requests for one-

time waivers must be done in writing and must provide appropriate documentation surrounding the circumstances for the appeal.

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

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

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

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

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

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

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

### **Satisfactory Academic Progress**

All students are required to maintain quantitative and qualitative standard of academic progress to remain eligible for

financial aid. A 2.0 GPA is required for graduation from Maria College.

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

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

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

## HOW TO RE-ESTABLISH FINANCIAL AID ELIGIBILITY

Appeal Process: A student who has lost financial aid eligibility due to SAP 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. Appeals must be received before the start of the semester, excluding summer, after aid eligibility was lost. 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.

**SAP Appeal Approval:** SAP Appeals can only be approved if the Director of Financial Aid determines that the student will be able to meet Maria College's SAP guidelines during the next period of enrollment based on the number of credits the student has. If an appeal is approved with an academic plan, students will receive aid on a conditional basis for 1 semester. The conditions will be outlined and communicated to the student. Students who fail to meet the conditions outlined in their individual academic plan(s) during their conditional semester will not be able to submit a subsequent appeal and will be ineligible for subsequent federal and state aid.

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

**Reinstatement after Self-**

**Funding:** If a student decides not to appeal or if an appeal is denied, the student may be eligible for a private loan or other outside funding. The Financial Aid Office

can certify a student's enrollment for alternative funding upon request. To regain financial aid eligibility a student must successfully meet the SAP requirements for federal and state aid during the period of non-aid eligible attendance.

# Financial Aid Programs

## **Federal Pell Grant Program**

Pell Grants are awarded to undergraduate students who have not earned a bachelor or a professional degree. The maximum Pell Grant award for the 2024-25 award year (July 1, 2024 to June 30, 2025) is \$7,395. The maximum may change each award year and depends on program funding. The amount a student is awarded will depend not only on financial need, but also on costs associated with school attendance, status as a full-time or part-time student, and whether a student plans to attend school for a full academic year or only part of the year. A student may receive a Pell Grant for a maximum of the equivalent of 6 years of full-time study.

## **Federal Supplemental Educational Opportunity Grants**

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

## **Federal Work-Study Program**

Federal Work-Study (FWS) provides part-time jobs for undergraduate students with financial need, allowing them to earn money to help pay education expenses. The program encourages community service work and work related to the recipient's course of study. Students are paid an hourly rate no less than the current federal minimum wage. Employment is available in various campus departments or in a community service agency. Student working hours will depend on the need for services.

## **Federal Aid to Native Americans**

An applicant can learn more about federal benefits on [www.benefits.gov](http://www.benefits.gov) and NY State Benefits on [www.hesc.ny.gov](http://www.hesc.ny.gov).

## **NYS Tuition Assistance Program**

The New York State Tuition Assistance Program (TAP) helps eligible New York residents pay tuition at approved schools in New York State. Depending on the academic year in which study begins, an annual TAP award can be up to \$5,665. The award range is dependent on NYS taxable income from the previous year. For associate degree students, there is a limit of 6 payments. For bachelor degree students, there is a limit of 8 payments. Associate degree students may apply using the TAP Code 2093. Bachelor degree students may apply using the TAP Code 6093. Part Time TAP is intended for students enroll in 6-11 credits per semester – Courses must be applicable to degree. Part-time TAP award amounts are determined by amount of credits student is certified for in the current period of enrollment.

Applicants submit NYS TAP application and the FAFSA

- Must meet general eligibility requirements for a full-time TAP award including:
  - Income verification
  - Ability-to-benefit'
  - Residency
  - US Citizenship
  - NYS DREAM Act eligibility
- Must maintain a GPA of 2.0 or higher and fall within SAP and Pursuit of Program requirements

- Must not have received a first time TAP award prior to 2006-07

### **Aid for Part Time Study**

Students taking between 3 and 11 credits per semester can also apply for NYS Aid for Part-Time Study, which is a separate award from NYS Part Time TAP. Students applying for Aid for Part Time Study must complete the APTS application and submit it to the Office of Financial Aid along with a signed copy of their NYS tax return for the tax year two years prior to the current financial aid year.

### **NYS Scholarships for Academic Excellence**

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

### **NYS Memorial Scholarships**

NYS Memorial Scholarships provide financial aid to children, spouses and financial dependents of deceased firefighters, volunteer firefighters, police officers, peace officers and emergency medical service workers who have died as the result of injuries sustained in the line of

duty in service to the State of New York. Students must establish eligibility by submitting a Memorial Scholarship Supplement, available at [www.hesc.ny.gov](http://www.hesc.ny.gov).

### **NYS Veterans Tuition Awards**

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

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

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

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

### **Veterans Administration Educational Benefits**

Maria College degree programs are eligible for educational benefits extended by the Veterans Administration. The College will certify all courses based on the number of enrolled credit hours, including all course contact hours, clinical hours and lab hours. To learn more, contact the school's School Certifying Official (SCO) within the Financial Aid Office.

### **Federal Direct Loans**

To qualify for a Federal Direct Loan, a student must fill out a FAFSA so eligibility

can be determined. A subsidized loan is awarded on the basis of financial need. For a student who is eligible for a subsidized loan, the government will pay (subsidize) the interest on the loan while the student is enrolled in school. Depending on financial need, a student may borrow subsidized money for an amount up to the annual loan borrowing limit for the student's level of study.

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

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

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

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

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

#### **The Financial Aid Offer letter:**

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

The Financial Aid Offer letter, which requires students to accept offered amounts before loan originations are submitted to the U.S. Department of Education, is the preferred document for the active confirmation process. The Financial Aid Offer Letter is available within the Financial Aid portal on MyMaria once a student's aid offer is packaged. However, Maria's Financial Aid Office will accept written and signed notification requesting disbursement of loan proceeds, assuming

the identity of the requesting student can be clearly determined.

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

Maria College uses the Multi-Year Master Promissory Note, which must be completed to qualify for Federal Direct Loans. This will permit applicants to complete a single loan application during their entire attendance at the College. The Federal Direct Loan Master Promissory Note can be completed at [www.studentloans.gov](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 Direct Loans require multiple disbursements. If approved for fall and spring semesters, a quarter of the funds will be disbursed at the beginning, and the balance at the midpoint of each semester. If the student was approved for only one semester, half of the funds will be disbursed at the beginning of the semester and the balance at its midpoint.

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

Parents may borrow an amount that cannot exceed the yearly tuition and other costs of

dependents enrolled at least half time, less any other aid for which they qualify.

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

### **Procedure For Appealing Loss of Institutional Aid**

Institutional aid funds may have an associated GPA or programmatic criteria that must be maintained to receive the award in subsequent period of enrollments. If a student fails to maintain the criteria for award receipt, the student may write an appeal to the Director of Financial Aid. The appeal must be received before the beginning of the subsequent period of enrollment and must detail the circumstances that led to the student not meeting the required criteria for award retention.



## Scholarships

Provided funding is available, Maria offers select scholarship aid to students based on financial need, academic program, and academic achievement. If awarded, the fund is not modifiable. The application is available on the College website. Criteria for each scholarship can be found at <https://mariacollege.edu/admissions/financial-aid-fafsa/scholarships>. Students must apply by required deadlines.

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

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

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

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

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

Established by Richard E. Siek in loving memory of his wife, Andrea Lewis Siek, a

1969 graduate of the St. Peter's Hospital School of Nursing and an accomplished and caring nurse. This scholarship will provide financial assistance to students enrolled in the RN-BS Degree in Nursing Completion program who share Andrea's qualities of dedication to the profession and compassion for others and meet the established criteria.

### **Anne Marie Feuerriegel (AMF) Thorne, Nursing Scholarships\***

Established by Mr. and Mrs. Robert G. Feuerriegel in memory of Anne Marie Feuerriegel Thorne, RN, Maria College Class of 1975, these scholarships are granted to Nursing students to be applied toward tuition expense exclusively. The award may be renewed.

### **The Architecture+ Scholarship**

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

### **C. McRae Family Scholarship**

The purpose of C. McRae Family Scholarship shall be to provide scholarship assistance to a non-traditional female nursing student(s) enrolled in the RN program at Maria College. This scholarship will be awarded to a non-traditional female student(s) enrolled in the RN Nursing program, with a minimum GPA of 3.0, demonstrates financial need and is/are in good academic standing with

Maria College as well as meeting the established criteria.

### **Caron Family Scholarships**

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

### **The Charles H. Nattell '73 Scholarship**

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

### **Eunice Antonucci Scholarship**

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

### **The Gail J. Blacklock Scholarship**

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

### **The Holly Desmond West Scholarship**

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

### **The James A. Clark, Jr. Scholarship**

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

### **James J. Dodge Memorial Scholarship**

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

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

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

### **Kathleen Sheehan Guido Scholarship\***

Honoring Kathleen Sheehan Guido, these scholarships are awarded annually to

students who have completed two semesters and whose major field of study is in Allied Health. The Guido Scholarships may be renewed.

### **Key Bank Scholarship**

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

Additional requirements are:

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

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

Established to honor Sister Laureen Fitzgerald's service as President of Maria College from 1977 through 2012. This scholarship is awarded (each fall) to a student demonstrating both academic commitment and financial need. The scholarship is established for the benefit of a student from the Capital District who exemplifies the spirit of the Sisters of Mercy and is based on financial need.

### **Marian Y. Goble Nursing Scholarship**

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

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

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

### **Marie Mitongu Wa Lika Scholarship**

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

### **The Maryann Murray Scholarship Fund**

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

### **Mary K. Knapek Scholarships \***

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

### **The New York Capital Region Hispanic Chamber of Commerce Award**

It is the expressed wish of The New York Capital Region Hispanic Chamber of Commerce to establish a scholarship award to provide financial support to student(s). Preference is given to a student(s) who is a fulltime student with a Hispanic heritage in addition to being a U.S. citizen, who is interested in pursuing a degree within the healthcare profession.

### **The Pave the Way Fund**

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

### **Shapiro/Lynch Scholarship\***

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

### **The Diane Deeley Scholarship**

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

### **The Krepa Family Scholarship Fund**

The Krepa Family Scholarship fund was established by a generous anonymous donor and will help provide tuition assistance for a student(s) pursuing a BSN degree and has a GPA of 3.0 or higher or pursuing a degree in Occupational Therapy. Priority to Veteran applicants.

### **Jean A. Schmitz Scholarship**

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

### **The Louis VanZutphen Family Scholarship**

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

### **Maria College Presidential Scholarship**

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

### **The Maureen O'Brien and Paul F. Vogt Scholarship**

In recognition of the leadership and generosity of Maureen E. O'Brien and Dr. Paul F. Vogt, the scholarship has been established to provide financial support to students with unique educational needs.

The scholarship is designed to assist students who have demonstrated perseverance and are committed to achieving personal, academic and career

goals despite experiencing learning challenges. The scholarship(s) will be awarded to matriculated Maria College students with documented learning challenges and financial need.

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

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

#### **The Mohawk Valley Medical Associates (MVMA) Scholarship**

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

#### **The Robin L. Burkhardt '06 Memorial Scholarship**

This endowed scholarship was created by Donald W. and Teresa L. Hewett in loving memory of Robin L. Burkhardt, a Maria College graduate who was a compassionate, determined and highly regarded healthcare professional. The scholarship will provide financial assistance to nontraditional students who are either returning to further their nursing education after serving in the workforce or entering the nursing field for

the first time after serving in another profession.

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

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

#### **The Theresa McDonald Scholarship Fund**

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

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

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

## Admissions Information

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

### GENERAL APPLICATION PROCEDURE

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

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

Applicants are encouraged, but not required to:

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

Applicants who do not meet all admission standards may be asked to submit additional documentation to support their application including but not limited to, SAT or ACT scores, essay recommendation or admission interview. (Applicants are strongly advised to schedule an appointment for an interview with an Admissions Counselor and use the opportunity to tour the campus.)

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

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

### ADMISSION REQUIREMENTS FOR SECONDARY SCHOOL STUDENTS

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

The secondary school record is our principal concern. High school students interested in attending Maria College should have an average above 80%, or 2.5 on a 4-point scale. For the Practical Nurse Certificate program, 2.0 on a 4 point scale will be considered. Leadership qualities and extracurricular activities are also taken into consideration. While not required, it is strongly encouraged that all candidates for admission visit Maria College and meet with an Admissions Counselor. The submission of test scores is optional for admission, however scores are considered when submitted and may be asked of students when additional information is needed for an admission evaluation or for proper course placement.

#### Application Deadlines:

**Regular Decision:** The deadline for freshman applicants is March 1st. Students who are accepted through regular decision have until May 1st to decide to attend

Maria College and submit their enrollment deposit. This deposit is non-refundable after May 1st.

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

### **Nursing and Occupational Therapy Assistant Deadlines:**

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

### **ADMISSION REQUIREMENTS FOR TRANSFER STUDENTS**

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

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

- An academic/work letter of recommendation.

### **Transfer Credit:**

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

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

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

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

international applicants must provide the following:

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

World Education Services, Inc. (WES)  
Bowling Green Station  
P.O. Box 5087  
New York, N.Y. 102745087  
[www.wes.org/students/index.asp](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 Student Success Center.

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

New York State Public Health Law 2165 requires that all persons born after January 1, 1957 must be in full compliance with State Immunization requirements. Students must show protection against Measles, Mumps, and Rubella. They must also show protection against Meningitis within the past 5 years or submit a signed Meningitis Waiver Form, available in the Registrar's Office. The immunization documentation must be submitted within 30 days of the start of the term. All immunization documentation can be sent to the registrar's office via mail, email ([registrar@mariacollege.edu](mailto:registrar@mariacollege.edu)), or fax (518-730-9623).

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



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

### **RE-APPLICATION PROCEDURE**

Students who have previously applied to the College but did not enroll, and wish to re-apply must file another application for admission. If a student re-applies after 2 years from the original date of application, transcripts from high school and all previous institutions must be resubmitted. Students who were academically dismissed from the College and have met the conditions for readmission, and students who have not attended Maria College for a period of more than 5 years, must file another application for College admission.

### **RE-ENROLLMENT**

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

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

### **DENIALS**

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

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

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

The Bachelor of Science (BSN) degree in the Nursing Completion Program and the Bachelor of Science (BSO) in Online Nursing Completion is designed for students who have obtained an unencumbered RN License from the state of New York or have graduated with the Associate Degree in Nursing (ADN) within 6 months of the start of the program. The program is designed to offer flexibility to working RNs to complete their BS degree in Nursing. In addition to the regular admission standards, the following must be met by the students:

- Completion of an associate degree or diploma in nursing from an accredited school of nursing with a GPA of 2.5.
- Maintain a current unencumbered RN license within the United States or U.S. Territory, and professional liability coverage or meeting the RN licensure requirement within 6 months of the completion of the 2 year associate degree in nursing.

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

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

Students applying for the Nursing program are encouraged to submit all required documentation prior to March 1st. The Nursing program is highly selective, with competitive and limited enrollment.

Applicants are encouraged to take 4 years of science and math courses during high school. In order to be admitted directly into the Nursing program, the following must be satisfied in addition to the regular admission standards:

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

- A final grade of 80 or higher in both subjects from high school.
- A grade of C or better in both biology and chemistry college credit bearing courses, or
- A grade of C or better in a 4 credit Anatomy and Physiology I course, including a lab, that is equivalent to Maria College's Anatomy and Physiology I course.

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

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

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

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

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

Evidence based	
Reading and Writing:	500
Math:	520

ACT Composite: 419

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

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

### **Practical Nursing Certificate**

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

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

Additional Information on the TEAS:

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

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

Accuplacer Reading/Math assessment scores may be considered.

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

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

the relevant sections for admission decisions.

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

## **AUDITORS & NONMATRICULATED STUDENTS**

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

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

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

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

## **CHANGE OF STATUS TO NURSING**

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

Status Form by the following dates:

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

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

### **Non-Discrimination Policy:**

Maria College is a nonprofit, independent, coeducational institution which does not discriminate in its enrollment or employment practices for any reason including race, sex, color, national origin, creed, sexual orientation, mental or

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

## **CHANGE OF INTENT**

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

## **EVENING DIVISION**

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

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

Evening students interested in student support services should contact [studentsupport@mariacollege.edu](mailto:studentsupport@mariacollege.edu).

## **WEEKEND COLLEGE**

This innovative degree-granting division primarily serves working adults or others for whom day and evening schedules have been an obstacle to continuing their education.

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

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

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

Weekend students interested in student support services should contact [studentsupport@mariacollege.edu](mailto:studentsupport@mariacollege.edu).

## **ONLINE/HYBRID COURSES**

As part of the mission to deliver high quality instruction in convenient scheduling formats, Maria College now offers online

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

Online courses are those that deliver 80% or more of the course content online; there are typically no face to-face meetings. Hybrid courses combine online and face-to-face instruction, delivering at least 50% of the content online. Hybrid courses typically require scheduled contact time, for example labs, and/ or examinations. Web-Enhanced courses use web-based technology to facilitate what is essentially a face- to-face course. Instructors will use a Learning Management System (LMS) to post the syllabus, learning materials and/or discussion boards online.

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

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

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

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

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

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

### **NEW STUDENT PROGRAMMING**

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

### **TRANSFER ARTICULATION AGREEMENTS**

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

following table provides a list of current agreements with secondary schools, 2- and 4 year colleges, and colleges with graduate programs. Information on articulation agreements can be found online at [www.mariacollege.edu](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.

### **NATIONAL COUNCIL FOR STATE AUTHORIZATION RECIPROCITY AGREEMENTS (NC-SARA)**

The National Council for State Authorization Reciprocity Agreements, in collaboration with the four regional higher education compacts, was established to develop and implement an effective and efficient reciprocal state-level authorization process for postsecondary distance education. Its mission is to provide broad access to postsecondary education opportunities to students across the country, to increase the quality and value of higher learning credentials earned via distance education, and to assure students are well served in a rapidly changing education landscape.

On September 13, 2016, the New York State Board of Regents adopted new regulations requiring out-of-state institutions of higher education to seek and obtain New York State Education Department (NYSED) approval to offer distance education to New York State residents and to permit the Department to enter into the State Authorization Reciprocity Agreement

(SARA). New York State joined SARA on December 9, 2016.

New York State institutions participating in SARA are authorized to conduct distance education activity in other SARA member states under the terms and provisions of SARA. Maria College is an institutional member of the Council for the State Authorization Reciprocity Agreements (NC-SARA.org/directory). In addition to our institutional reporting process online program students may access an additional review process with New York State (<https://www.nysed.gov/college-university-evaluation/complaints>).

Maria College is a member of the National Council for State Authorization Reciprocity Agreements (NC-SARA) and follows the complaint resolution policies outlined on the NC-SARA policies and procedures site (<https://www.nc-sara.org/sara-student-complaints-0>). For students enrolled in fully online academic programs, who have exhausted Maria's student grievance process, the student may choose to file a complaint with the Office of College and University Evaluation, New York State Education Department as outlined on their website <https://www.nysed.gov/college-university-evaluation/complaints>. Students have two years to submit to this complaint process. Please note, this does not include complaints related to grades or student conduct violations, both of which are to be fully addressed via campus processes, not through the NC-SARA complaint resolution procedures.

## Agree to Professional Licensure Disclosures

Maria College agrees to provide notifications to students related to professional licensure. Any institution approved to participate in SARA that offers courses or programs designed to lead to Professional Licensure or certification or advertised as leading to Licensure must satisfy all federal requirements for disclosures regarding such Professional Licensure programs under 34 CFR § 668.14 and § 668.43. For SARA purposes, these requirements will also apply to non-Title IV institutions. For SARA purposes, institutions that are unable, after all reasonable efforts, to determine whether a program will meet state professional licensure requirements shall provide the student or applicant with current contact information for any applicable licensing boards and advise the student or applicant to determine whether the program meets requirements for Licensure in the State where the student is located. Visit the NC-SARA Professional Licensure Directory: <https://nc-sara.org/resources/professional-licensure>.

The following information is provided to assist prospective and current students in their research related to Professional Licensure Disclosures (34 CFR 668.43 – Institutional Information).

### Practical Nursing – Certificate

Maria College’s Practical Nursing Certificate Program is accredited by the New York State Board of Regents, Office of the Professions. At the completion of the program, graduates are eligible to write the National Council Licensure Examination for practical nurse licensure. Maria College has made the following determinations regarding the program meeting specific state licensure or certification requirements:

<b>Meets (state abbreviations)</b>	<b>Does Not Meet</b>	<b>A Determination has not been made</b>
NY	AL,AK, AZ, AR, CO, CT, DC, DE, FL, GA,HI, ID, IL, IN, IA, KS, KY, LA, ME,MD, MA, MI, MN, MS, MO, MT, NE, NV, NH, NJ, NM, NC, ND, OH, OK, OR, PA, RI, SC, SD, TN, TX, UT, VT, VA, WA, WV, WI, WY	

### Registered Nursing – AAS

Maria College’s Registered Nursing AAS Program is registered by the New York State Education Department and is accredited by the Accreditation Commission for Education in Nursing (ACEN). At the completion of the program, graduates are eligible to write the National Council Licensure Examination for registered nurse licensure. Maria College has made the following determinations regarding the program meeting specific state licensure or certification requirements:



Meets (state abbreviations)	Does Not Meet	A Determination has not been made
NY		AL,AK, AZ, AR, CO, CT, DC, DE, FL, GA,HI, ID, IL, IN, IA, KS, KY, LA, ME,MD, MA, MI, MN, MS, MO, MT, NE, NV, NH, NJ, NM, NC, ND, OH, OK, OR, PA, RI, SC, SD, TN, TX, UT, VT, VA, WA, WV, WI, WY

### Occupational Therapy Assistant – AAS

Maria College’s Occupational Therapy Assistant Program is accredited by Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association, Inc. At the completion of the program, graduates are eligible to write the National Board for Certification in Occupational Therapy (NBCOT). Maria College has made the following determinations regarding the program meeting specific state licensure or certification requirements:

Meets (state abbreviations)	Does Not Meet	A Determination has not been made
NY		AL,AK, AZ, AR, CO, CT, DC, DE, FL, GA,HI, ID, IL, IN, IA, KS, KY, LA, ME,MD, MA, MI, MN, MS, MO, MT, NE, NV, NH, NJ, NM, NC, ND, OH, OK, OR, PA, RI, SC, SD, TN, TX, UT, VT, VA, WA, WV, WI, WY

### Student Location

Maria College will determine a student’s location at time of application, during which students provide their home or permanent address. Once a student is aware of a change to their address they must submit the online change of address form available on the College’s website within 45 days of the address change.

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>

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

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

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

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

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

# Maria College Student Code of Conduct

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

## Scope of Policy

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

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

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

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

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

## Communication Regarding Conduct Matters

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

## Definitions

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

### **Responding Individual/Party:**

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

### **Prohibited Conduct:**

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



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

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

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

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

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

### **Reporting Violations of Code of Conduct**

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

### **Investigation/Allegation Review Process**

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

### **Meeting with Reporting Party or Other Members of the College Community**

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

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

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

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

### **Informal Resolution**

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

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

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

### **Rights of Students Charged**

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

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

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

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

### **Student Conduct Hearings**

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

### **Process for Conduct Hearings**

The usual format for a hearing will be as follows:

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

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

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

### **Sanctions**

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

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

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

No Consequences/Sanctions

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

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

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

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

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

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

**Appeal Procedures for Student Conduct Proceedings**

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

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

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

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

## **Maria College**

### **Title IX & Sexual Misconduct Policy**

Updated as of February 27, 2025

#### **I. POLICY STATEMENT**

Maria College complies with Title IX of the Educational Amendments of 1972 as well as the Title IX regulations released by the Department of Education on August 14, 2020. This policy prohibits all forms of sexual and gender-based harassment and discrimination. This policy also covers sexual misconduct that does not fall within the scope of the Title IX, as defined by Section VI(2)(a). This policy is effective March 1, 2025.

#### **II. SCOPE OF THE POLICY AND JURISDICTIONAL STATEMENT**

This policy applies to all students; student organizations; College employees and contractors, including staff, faculty, administrators, and board members; and all other persons that participate in Maria College's Educational Programs or Activities, including third-party visitors on campus. This policy prohibits the conduct set forth in Section VII regardless of the Complainant and Respondent's relationship status and whether the Complainant and Respondent are members of the same or opposite sex or gender.

Maria College may investigate any alleged violation of this Policy that occurs in the context of a College Educational Program or Activities or that otherwise affects the working, living or learning environments, regardless of whether that conduct occurred on or off campus. Regardless of where the conduct occurred, the College will review complaints to determine whether the conduct occurred in the context of its employment or educational program or activity or has continuing effects on campus or in an off-campus sponsored program or activity, or whether the College otherwise has a substantial interest in the allegations. A substantial interest includes:

1. Any action that constitutes a criminal offense as defined by law (This includes, but is not limited to, single or repeat violations of any local, state, or federal law.);
2. Any situation in which it is determined that the Respondent poses an immediate threat to the physical health or safety of any student or other individual; or
3. Any situation that is detrimental to the educational interests or mission of the College.

All actions that involve the use of the College's computing and network resources from a remote location, including but not limited to accessing email accounts, will be deemed to have occurred on campus.

If the Respondent is unknown or is not otherwise subject to sanctions imposed by the College, the Title IX Coordinator will offer the Complainant supportive measures, remedies, and resources, such as, identifying appropriate campus and local resources and support options or, when criminal conduct is alleged, in contacting local or campus law enforcement if the individual would like to file a police report. Although the College may not, in certain instances, be in a position to conduct an investigation, it may provide appropriate resources or support to impacted individuals and where appropriate, the broader Maria College community.

### **III. Student Bill of Rights**

All Maria College students have the right to:

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

#### IV. DEFINITIONS

**Affirmative Consent:** Sexual contact must be consensual at all times, and sexual contact is considered consensual only after affirmative consent has been given. Affirmative Consent is a knowing, voluntary, and mutual decision among all participants to engage in sexual activity. Affirmative Consent can be given by words or actions, as long as those words or actions create clear permission regarding willingness to engage in sexual activity. Silence or lack of resistance, in and of itself, does not demonstrate consent. The definition of consent does not vary based upon a participant's sex, sexual orientation, gender identity, or gender expression.

The following are principles that apply to the above definition of Affirmative Consent:

- Consent to any sexual act or prior consensual sexual activity does not necessarily constitute consent to any other sexual act.
- Consent is required regardless of whether the person initiating the act is under the influence of drugs or alcohol.
- Consent may be withdrawn at any time.
- When Affirmative Consent is withdrawn or can no longer be given, sexual activity must stop.
- A person is incapable of affirmative consent when they are:
  - less than seventeen years of age;
  - mentally disabled (a person is mentally disabled when their normal cognitive, emotional, or behavioral functioning renders them incapable of appraising their conduct); or
  - incapacitated (as defined below).
- Consent cannot be given when it is the result of any coercion, intimidation, force, or threat of harm.

**Coercion:** Coercion is intimidation or conduct that would compel an individual to do something against their will by

- a. expressed or implied threats of physical, emotional, property, or reputational harm, or
- b. pressure that would cause a reasonable person to fear such harm.

Coercion is more than an effort to persuade or attract another person to engage in sexual activity. In assessing whether coercion was used, the frequency, duration, and intensity of the pressure applied will be taken into consideration.

**Confidential Resources:** Any individual identified by the College who receives information about conduct prohibited under this policy in their confidential capacity and who are privileged under state law will not report prohibited conduct disclosed to them without written consent. Designation as a confidential resource under this policy only exempts such individuals from disclosure to the Title IX Coordinator. It does not affect other mandatory reporting obligations



under state child abuse reporting laws, the Clery Act as a campus security authority, or other laws that require reporting to campus or local law enforcement. Confidential Resources are set forth on Appendix C.

**Complainant:** When used in this policy, “Complainant” is the person who is alleged to have experienced Prohibited Conduct.

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

**Decision Maker:** The College will designate the Decision Maker for the moderation of the hearing and determination of finding and sanction.

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

**Educational Program or Activity:** An educational program or activity includes any duly registered recognized student organizational events and/or Maria College sponsored events occurring in any venue where Maria College exercises substantial control over. Any building owned and or controlled by Maria College that hosts a student organization officially recognized as a student organization by Maria College is an educational program or activity. Any recognized student organization hosting an approved event, which may occur at both an on or off campus venues is appropriately categorized as an Educational Program or Activity.

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

**Force:** Force is the use of physical violence and/or physical imposition to gain sexual access. Force also includes threats and intimidation (implied threats) that is intended to overcome resistance or produce consent (e.g., “Have sex with me or I’ll hit you,” “Okay, don’t hit me, I’ll do what you want.”). Sexual activity that is forced is, by definition, non-consensual, but non-consensual sexual activity is not necessarily forced. Silence or the absence of resistance alone is not consent. Consent is not demonstrated by the absence of resistance. While resistance is not required or necessary, it is a clear demonstration of non-consent.

**Formal Complaint:** A Formal Complaint is a document signed by the Complainant or the Title IX Coordinator alleging a violation of this Policy against a Respondent and requesting that the College initiate an informal or formal Resolution of the Formal Complaint pursuant to this Policy and its procedures. A Formal Complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail. For matters involving Title IX Prohibited Conduct, the Complainant must be participating or attempting to participate in the College’s educational program or activities at the time of the filing of the Formal Complaint.

**Incapacitation:** A person cannot consent if they are unable to understand what is happening or disorientated, helpless, asleep, or unconscious, for any reason, including by alcohol or other drugs. As stated above, a Respondent violates this policy if they engage in sexual activity with someone who is incapable of giving consent.

- a. Incapacitation negates consent. An individual cannot give consent when mentally or physically incapacitated, when the incapacity is known or, based on the circumstances, should reasonably have been known to be incapacitated.
- b. Incapacitation occurs when someone cannot make rational, reasonable decisions because they lack the capacity to give knowing/informed consent (e.g., to understand the “who, what, when, where, why, or how” of their sexual interaction).
- c. Incapacitation is determined through consideration of all relevant indicators of an individual’s state and is not synonymous with intoxication, impairment, blackout, and/or being drunk.
- d. This Policy also covers a person whose incapacity results from a temporary or permanent physical or mental health condition, involuntary physical restraint, and/or the consumption of incapacitating drugs.

**Mandated Reporter:** Mandated Reporters are those individuals required to report allegations regarding conduct prohibited by this policy to the Title IX Coordinator and are not Confidential Resources. All faculty, staff, board members, security and contractors of Maria College are mandated reporters.

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

**Party or Parties:** Refers to the Complainant and the Respondent, collectively.

**Prohibited Conduct:** Conduct prohibited by this Policy, as defined in Section VII.

**Remedies:** Remedies means measures provided, as appropriate, to a Complainant or any other person the recipient identifies as having had their equal access to the recipient's Educational Program or Activity limited or denied by sex discrimination. These measures are provided to restore or preserve that person's access to the recipient's education program or activity after a recipient determines that sex discrimination occurred. The Title IX Coordinator is responsible for implementation of remedies.

**Respondent:** When used in this policy, “Respondent” is the person who is alleged to have engaged in Prohibited Conduct.

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

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

#### **V. STATEMENT REGARDING PRIVACY AND CONFIDENTIALITY**

Maria College is committed to protecting the privacy of all individuals who are involved in a report of Prohibited Conduct. To the fullest extent practicable, consistent with fair and full investigation procedures, information related to a report of Prohibited Conduct will be shared only with those who “need to know” (i) to assist in the investigation or resolution of the report, or (ii) to allow the College to comply with other requirements under this Policy or city or state or federal law. Individuals who are involved in the review, investigation, or resolution of reports or Formal Complaints are trained to safeguard private information.

Complainants, Respondents, and any witnesses involved in a resolution process under this Policy are strongly encouraged to exercise discretion in sharing information learned in such process in order to protect the privacy of the individuals involved, to safeguard the integrity of the process, and to avoid the appearance of retaliation.

The College prohibits Parties from distributing documents obtained in the course of their participation in matters under this Policy’s accompanying procedures, including, but not limited to, the Formal Complaint, interview summaries or transcripts, and the evidence file and investigative report, other than for the purpose of consulting with an advisor; incidental to seeking support and advice from family, clergy, health professionals, and others playing a similar role; or as part of a civil, criminal, or administrative legal proceeding.

As appropriate, in a given case, a College official, such as the Title IX coordinator, may issue an order restricting the Parties from disclosing specific information. Additionally, sharing private information in a manner that harms another individual may constitute retaliation prohibited under this Policy.

The College will provide other participants, such as witnesses, investigators, and hearing and appeal panel members, with instructions about respecting and safeguarding private information. Such persons are obliged to comply with the College’s rules regarding privacy which are set forth in this section.

Students and employees who wish to obtain confidential assistance without making a report to the school may do so by contacting the confidential resources listed in Appendix C. These resources will not share any personally identifiable information with other College employees without express permission unless doing so is necessary to address a serious and ongoing threat to the campus community.

When the College receives a report or Formal Complaint of Prohibited Conduct, but the Complainant requests that their identity remain confidential or that the College not take action to address the conduct reported, the College must balance this request against its responsibility

to provide a safe and non-discriminatory environment for all members of the campus community. The College will take all reasonable steps to investigate and respond to the report consistent with the Complainant's request, but its ability to do so may be limited. If the College determines that it cannot maintain Complainant's request for confidentiality, the College will inform the Complainant as soon as practicable and will take immediate and necessary action to protect and assist the Complainant. The Complainant will not be required to participate in any proceedings initiated by the College. However, if Complainant declines to participate in an investigation or adjudication under this Policy and its Procedures, the College's ability to meaningfully respond to a report of Prohibited Conduct may be limited.

#### **VI. TITLE IX COORDINATOR**

Maria College has designated the Title IX Coordinator, with the assistance of designated staff, to coordinate the College's compliance with Title IX and related provisions of the Clery Act (as amended by VAWA) and New York State Law. The Title IX Coordinator oversees compliance with all aspects of this Policy, including oversight of the College's response to all reports of Prohibited Conduct.

When used in this Policy, the term Title IX Coordinator may include an appropriate designee. The Title IX Coordinator's contact information is:

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

Rosalyn Vazquez  
Deputy Title IX Coordinator  
700 New Scotland Avenue  
Albany, NY 12208  
[rvazquez@mariacollege.edu](mailto:rvazquez@mariacollege.edu)  
518-861-2580

Karen Conrad  
Deputy Title IX Coordinator  
700 New Scotland Avenue  
Albany, NY 12208  
[kconrad@mariacollege.edu](mailto:kconrad@mariacollege.edu)  
518-861-2586

If you have any questions about this Policy, you may contact the College's Title IX Coordinator or a Deputy Title IX Coordinator.

The Title IX Coordinator acts with independence and authority free from bias and conflicts of interest. The Title IX Coordinator oversees all resolutions under this Policy and related complaint resolution procedures. The Title IX Coordinator may delegate responsibilities under this policy to designated College staff or external professionals, who will have appropriate training or experience. Individuals tasked with aspects of implementation of this Policy and its Procedures are vetted and trained to ensure that in overseeing the institutional response to reports of Prohibited Conduct or the provision of supportive measures they do not act with bias for or against any party in a specific case, or for or against Complainants or Respondents, generally.

## VII. PROHIBITED CONDUCT

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

Conduct that does not meet the definitions below or that is not otherwise prohibited by this Policy may violate other College policies or may be considered inappropriate or unacceptable within the College community. In appropriate cases, the Title IX Coordinator may refer such conduct elsewhere within the College for resolution.

### 1. Title IX Sexual Harassment

Title IX Sexual Harassment is conduct on the basis of sex, occurring within the United States, that constitutes one or more of the following:

**a. Quid Pro Quo Sexual Harassment:** an employee of Maria College, conditions the provision of an aid, benefit, or service of the College, on an individual’s participation in unwelcome sexual conduct; or

**b. Hostile Environment Sexual Harassment:** unwelcome conduct, determined by a reasonable person, to be so severe, and pervasive, and, objectively offensive, that it effectively denies a person equal access to the College’s education program or activity.<sup>1</sup>

- i. New York State Sexual Harassment Workplace Law: unwelcome conduct which is either of a sexual nature, or which is directed at an individual because of that individual’s sex when:
  - a. Such conduct has the purpose or effect of unreasonably interfering with an individual’s work performance or creating an intimidating, hostile or offensive work environment, even if the complaining individual is not the intended target of the sexual harassment;
  - b. Such conduct is made either explicitly or implicitly a term or condition of employment; or
  - c. Submission to or rejection of such conduct is used as the basis for employment decisions affecting an individual’s employment.

A sexually harassing hostile work environment consists of words, signs, jokes, pranks, intimidation or physical violence which are of a sexual nature, or which are directed at an individual because of that individual’s sex. Sexual harassment also consists of any unwanted verbal or physical advances, sexually explicit derogatory statements or sexually discriminatory remarks made by someone which are offensive or

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<sup>1</sup> Unwelcomeness is subjective and determined by the Complainant (except when the Complainant is below the age of consent). Severity, pervasiveness, and objective offensiveness are evaluated based on the totality of the circumstances from the perspective of a reasonable person in the same or similar circumstances (“in the shoes of the Complainant”), including the context in which the alleged incident occurred and any similar, previous patterns that may be evidenced.

objectionable to the recipient, which cause the recipient discomfort or humiliation, which interfere with the recipient's job performance.

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

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

**c. Sexual Assault:** Any sexual act directed against another individual, without the consent of that individual, including instances in which the individual is incapable of giving consent.

**i. Non-Consensual Sexual Penetration (Rape, Sodomy)**

- a. Penetration, no matter how slight, of the vagina or anus of an individual with any body part or object, or oral penetration by a sex organ of another individual, without the consent of the individual or against the individual's will, or
- b. not forcibly or against the individual's will in instances in which the individual is incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity.

**ii. Non-Consensual Sexual Contact (Fondling)**

- a. The touching of the private body parts of another individual (buttocks, groin, breasts), for the purpose of sexual gratification, forcibly, without the consent of the individual or against the individual's will, or
- b. not forcibly or against the individual's will in instances in which the individual is incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity.
- iii. **Incest:** Non-forcible sexual intercourse, between persons who are related to each other, within the degrees wherein marriage is prohibited by New York law.
- iv. **Statutory Rape:** Non-forcible sexual intercourse, with a person who is under the statutory age of consent. The age of consent in New York is 17 years old.

**d. Dating Violence:** Violence, committed by a person, who is in or has been in a social relationship of a romantic or intimate nature with an individual. The existence of such a relationship shall be determined based on the Complainant's statement and with consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship. For the purposes of this definition, dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse. Dating violence does not include acts covered under the definition of domestic violence.

**e. Domestic Violence:** Violence, committed by a current or former spouse or intimate partner of an individual, by a person with whom the individual shares a child in common, or by a person who is cohabitating with, or has cohabitated with, the individual as a spouse or intimate partner, or by a person similarly situated to a spouse of the individual under the domestic or family violence laws of New York, or by any other person against an adult or youth individual who is protected from that person's acts under the domestic or family violence laws of New York.

To categorize an incident as Domestic Violence, the relationship between the Respondent and the Complainant must be more than just two people living together as roommates. The people cohabitating must be current or former spouses or have an intimate relationship.

**f. Stalking:** Engaging in a course of conduct, directed at a specific person, that would cause a reasonable person to fear for that person's safety, or the safety of others; or suffer substantial emotional distress. For the purposes of this definition:

- i. Course of conduct means two or more acts, including, but not limited to, acts in which the Respondent directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about a person, or interferes with a person's property.
- ii. Reasonable person means a reasonable person under similar circumstances and with similar identities to the Complainant.
- iii. Substantial emotional distress means significant mental suffering or anguish that may but does not necessarily require medical or other professional treatment or counseling.

### **Additional Requirements**

Conduct must also meet the following additional requirements to fall within the definition of Title IX Sexual Harassment:

- It must occur within the United States; and
- It must occur within the scope of the College's educational program or activities.

Prohibited Conduct occurs within the scope of Maria College's Education Programs or Activities when:

- It occurs on campus;
- It occurs on a property or in any facility owned and controlled by the College;
- It occurs as part of the College's operations;
- The College exercised substantial control over the Respondent.

As described in Section XI(4)(b) of this Policy, if conduct alleged in a Formal Complaint does not meet the definition of Title IX Sexual Harassment, the College must dismiss the Formal Complaint (or the allegations of Title IX Sexual Harassment in the Formal Complaint) for purposes of compliance with Title IX. If the conduct would still, as alleged, constitute Non-Title IX Prohibited Conduct under this Policy, the College may continue to address the allegations pursuant to the Procedures in this Policy set forth in Appendix A or B.

## **2. Non-Title IX Prohibited Conduct**

In addition to the conduct set forth above as Title IX Sexual Harassment, the following conduct is also prohibited under this Policy:

### **a. Non-Title IX Sexual Harassment**

Non-Title IX Sexual Harassment includes conduct that meets the definition of Title IX Sexual Harassment but does not occur within the United States or within Maria College's Educational Program or Activities (e.g., sexual harassment occurs on a school trip outside of the United States).

Non-Title IX Sexual Harassment also includes conduct that does not meet the definition of Title IX Sexual Harassment but otherwise constitutes an unwelcome sexual advance, a request for sexual favors, or other unwanted conduct of a sexual nature, whether verbal, non-verbal, graphic, physical, or otherwise when the conditions outlined in (i) or (ii) below are present; or unwelcome conduct based on sex, gender, sexual orientation, gender identity, or gender expression, which may include acts of aggression, intimidation, or hostility, whether verbal, non-verbal, graphic, physical, or otherwise when the conditions outlined in (i) or (ii) below are present;

(i) Submission to or rejection of such conduct is made, either explicitly or implicitly, a term or condition of a person's employment, academic standing, or participation in any College program or activity or is used as the basis of College decisions affecting the individual; or  
(ii) Such conduct creates a hostile environment. A "hostile environment" exists when the conduct is sufficiently severe, persistent, or pervasive that it unreasonably interferes with,



limits, or deprives an individual from participating in or benefiting from the College's education or employment programs or activities. Conduct must be deemed severe, persistent, or pervasive from both a subjective and objective perspective. In evaluating whether a hostile environment exists, the College will consider the totality of known circumstances, including, but not limited to

- the frequency, nature, and severity of the conduct;
- whether the conduct was physically threatening;
- the effect of the conduct on the Complainant's mental or emotional state;
- whether the conduct arose in the context of the discriminatory conduct;
- whether the conduct unreasonably interfered with the Complainant's educational or work performance or College programs or activities; and
- whether the conduct is protected by academic freedom or freedom of speech.

A hostile environment can be created by persistent or pervasive conduct or by a single or isolated incident, if sufficiently severe. The more severe the conduct, the less need there is to show a repetitive series of incidents to prove a hostile environment.

**b. Non-Title IX Sexual Assault:** Non-Title IX Sexual Assault includes conduct that meets the definition of Title IX Sexual Assault but does not occur within the United States or within the College's Educational Program or Activities.

**c. Non-Title IX Dating Violence:** Non-Title IX Dating Violence includes conduct that meets the definition of Title IX Dating Violence but does not occur within the United States or within the College's Educational Program or Activities.

**d. Non-Title IX Domestic Violence:** Non-Title IX Domestic Violence includes conduct that meets the definition of Title IX Domestic Violence but does not occur within the United States or within the College's Educational Program or Activities.

**e. Non-Title IX Stalking:** Non-Title IX Stalking includes conduct that meets the definition of Title IX Stalking but does not occur within the United States or within the College's Educational Program or Activities.

**f. Sexual Exploitation:** Sexual Exploitation is intentionally engaging in any of the following:

- i. observing another person when that person is nude or engaged in sexual activity without the knowledge and consent of the person observed or allowing another to observe consensual sexual activity without the knowledge and consent of all parties involved;
- ii. making, sharing, posting, streaming or otherwise distributing any image, photography, video, or audio recording depicting or otherwise recording another person when that person is nude or engaged in sexual activity without the knowledge and consent of the person depicted or recorded;
- iii. exposing one's genitals to another person without the consent of that person;

- iv. exposing another person to a sexually transmitted infection without the knowledge and consent of the person exposed; and
- v. causing another person to become incapacitated with the intent of making that person vulnerable to nonconsensual sexual assault or sexual exploitation.

**g. Aiding or Facilitating:** Knowingly and intentionally aiding or facilitating any act of sexual misconduct, before or after the fact, is a violation of this policy.

**h. Retaliation:** Retaliation is adverse action taken against an individual with the purpose of interfering with an individual's rights under these procedures, including for making a good faith report of Prohibited Conduct, for participating in an investigation, proceeding, or hearing, or for refusing to participate in an investigation, proceeding, or hearing under these Procedures. Retaliation may include intimidation, threats, Coercion, discrimination, or adverse employment or educational actions. Retaliation may be found even when an underlying report made in good faith was not substantiated. Retaliation may be committed by the Respondent, the Complainant, or any other individual or group of individuals. Retaliation does not include good faith actions pursued in response to a report of Prohibited Conduct.

**i. False or Bad Faith Allegations:** An individual found to have knowingly made a false complaint or report, or to have knowingly given false information during a process under this Policy, may be subject to disciplinary action, up to and including termination of employment or dismissal from the College's academic programs.

## **VIII. CAMPUS AND COMMUNITY RESOURCES**

### **1. Overview of Resources and Disclosures**

Maria College is committed to treating all individuals with dignity, care, and respect. Both Complainants and Respondents have equal access to services through the College. All Parties are encouraged to utilize on-campus or off-campus resources for assistance. For a comprehensive list of resources, see Appendix C of this policy.

Any individual who has been the victim of a crime is encouraged to get to a safe place and to call 911 or to contact local law enforcement, immediately.

Maria College recognizes that not every individual will choose to report conduct prohibited by this Policy to the College or to law enforcement. Accordingly, Confidential Resources are available to all students and employees.. Confidential Resources are listed in Appendix C. Under most circumstances, Confidential Resources will not share information with other individuals without the express consent of the reporting party. An exception may be made if there is an imminent risk of danger to the reporting party or another individual.

All members of the faculty, staff, board members, security, and contractors are mandated reporters and have an obligation to share any reports of conduct prohibited by this Policy with the Title IX Coordinator.

## **2. Medical Care After a Sexual Assault**

Any person who experiences sexual assault or violence is encouraged to immediately seek medical assistance. Seeking medical care does not result in a report to law enforcement or to the College. In the aftermath of sexual assault or violence, medical providers can facilitate or provide the following:

- Treatment of any injury or physical trauma
- HIV and STI testing
- Pregnancy testing
- Advice on health care concerns related to the incident.
- Collection and preservation of evidence as a part of a sexual assault forensic exam for potential use in criminal prosecution.

## **IX. MAKING A REPORT UNDER THIS POLICY**

### **1. Reporting Guidelines**

All members of the Maria College community are encouraged to report information about any form of conduct potentially prohibited by this Policy involving a student or an employee. The College will respond to all reports of Prohibited Conduct, including contacting the Complainant to discuss the availability of supportive measures, resources for support, and options for resolution.

At the time a report of Prohibited Conduct is made, a Complainant does not have to decide whether to pursue resolution of the report through any particular resolution process. Choosing to make a report and deciding how to proceed can be a process that unfolds over time. Although the College may need to take action as a result of a particular report, the College will endeavor to respect a Complainant's wishes in making the decision that is best for them and will provide support to assist each individual in making that decision. Because the conduct prohibited by this Policy often involves behaviors or interactions that are not witnessed by third parties, reports cannot always be substantiated by additional direct evidence. Lack of corroborating direct evidence should not discourage a person from reporting an experience of Prohibited Conduct.

Individuals may make a report of Prohibited Conduct by filling out [Online Reporting Form](#) or by emailing the Title IX Coordinator, or the Deputy Title IX Coordinators.

#### **a. Mandated Reporters**

All College faculty, staff, board members, and security and contractors are Mandated Reporters. When Mandated Reporters become aware, either directly or through a third party of an alleged incident of sexual harassment (which includes sexual assault, dating violence, domestic violence, and stalking) or other conduct prohibited by this Policy, that involves a Student as either the Complainant or Respondent, they must report the information they have to the Title IX Coordinator. Mandated Reporters should be prepared to report the name, date, time, location, and description of the incident (if known). They are otherwise required to maintain an individual's privacy to the greatest extent possible.

When the Title IX Coordinator receives a report of Prohibited Conduct, they will contact the Complainant, if known, or another individual reporting the Prohibited Conduct to offer resources and supportive measures. The individual will also be advised of the option to pursue a Formal Complaint, if such an option is available, and any other available reporting options and resources.

A Mandated Reporter who receives a report, should not, under any circumstances, attempt to resolve the report without first reporting it to the Title IX Coordinator. Such failure to report may subject the individual to disciplinary sanctions.

**b. Time Frame for Reporting**

There is no time limitation on reporting or filing a Formal Complaint of Prohibited Conduct to the Title IX Coordinator. However, if the Respondent is no longer subject to the College’s jurisdiction or significant time has passed, the ability to investigate, respond, and provide remedies may be more limited or impossible. Acting on reports and Formal Complaints significantly impacted by the passage of time (including, but not limited to, acts that have been impacted by the rescission or revision of policy) is at the discretion of the Title IX Coordinator, who may document allegations for future reference, offer supportive measures or remedies, or engage in informal or formal action, as appropriate.

When a Formal Complaint is filed after a significant delay the College will apply the Policy in place at the time of the alleged Prohibited Conduct and the Procedures in place at the time the report was made.

**c. Anonymous Reporting**

Individuals may submit reports of Prohibited Conduct anonymously. An individual may make a report without disclosing their name, identifying the Respondent, or requesting action. Depending on the level of information included about the conduct or the individuals involved, anonymous reporting may reduce the College’s ability to respond or take appropriate action. Moreover, the College will generally not be able to take disciplinary action against an individual based solely on an anonymous report. A form that can be used for anonymous reporting can be found here: [Online Reporting Form](#)

**d. Public Awareness and Advocacy Events**

Public awareness or advocacy events at which community members disclose incidents of Prohibited Conduct do not initiate the College’s Title IX obligations, including its obligation to investigate reports of Prohibited Conduct. Such events may, however, inform the need for campus-wide educational and prevention efforts, and the College may implement broad community initiatives in response to such events where appropriate.

**2. Response to Reports of Prohibited Conduct**

Upon receipt of a report of Prohibited Conduct, the Title IX Coordinator will provide Complainant with an explanation of their rights under this Policy, the process for filing a Formal Complaint, and

an overview of their options for resolution of the Formal Complaint and the Procedures associated with each resolution process. The Complainant will also be informed of the range of possible outcomes of the resolution process, including potential remedial actions and possible disciplinary actions that may be taken against the Respondent upon finding a violation of this Policy. The Complainant will also be advised of their right to request that the College refrain from initiating a resolution process and their right to file a report with Maria College Public Safety and state and local law enforcement.

The Complainant will be informed of the availability of supportive measures regardless of whether Complainant files a Formal Complaint. The Title IX Coordinator will consider the Complainant's requests for supportive measures in accordance with Section X of this Policy.

### **3. Advisors**

The Complainant and Respondent have the right to have an advisor of their choosing present with them at all stages under this Policy and its Procedures. The advisor may be any person, including an attorney. The parties may be accompanied by their respective advisor at any meeting or proceeding related to the investigation or resolution of a report under this Policy. While the advisor may provide support and advice to the parties at any meeting or proceeding, advisors may not speak on behalf of the parties or otherwise participate in, or in any manner delay, disrupt, or interfere with meetings or proceedings, with the exception that a party's advisor participating in a hearing under Appendix A will ask questions of the other party and witnesses. The College may establish additional restrictions, beyond the restrictions set forth in this section regarding the extent to which the advisor may participate in the proceedings.

An advisor should plan to make themselves reasonably available, and the College will not unduly delay the scheduling of meetings or proceedings based on the advisor's unavailability.

If an advisor fails to comply with the Procedures set forth herein or established rules of decorum, the College reserves the right to exclude the advisor from further participation in the process. The Title IX Coordinator is responsible for interpreting and applying this provision.

IN SEXUAL MISCONDUCT CASES INVOLVING STUDENTS ONLY, THE COMPLAINANT AND THE RESPONDENT MAY HAVE NO MORE THAN TWO PEOPLE (I.E., A PERSONAL SUPPORTER, AN ATTORNEY, A TRAINED ADVOCATE, OR AN ADVOCATE SUPERVISED BY AN ATTORNEY) AT ANY HEARING, MEETING, OR INTERVIEW DURING THE INVESTIGATION AND HEARING PROCESS. SUPPORT PERSONS MAY NOT ALSO BE WITNESSES TO THE MATTER. THE SUPPORT PERSON, ADVISOR, AND ATTORNEY ARE PERMITTED TO BE PRESENT AND TO PROVIDE PRIVATE ADVICE AND COUNSEL TO THE STUDENT ONLY, BUT IS NOT PERMITTED TO PARTICIPATE IN HEARINGS, MEETINGS, OR INTERVIEWS DIRECTLY (FOR INSTANCE, THE ADVISOR IS NOT PERMITTED TO ADDRESS THE INVESTIGATORS OR HEARING PANELISTS). DISRUPTIVE SUPPORTERS, ATTORNEYS, OR ADVISORS MAY BE REMOVED AND PROHIBITED FROM FURTHER PARTICIPATION IN THE INVESTIGATION AND HEARING PROCESS.

#### **4. Amnesty for Drug and Alcohol Use for Students**

The health and safety of every student at Maria College is of utmost importance. The College recognizes that students who have been drinking or using drugs (whether such use is voluntary or involuntary) in violation of other College policies may be hesitant to report incidents due to fear of potential consequences for their own conduct. The College strongly encourages individuals to report such Prohibited Conduct. A Complainant, bystander, or other individual who in good faith reports Prohibited Conduct under this Policy to a College official or law enforcement will not be disciplined for such conduct, if such conduct violates other Maria College policies or expectations of behavior.

#### **5. Coordination with Law Enforcement**

Maria College strongly encourages Complainants to pursue criminal action for incidents of sexual harassment, sexual violence, and dating and domestic violence, and stalking that may also be crimes under New York law. The College will assist a Complainant in making a criminal report and will cooperate with law enforcement agencies if a Complainant decides to pursue criminal action to the extent permitted by law.

Neither law enforcement's determination whether or not to prosecute a Respondent, nor the outcome of any criminal prosecution, are determinative of whether a violation of this Policy has occurred.

Proceedings under this Policy may be carried out prior to, simultaneously with, or following civil or criminal proceedings. The College may not delay conducting its own investigation unless specifically requested by the law enforcement to do so.

In the event of such a specific request, the College will defer its investigation only during the time that law enforcement is gathering evidence, which should not exceed ten Days absent extenuating circumstances. The College will nevertheless communicate with the Complainant and Respondent (if appropriate) regarding Title IX rights, procedural options, and the implementation of supportive measures to assure safety and well-being. The College will promptly resume fact-gathering as soon as it is informed that law enforcement has completed its initial investigation.

#### **X. SUPPORTIVE MEASURES**

Maria College will offer and implement appropriate and reasonable supportive measures to the Parties upon notice of alleged harassment, discrimination, or retaliation. Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the Parties to restore or preserve access to the College's Educational Program or Activity, including measures designed to protect the safety of all Parties or the College's educational environment, or deter harassment, discrimination, or retaliation.

The Title IX Coordinator promptly makes supportive measures available to the Parties upon receiving notice of a report or a Formal Complaint. At the time that supportive measures are offered, the College will inform the Complainant, in writing, that they may file a Formal Complaint with the College either at that time or in the future, if they have not done so already. The Title IX

Coordinator works with the Complainant and Respondent to ensure that their wishes are considered with respect to the supportive measures that are offered. The College will maintain the privacy of the supportive measures, provided that privacy does not impair its ability to provide the supportive measures. The College will act to ensure as minimal an academic impact on the Parties as possible. The College will implement measures in a way that does not unreasonably burden the other Party.

Supportive measures may include, but are not limited to the following:

- Referral to counseling, medical, or other healthcare services
- Referral to the Employee Assistance Program
- Referral to community-based service providers
- Visa and immigration assistance
- Student financial aid counseling
- Education to the community or community subgroup(s)
- Altering work arrangements for employees or Student-employees
- Safety planning
- Providing campus safety escorts
- Providing transportation accommodations
- Implementing contact limitations (No Contact Directives) between the Parties<sup>2</sup>
- Academic support, extensions of deadlines, or other course/program-related
- Class schedule and clinical modifications, withdrawals, or leaves of absence
- Increased security and monitoring of certain areas of the campus
- Any other actions deemed appropriate by the Title IX & Compliance Director

### **Review of Supportive Measures**

Upon request to the Title IX Coordinator, a Complainant or Respondent will be afforded a reasonable and prompt review of any supportive measure that directly affects them and will be permitted to submit evidence in support of any changes requested. The Title IX Coordinator, or their designee, will conduct the review and will advise the Parties of the determination within five Days of the submission of the request for review.

### **Emergency Removal**

If after undertaking an individualized safety and risk analysis, the Title IX Coordinator, in consultation with the Vice President for Financial Affairs for Employees and/or the Chief Student Affairs Officer or designee determines that the Respondent poses an immediate threat to the physical health or safety of any Student or other individual in the College community, the College may remove the Respondent on an emergency basis. The length and nature of the removal will depend on the facts of the particular case. The College will notify the Respondent of the emergency removal. Both the Complainant and the Respondent will have an opportunity to

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<sup>2</sup> When a no-contact order has been issued as a supportive measure or sanction in response to a complaint of a pattern or repeated actions on the part of the Respondent (such as, for example, a complaint of stalking or repeated sexual harassment), violations of no contact orders will be referred to appropriate student or employee conduct processes for enforcement.

challenge the decision and its terms, including by submitting evidence, immediately following the removal.

### **Administrative Leave**

The College may place a Non-Student Employee Respondent on paid or unpaid administrative leave, consistent with the Employee Handbook or Faculty Handbook, as may be applicable, during the pendency of a Formal Resolution process conducted pursuant to this Policy and its Procedures.

### **Pregnancy**

The College has obligations under Title IX to provide certain supports and modifications to people experiencing pregnancy or related conditions in order to ensure their equal access to the College's program or activity. Pregnancy or related conditions include pregnancy, childbirth, termination of pregnancy, lactation; medical conditions related to pregnancy, childbirth, termination of pregnancy, or lactation; and recovery from pregnancy, childbirth, termination of pregnancy, lactation, or related medical conditions. Students, Employees, or applicants should contact the Title IX Coordinator for more information. Employees or applicants may also contact Human Resources for more information because additional workplace laws and policies may apply.

## **XI. RESOLUTION PROCESS**

### Expectations of Decorum in all proceedings

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

- Individuals participating in the resolution process are expected to maintain decorum and abide by any expectations detailed in this Policy or provided by the Investigator, Decision Maker, or Title IX Coordinator. These expectations are applied equally to all Parties and advisors.
- Questions must be conveyed in a neutral tone;
- Parties and Advisors will refer to other Parties, witnesses, advisors, and institutional staff using the name and gender used by the person and shall not intentionally mis-name or mis-gender that person in communication or questioning;
- No Party may act abusively or disrespectfully toward any other Party, witness, Investigator, or any other resolution process participant;
- Parties may not use profanity or make irrelevant ad hominem attacks upon a Party or witness. Questions are meant to be interrogative statements used to test knowledge or understand a fact, they may not include accusations within the text of the question;



- Parties and advisors may take no action that a reasonable person in the shoes of the affected Party would see as intended to intimidate that person (whether party, witness, or official) into not participating in the process or meaningfully modifying their participation in the process.
- No unauthorized audio or video recording of any kind is permitted during any proceeding or meeting. If the Investigator or Title IX Coordinator elects to audio and/or video record interviews, meetings, or proceedings, all involved parties must be made aware of audio and/or video recording.

### **1. Options for Report Resolution**

Reports of Prohibited Conduct are generally resolved either through a support-based resolution of a report of Prohibited Conduct, an informal resolution of a Formal Complaint, or a formal Resolution of a Formal Complaint.

### **2. Initial Inquiry**

When the Title IX Coordinator receives any report of Prohibited Conduct, the Title IX Coordinator will initiate an inquiry into the allegations. Information learned during the initial inquiry will inform the Title IX Coordinator's determination regarding the provision of supportive measures to the Parties and appropriate resolution processes.

### **3. Support-based Resolution**

A Support-based resolution of a report of Prohibited Conduct occurs when the report does not result in the filing of a Formal Complaint. Support-based resolutions will include the offering and provision of supportive measures intended to restore equal access to the College's Educational Programs or Activities and to preserve a safe and non-discriminatory environment for living, working, and learning. It may also include additional, non-disciplinary steps intended to stop discriminatory conduct from occurring, prevent future acts of discriminatory conduct, and to remedy the effects of the discriminatory conduct.

### **4. Formal Complaints**

A Formal Complaint is a document signed by the Complainant or the Title IX Coordinator alleging a violation of this Policy against a Respondent and requesting that the College initiate an informal or formal Resolution of the Formal Complaint pursuant to this Policy and its Procedures. A Formal Complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail. For matters involving Title IX Prohibited Conduct, **the Complainant must be participating in the College's educational program or employed at the time of the filing of the Formal Complaint.**

If the Complainant chooses not to file a Formal Complaint, the Title IX Coordinator has discretion to file a Formal Complaint. Where the Title IX Coordinator determines that the College cannot honor the Complainant's request that no Formal Complaint be pursued under this Policy, the Title IX Coordinator will promptly initiate the resolution process by making a signed, written Formal Complaint on behalf of the College. In determining whether to file a Formal Complaint, the Title IX Coordinator will consider the following:

- whether the Respondent has a history of violent behavior or is a repeat offender;
- whether the incident represents escalation in unlawful conduct by the Respondent from previously noted behavior;
- the increased risk that the Respondent will commit additional acts of violence;
- whether the Respondent used a weapon or force;
- whether the Complainant is a minor;
- whether the College possesses other means to obtain evidence such as security footage; and
- whether available information reveals a pattern of perpetration at a given location or by a particular group.

If the Title IX Coordinator decides to file a Formal Complaint, The Title IX Coordinator will notify the Complainant of the College’s intention to proceed with a Formal Complaint and will take immediate action as necessary to protect and assist the Complainant. The Title IX Coordinator will make reasonable efforts to protect the privacy of the Complainant. However, typically, the Complainant’s identity would have to be disclosed as part of the College’s investigation. The Complainant is not required to participate in any proceedings that follow. However, if the Complainant declines to participate in an investigation or the adjudicative process under this Policy and its Procedures, the College’s ability to investigate meaningfully and respond to a report of Prohibited Conduct may be limited.

**a. Consolidation of Formal Complaints**

The Title IX Coordinator has the discretion to consolidate multiple reports into a single investigation if evidence relevant to one incident might be relevant to the others. Consolidation might involve multiple Complainants and a single Respondent, multiple Respondents, or conduct that is temporally or logically connected. In the event that the allegations under this Policy involve allegations of a violation of a separate policy, the College will have the right, within its sole discretion, to consolidate those other allegations within one investigation or hearing under this Policy and its accompanying Procedures.

**b. Dismissal of Formal Complaints**

After the filing of the Formal Complaint, or during the initial inquiry, investigation, or resolution process, it may become apparent that conduct alleged in a Formal Complaint does not meet the definition of Title IX Sexual Harassment as defined in section VII(1) of this Policy. In that case, in accordance with Title IX, the Title IX Coordinator must dismiss the Formal Complaint (or the allegations of Title IX Sexual Harassment, therein). If the conduct would still, as alleged, constitute Non-Title IX Prohibited Conduct as defined in section VII(2) of this Policy, the College will continue to address the allegations pursuant to this Policy and the resolution procedures set forth in Appendices A or B. If the conduct, as alleged, does not constitute a violation of this Policy, the Formal Complaint will be dismissed in its entirety. If the conduct, as alleged, violates another College policy, the Title IX Coordinator must transfer the matter, and all information related to it, to the appropriate College office for assessment and potential further action.

The Title IX Coordinator must dismiss a Formal Complaint alleging Title IX Sexual Harassment where:

- the conduct alleged in the Formal Complaint would not constitute Prohibited Conduct as defined in section VII of this Policy, or
- the conduct did not occur in the College's Education Program or Activity, or
- the conduct did not occur against a person in the United States.

The Title IX Coordinator may dismiss a Formal Complaint where:

- the Complainant notifies the Title IX Coordinator in writing that they would like to withdraw the Formal Complaint or any allegations therein, prior to resolution; or
- The Respondent is no longer enrolled in, or employed by, the College; or
- specific circumstances prevent the College from gathering evidence sufficient to reach a determination as to the Formal Complaint or allegations therein.

Upon any dismissal, the Title IX Coordinator will promptly send written notice of the dismissal and the rationale for doing so simultaneously to the Parties. The Parties may appeal the dismissal of the Formal Complaint on any of the bases and pursuant to the Procedures set forth in Section XIII Appeals, below.

## **5. Notice of Allegations**

At the issuance of a Formal Complaint, the Title IX Coordinator will notify the Complainant and the Respondent, in writing, of the filing of the Formal Complaint and commencement of resolution process pursuant to this Policy and its Procedures and will provide both Parties with a copy of the Formal Complaint. Such notice will

- identify the Complainant and the Respondent;
- specify the alleged Prohibited Conduct and its date, time, and location, to the extent known;
- specify the basis for jurisdiction over the Formal Complaint;
- specify the factual allegations pertaining to the Prohibited Conduct;
- specify any sanctions that may be imposed, including the College's transcript notation policy;
- specify which procedures will be used to resolve the Formal Complaint;
- identify the investigator(s) or the facilitator of informal resolution;
- include information about the Parties' respective rights and obligations under this Policy and the applicable procedures;
- inform the Parties of their right to have an advisor of choice at all stages of the resolution process, who may accompany the respective Parties to meetings and proceedings;
- inform the Parties of the range of available resources, including mental health and academic support resources;
- explain the prohibition against retaliation; and
- instruct the Parties to preserve any potentially relevant evidence, whatever its form.

If, at any point prior to the resolution of the Formal Complaint, the Title IX Coordinator determines that there are additional allegations of Prohibited Conduct not included in the original notice that should be investigated, the Title IX Coordinator must provide the Parties with an amended notice of additional allegations.

## **6. Informal Resolution**

At any time after a Formal Complaint has been filed and before a hearing commences, the Parties may seek to resolve a report of Prohibited Conduct through Informal Resolution, an administrative process. Participation in Informal Resolution is entirely voluntary; the Title IX Coordinator will neither pressure nor compel either Party to participate in the process or to agree to any specific terms. In every case, the Title IX Coordinator has discretion to determine whether the matter is appropriate for Informal Resolution and to determine the appropriate terms. Informal resolution may not be used in cases where an employee is alleged to have committed Title IX Sexual Harassment against a Student.

Before the Title IX Coordinator approves the Informal Resolution process or the terms of any Informal Resolution, the Title IX Coordinator will determine that they have sufficient information about the matter to make these decisions. The Parties are strongly encouraged, although not required, to consult with their advisors during the Informal Resolution process.

If the informal resolution process is terminated for any reason, the matter will be re-evaluated for resolution pursuant to the Formal Complaint resolution process under this Policy and its Procedures. For this reason, the investigator will not participate in Informal Resolution. The Title IX Coordinator will oversee the Informal Resolution process and have access to all College records in the matter, including any records or reports prepared during an investigation.

The Title IX Coordinator will consult separately with both Parties and recommend to the Parties the terms of a potential informal Resolution agreement. Such terms may include, but are not limited to, any sanctions or remedies that could be imposed as a result of a finding following a hearing under these proceedings.

Parties must agree to the terms before an Informal Resolution agreement becomes effective. At any time before a written agreement is effective, the Complainant or the Respondent may withdraw from the Informal Resolution process, and the Title IX Coordinator may also, at their discretion, terminate the process.

If both parties are satisfied with the Title IX Coordinator's recommendation, the matter will be resolved with a written agreement. The Title IX Coordinator will provide each Party, separately, with a copy of the proposed agreement for the party to review, sign, and return. If both Parties return the signed written agreement to the Title IX Coordinator the terms of the agreement will become effective, and the Title IX Coordinator will promptly notify both Parties in writing that the agreement is final. Once the agreement is effective, the Parties may not appeal the agreement and the Complainant may not seek to refile the Formal Complaint absent new allegations of misconduct. The parties are expected to honor and comply with the terms of the Informal

Resolution. Noncompliance may be subject to proceedings under the other College policies, such as the student code of conduct, the Employee Handbook, or the Faculty Handbook.

If the process is terminated and the matter is resolved pursuant to the Formal Resolution process, neither the Title IX Coordinator nor the Parties will disclose to the Investigator, Decision-maker, or Appellate reviewers either the fact that the Parties had participated in the Informal Resolution process, or any information learned during the process.

While the Parties are exploring Informal Resolution, any pending investigation will pause, and the time spent pursuing resolution in this way will not count toward the investigation time limit.

Informal Resolution may take two forms: (1) Restorative Agreements, or (2) Negotiated Agreements.

**a. Restorative Agreement**

The purpose of a Restorative Agreement is for the parties to identify and agree on a set of remedies. Upon successful completion of those remedies, the Formal Complaint will be resolved and may not be refiled. Such remedies may include the following:

- Impact Letter;
- Apology Letter;
- Directed Study;
- Reflection Paper; or
- Other forms of restorative actions.

In order for a resolution under this subsection to be reached, the Respondent need not accept responsibility.

**b. Negotiated Agreement**

As a necessary precondition of a Negotiated Resolution, the Respondent must accept responsibility for all or part of the alleged Prohibited Conduct. The Parties will then have an opportunity to negotiate with the Title IX Coordinator what they believe the appropriate sanction should be. In support of their position, Parties are encouraged to submit impact/mitigation information they believe the Title IX Coordinator should consider in evaluating any sanction.

The Title IX Coordinator has the discretion to propose other terms for the resolution that may be appropriate to address the Prohibited Conduct for which the Respondent has accepted responsibility.

If the Respondent agrees to a Negotiated Agreement under Informal Resolution that provides for a suspension, withdrawal, or dismissal (i.e., expulsion) from the College, there will be a transcript notation consistent with the College's policy.

## **7. Formal Resolutions**

The Formal Resolution process is guided by provisions of this section of this Policy and by the Procedures accompanying this Policy. The applicable procedure is determined by the type of prohibited conduct alleged (Title IX Sexual Harassment or Non-Title IX Prohibited Conduct) and the identity of the Respondent. Upon receipt of a report or a Formal Complaint, the Title IX Coordinator will determine which procedure applies.

The Formal Resolution process is overseen by the Title IX Coordinator and will be conducted in a prompt and equitable manner, pursuant to the time frames set forth in Section XV. Throughout the Formal Resolution process, all responsible personnel will maintain a commitment to impartiality.

### **a. Evidentiary Standard and Burden of Proof**

The Respondent is presumed not responsible. A Respondent will be found responsible for violating this Policy only when such a finding is supported by the Preponderance of the Evidence. Maria College, not the Parties, has the burden of proof and the burden of gathering sufficient evidence to reach a finding of responsibility.

### **b. Investigation and Adjudication Procedures**

Appendix A outlines the Procedures for the Formal Resolution of Formal Complaints of Prohibited Conduct of Title IX Sexual Harassment (Student and Employee Respondents).

Appendix B outlines the Procedures for the resolution of reports of Non-Title IX Prohibited Conduct in violation of this Policy.

## **XII. SANCTIONS**

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

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

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

- The need to remedy the effects of the discrimination, harassment or retaliation on the victim and the campus community.

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

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

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

- Reprimand or warning;
- Changing the Respondent's work or academic schedule;
- Disciplinary probation;
- Revocation or withholding of honors or awards, or a degree;
- Community service and/or training;
- Restricting the Respondent's access to College facilities or activities;
- Issuing a no-contact order or requiring that such an order remain in place;
- Suspension (limited time or indefinite);
- Expulsion; and/or
- Other actions deemed appropriate by the College.

Possible sanctions and disciplinary steps for Employee Respondents include, but are not limited to:

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

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

### Sexual Assault:

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

### Domestic Violence:

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

### Dating Violence:

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

### Stalking

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



### **XIII. APPEALS**

Both the Complainant and the Respondent may appeal the Title IX Coordinators dismissal of a Formal Complaint or any allegations therein or, the determination of responsibility following a hearing or, on the following grounds:

- procedural irregularity that affected the outcome of the matter;
- new evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter;
- the Title IX Coordinator, Investigator(s), or decision-maker(s) had a conflict of interest or bias for or against Complainants or Respondents generally or the individual Complainant or Respondent that affected the outcome of the matter; or
- sanction or remedies imposed are not commensurate with finding made.

A Party may commence an appeal by submitting a written statement to the Title IX Coordinator within ten (10) Days of issuance of the final determination of responsibility or the dismissal of the Formal Complaint. The appeal statement must set forth:

- the determination(s) being appealed,
- the specific ground(s) for the appeal, and
- the facts supporting the grounds.

Although not required, the parties are encouraged refer to the investigative report and record, and the hearing record, in their appeal statement to support their appellate arguments. Failure to submit an appeal within ten (10) Days or any approved extension constitutes waiver of the right to appeal.

A copy of the appeal statement will be provided to the other Party, who, within ten (10) Days may submit a written response to the Title IX Coordinator. The response should address both the specific ground(s) for appeal set forth in the appealing Party's statement and the specific facts asserted by the appealing Party.

The Title IX Coordinator will submit the appeal and response, if any, to the appellate panel, which will be comprised of three individuals appointed by the Title IX Coordinator. The panel members/reviewer will not be the Title IX Coordinator, the investigator, or a Decision-maker.

The Appeal Panel will establish a reasonable schedule for issuing a written decision, typically no later than ten (10) Days after receipt of the non-appealing party's submission or the time for submission has expired.

The Appeal Panel may affirm the decision or sustain any of the above-specified grounds for appeal, in which case the Appeal Panel may:

- reverse or affirm a decision or finding;
- uphold or change a sanction or remedy;
- remand a decision to the Title IX Coordinator for further action;

If the Appeal Panel reverses a finding of not responsible, the Appeal Panel must also determine the sanctions and remedies to be included in their written decision. If the Impact/Mitigation Statements have not previously been distributed, they would be distributed to both parties only upon a finding of responsibility, and, in that instance, when the Title IX Coordinator distributes the Appeal Panel's written decision to the Parties.

If the Appeal Panel calls for the admission of new evidence, , it will be remanded the Title IX for further action.

The decision of the Appeal Panel will be final and binding on all Parties.

#### **XIV. TRANSCRIPT NOTATION**

Maria College has a policy of making a notation on a transcript related to the outcomes for crimes of violence as defined by the Clery Act. Upon conclusion of any appeal process, a transcript notation will be indicated on the Respondent's record for cases resulting in suspension, expulsion or in cases where the Respondent withdraws from the College during the investigation and decision-making process. Notations on transcripts will be indicated as follows:

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

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

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

#### **XV. TIME FRAMES**

Maria College seeks to resolve all reports of Prohibited Conduct pursuant to the following time frames.

- Informal Resolution: The informal resolution process is typically completed within 30-60 Days.
- Formal Resolution: The formal resolution process is typically completed within 90-120 Days.

The Title IX Coordinator may extend the time frames for good cause. Good cause for extension may include the unavailability of the parties or their advisors, concurrent law enforcement investigation, the complexity of the allegations, or other extenuating circumstances. Any extension, and the reason(s) therefore, will be shared with the Parties, in writing.

## **XVI. TRAINING**

The Title IX Coordinator, Investigators, Decision makers, Appellate Reviewers, and Facilitators of Informal Resolutions, shall, at a minimum, receive all training and education required pursuant to Title IX, the Violence Against Women Act, and New York State Law.

## **XVII. RECORD KEEPING**

Maria College will maintain the following records:

- records of reports of Prohibited Conduct under this Policy and any actions taken in response to the reports, including the issuance of supportive measures and educational efforts;
- records related to each Formal Resolution process;
- records related to each Informal Resolution process; and
- materials used to train and educate the Title IX Coordinator, Investigators, Decision makers, Appellate Reviewers, and Facilitators of Informal Resolutions.

This information will be used by the Title IX Coordinator to monitor patterns and areas of concern. In general records will be kept for seven (7) years after the date the reported incident is resolved. Certain records may be retained longer in the College's sole discretion, including for active Employees.

## **Appendix A: Procedures for the Formal Resolution of Formal Complaints of Prohibited Conduct of Title IX Sexual Harassment**

### **I. SCOPE OF THESE PROCEDURES**

The Procedures set forth below will guide the investigation and adjudication of Formal Complaints of Title IX Sexual Harassment, as defined in Section VII(1) regardless of whether the Respondent is a Student or Employee.

### **II. INITIATION OF THE INVESTIGATION**

An investigation under these Procedures will be initiated at the Title IX Coordinator's direction after the filing of a Formal Complaint and the issuance of a Notice of Allegations to the Parties.

### **III. THE INVESTIGATION**

#### **1. Overview of the Investigation**

The investigation is a neutral fact-gathering process. During the investigation, the Parties will have an equal opportunity to be heard, to submit evidence, to identify witnesses who have relevant information, including fact and expert witnesses, and to submit questions that they believe should be directed by the investigator to each other or to any witness. The investigators will also seek to obtain relevant evidence identified during the investigation, including relevant evidence that has not been offered by either Party. The College may continue an investigation without the participation of any Party.

## **2. The Investigator**

Investigations will be conducted by one or more appropriately trained individuals appointed by the Title IX Coordinator. The Investigator(s) will be impartial and will conduct a prompt, thorough, and fair investigation. The Investigator(s) may be a College employee or an external party.

## **3. Evidence Collection**

### **a. Testimonial Evidence Collection: Investigative Interviews**

Testimony is evidence. Thus, throughout the investigation, the Investigator(s) will endeavor to interview the Parties and other individuals (witnesses) who have information that is relevant or directly related to the allegations in the Formal Complaint, including fact and expert witnesses. The Investigator(s) will provide to everyone whose participation in an investigative interview is invited or expected written notice of the date, time, and location of the interview, and the Parties will be given a sufficient time to prepare to participate.

If a Party declines to participate in investigative interviews deemed necessary by the investigator, the Party will forfeit the opportunity at the hearing to provide testimony at the hearing. If a witness declines to participate in an investigative interview, they will not be permitted to provide testimony at the hearing. Employees that are fact witnesses (and not a complaining or responding party) are expected to cooperate and testify and may not refuse to participate, without otherwise being deemed insubordinate.

Investigative interviews may be conducted in person, or via telephone or video conference. Investigative interviews will be recorded. Following the investigative interview, the Investigator(s) will prepare a full written summary of the interview ("Interview Summary"). This summary will be shared with the interviewee and the interviewee will be provided five (5) Days to submit, in writing to the investigator, any corrections to, or comments about, or proposed changes to, the interview summary that the interviewee believes is necessary to ensure the accuracy of the interview summary. Submissions made by the interviewee will be attached to the original summary. The deadline for submitting a response may be extended for good cause, upon request to the Investigator(s). If no response is received from the interviewee, the summary prepared will be presumed accurate.

### **b. Non-Testimonial Evidence Collection**

During the investigative interviews, the Investigator(s) will gather other available evidence and information that is directly related to the allegations in the Formal Complaint, including, without limitation, electronic and other records of communications between the Parties or witnesses (via voicemail, text message, audio messages, email, or social media sites), photographs and videos, medical records (subject to required consent), and records generated by public safety or law enforcement.

c. Evidence Collection Logs

The Investigator(s) will maintain a log of all testimonial and non-testimonial evidence obtained and the source of such evidence. The Investigator(s) will also maintain a log of all testimonial and non-testimonial evidence offered or sought, but not obtained, and the reason such evidence was not obtained. These logs will be made a part of the evidence file.

**4. Review of the Draft Investigative Report and Draft Evidence File**

a. The Draft Evidence File

At the conclusion of the investigation, the Investigators will compile all the evidence that is directly related to the allegations in the Formal Complaint, including the summaries of the statements the Parties and witness, evidence that is both inculpatory and exculpatory, and evidence upon which the investigator does not intend to rely. This compilation of evidence will be referred to as the “Draft Evidence File.”

The Draft Evidence File will be intentionally organized to support comprehension and will be divided into at least two sections. One section will include evidence obtained that the Investigator(s) deems relevant to the allegations in the Formal Complaint. The other section(s) will include evidence that the Investigator(s) do not deem relevant, but that is otherwise directly related to the allegations in the Formal Complaint.

b. Review and Opportunity to Respond

Upon completion, the Investigator(s) will share the Draft Evidence File and Draft Investigative Report with the Parties and their advisors electronically, or by hard copy. The Parties will then be afforded ten (10) Days to review the Draft Evidence File and Draft Investigative Report and to submit an optional written response, which may include responses to the evidence and requests that the Investigator(s) accept, seek, or obtain additional evidence or conduct follow up inquiries of the other party(ies) or witnesses. The Parties' responses may also include challenges to the Investigator's assessment of relevance. Any responses submitted by the Parties will be shared with the other party and made a part of the Final Evidence File.

c. Additional Evidence Collection

The Investigator(s) will consider the written responses of the Parties, if any, and will determine in their sole discretion, whether further investigative steps are required. If additional investigative steps are taken that result in collection of additional evidence, such additional evidence will be included in the Draft Investigative File and incorporated, as appropriate, into the Draft Investigative Report. The new evidence and any changes to the Draft Investigative Report and will be shared with the parties and their advisors electronically, or by hard copy. The Parties will be provided with a final opportunity to respond, in writing. The Investigator will determine the length of this review period, not to exceed a reasonable period of time.

Any additional responses submitted will be shared with the other Party and made a part of the Final Evidence File.

d. **Prohibition of Evidence Not Offered During the Investigation**

In the absence of good cause, information discoverable through the exercise of due diligence that is not provided to the Investigator(s) during the investigation or during this designated response and review period will not be considered in the determination of responsibility for a violation of the Policy and will not be considered during the hearing process.

**5. Final Investigative Report and Final Evidence File**

At the conclusion of the fact gathering process and the review periods, as described in this Procedure, the Investigator(s) will prepare a Final Investigative File and Investigative Report.

a. **The Final Investigative File**

The Final Investigative File will include all of the evidence that is directly related to the allegations in the Formal Complaint, including the summaries of the statements of the Parties and witness, evidence that is both inculpatory and exculpatory, and evidence upon which the College does not intend to rely. The Final Investigative File will also include any responses submitted by the Parties during the evidence review period and a timeline of all procedural steps taken by the College from the time of the filing of the Formal Complaint to the conclusion of the investigation.

The Final Evidence File will be intentionally organized to support comprehension and will be divided into at least two sections. One section will include evidence obtained that the Investigator(s) deems relevant to the allegations in the Formal Complaint. The other section(s) will include evidence that the Investigator(s) do not deem relevant, but that is otherwise directly related to the allegations in the Formal Complaint. The final section will include the procedural timeline.

b. **The Final Investigative Report**

The Final Investigative Report will be prepared by the Investigator(s) and will fairly summarize all of the relevant evidence obtained during the investigation. Relevance Determinations are generally guided by the principles set forth below in Section V(1) of this Procedure.

c. **Submission of the Final Investigative Report and Evidence File to the Parties**

The Final Investigative Report and Evidence File will be simultaneously provided to the Parties and their advisors in electronic format or hard copy, at least ten (10) Days prior to a hearing. The parties will have ten (10) Days to submit a written response to the Final Investigative Report and Evidence File.

The Final Investigative Report and Evidence File, and any written responses submitted by the Parties will be provided to the Decision Maker(s).

## **IV. THE HEARING**

### **1. Overview**

Upon conclusion of the investigation, a hearing will be held to determine whether the Respondent is responsible for the alleged Policy violations in the Formal Complaint. As set forth in Section XI(7)(a) of this Policy, the Respondent is presumed not responsible. A Respondent will be found responsible for violating this Policy only when such a finding is supported by the Preponderance of the Evidence.

The hearing is a private proceeding. The only people present will be the parties, their advisors, the Decision Maker(s), witnesses (when testifying), and any staff necessary for conducting the hearing.

### **2. Hearing Participants**

#### **a. Decision Makers**

The College will designate the Decision Maker for the moderation of the hearing and determination of finding and sanction. The Decision Maker may take the form of a single Decision Maker or a three-member panel at the Title IX Coordinator's discretion. With a panel, one of the three members will be appointed as Chair by the Title IX Coordinator. The Decision-maker(s) may not be the Title IX Coordinator, a facilitator of informal resolution, or the investigator.

Upon receipt of the notice of the Decision Maker or three-member panel, Parties will have three (3) Days to object to the appointment of a Decision Maker, on the basis of demonstrated bias or conflict of interest.

#### **b. The Parties**

The Parties are permitted to participate in the entirety of hearing, portions thereof, or they can decline to participate in the hearing entirely, and the Decision Maker(s) will not draw an adverse inference against a party based solely on their decision not to participate in all or some of the hearing proceedings.

In accordance with Appendix A, if a Party declines to participate in investigative interviews deemed necessary by the investigator, the Party will not be permitted the opportunity to provide testimony at the hearing.

Nonetheless, if a Party who has declined to participate in investigative interviews later seeks to participate in a hearing, upon a finding that there was a compelling reason for the nonparticipation, the Hearing Chair, upon the Chair's discretion, may permit the Party to participate. If the Hearing Chair permits the Party to participate in the hearing, the Hearing Chair will first reschedule or adjourn the hearing for the investigator to interview the Party and, as necessary, conduct any follow-up investigation and supplement and revise the evidence file and the investigative report.

c. Advisors

The Parties have the right to have an advisor of their choice present at the hearing in accordance with Section IX(3) of this Policy. If a Party does not have an advisor of choice, the Title IX Coordinator will appoint an advisor to that Party for the sole purpose of conducting cross examination of other party and witnesses. A Party's advisor of choice or an advisor appointed by the Title IX Coordinator may participate in the hearing for the sole purpose of conducting cross examination in the absence of their advisee.

As set forth in Section IX(3) of this Policy, Advisors may not speak on behalf of the Parties or otherwise participate in, or in any manner delay or disrupt the hearing. If an advisor fails to comply with the procedures set forth herein or the established rules of decorum, the College reserves the right to exclude the advisor from further participation in the process. The Title IX Coordinator is responsible for interpreting and applying this provision.

d. Witnesses

The Decision Maker(s) will determine, in their sole discretion, which witnesses will be invited to provide testimony at the hearing. Witnesses who are invited to participate in the hearing will be permitted to attend the hearing only when providing testimony.

In accordance with Appendix A, a witness who declined to participate in an investigative interview will not be permitted to provide testimony at the hearing.

However, if a witness who has declined to participate in investigative interviews later seeks to participate in a hearing, upon a finding that there was a compelling reason for the nonparticipation, the Decision Maker(s), upon their discretion, may permit the Party to participate. If the Decision Maker(s) permits the Party to participate in the hearing, the Decision Maker(s) will first reschedule or adjourn the hearing for the investigator to interview the party and, as necessary, conduct any follow-up investigation and supplement and revise the evidence file and the investigative report.

e. Hearing Facilitators

The orderly administration of hearings will be supported by Hearing Facilitators, who are individuals either internal or external to the College and appointed by the Title IX Coordinator.

The Title IX Coordinator may not serve as a Decision Maker or Chair in the matter but may serve as an administrative facilitator of the hearing if their previous role(s) in the matter do not create a conflict of interest. Otherwise, a designee may fulfill this role.

### **3. Notice of Hearing**

The Title IX Coordinator will notify the Parties in writing of the date, time, and location/format of the hearing. The notice will include the charges at issue; a summary of the alleged Prohibited



Conduct; and the applicable procedures under this Policy. All efforts will be made to provide the Notice of Hearing no later than five (5) Days prior to the hearing and to schedule the hearing as soon as practicable.

Either Party may request to have a hearing rescheduled. The request may be granted at the discretion of the Title IX Coordinator. Absent extenuating circumstances, requests to reschedule must be submitted at least three (3) Days prior to the hearing. A request to reschedule a hearing must be supported by a compelling reason. Given the number of individuals involved in a hearing, and the attendant difficulty of scheduling and rescheduling them in a timely manner, it may not be possible to accommodate all scheduling requests. The Title IX Coordinator may also reschedule a hearing, without a request by the Parties, when there is reasonable cause to do so.

#### **4. Hearing Format**

The hearing will be live and will provide the Parties an opportunity to address the Decision Maker in person. Participants may be physically present in the same geographic location, or at the College's discretion, some or all of the hearing may be conducted remotely, using virtual platforms (i.e., video conferencing). Upon request to the Title IX Coordinator, a Party may participate in the hearing remotely. Such requests for remote participation should be made at least two (2) days in advance of the scheduled hearing.

#### **5. Pre-Hearing Conferences**

At least three (3) days prior to the hearing, the Title IX Coordinator and the Decision Maker(s) will meet with the parties and their advisors, separately, for the purposes of conducting a pre-hearing conference. At the pre-hearing conference, the Decision Maker(s) will review these procedures, the Rules of Decorum, and the proposed hearing schedule and the parties will be permitted to ask questions.

#### **6. Impact Mitigation Statements**

The Parties will be permitted, but not required, to prepare a written Impact/Mitigation Statement relevant to any sanctions. The Parties may submit the statement up until the start of a hearing. The statements are distributed to the Decision Maker(s) and the parties only if the Decision Maker(s) finds the Respondent responsible. The Title IX Coordinator will provide the Impact/Mitigation Statements to the Parties with a copy of the Decision Maker(s)'s written decision.

#### **7. Hearing Procedures**

Typically, the format of the hearing will be as follows:

a. Opening Instructions

The hearing will begin with opening instructions by the Hearing Chair. The Parties will be afforded the opportunity to ask questions about the format of the hearing and these procedures at the conclusion of the Chair's opening instructions.

b. Testimony

The Decision Maker(s) will determine the order of testimony. The Decision Maker(s) will question the Party or witness first, followed by cross examination of a Party by the other Party's advisor. In the case of witness testimony, the Decision Maker(s) will question the witness first, followed by a cross-examination of the witness, first by Complainant's advisor and next, by the Respondent's advisor.

During cross-examination, the Party's advisor will be permitted to ask the opposing Parties and any witnesses all relevant questions and follow-up questions, including those challenging credibility. Before a Complainant, Respondent, or witness responds to a question by a Party's advisor, the Decision Maker(s) must first determine whether the question is relevant and explain any decision to exclude a question as not relevant.

The Decision Maker(s) retain authority to ask questions at any time during testimony, including during cross examination by the advisors.

c. Closing Remarks by the Hearing Chair

At the conclusion of testimony, the Hearing Chair will conclude the proceedings with brief closing remarks.

### **8. Determination Regarding Responsibility and Notice of Outcome**

Decision Maker(s) will determine whether Respondent is responsible of the alleged violation(s) of the Policy by a majority vote based upon a preponderance of the evidence standard. The Decision Maker(s) retains discretion regarding the weight or credibility to assign the evidence. If the Decision Maker(s) make a finding of responsibility, the Decision Maker(s) will determine the appropriate sanctions , in accordance with Section XII of this Policy by a majority vote.

In matters where a finding of responsibility is made, the Decision Maker(s) will consider the Impact/Mitigation statements of the parties prior to determining sanction.

The Decision Maker(s) will issue a written determination of findings that will include the procedural steps taken during the investigation, the specific prohibited conduct for which the Respondent was found responsible and not responsible with identification of the allegations potentially constituting Title IX sexual harassment, the findings of fact and the rationale for the Decision Maker(s)'s determinations regarding both responsibility and sanctions, whether remedies designed to restore or preserve equal access to the College's Education Program or Activity will be provided by the College to the Complainant, sanctions and remedies if the Respondent is found responsible, and, instructions and time limits for appeals.

The decision may incorporate and reference any portions of the proceedings, including the evidence file and investigative report, as the Decision Maker(s) deems appropriate. Both the Complainant and the Respondent will be simultaneously provided with a notice of outcome and the Decision Maker(s) written determination.

## **9. Hearing Record**

An audio recording will be made of all hearings, but not of deliberations. The Parties may listen to the audio recording of the hearing. Access will be facilitated in a manner deemed appropriate by the Title IX Coordinator.

Individuals appearing before the Decision Maker(s), whether as a Party or witness, are prohibited from recording any portion of the hearing. The Decision Maker(s) members are also prohibited from recording any portion of the hearing.

The Decision Maker(s) has access to the hearing record. The hearing record will include: the audio recording and written transcript of the hearing, the Decision Maker(s)'s final determination, the final evidence file and investigative report, and if there is a determination of responsibility, the Parties' Impact/Mitigation Statements, and information concerning the Respondent's prior misconduct.

## **V. EVIDENTIARY CONSIDERATIONS**

### **1. Relevance**

Determinations regarding relevance of any proffered evidence will be subject to the following requirements:

a. **Prior Sexual History of Complainant**

Evidence and questions about the Complainant's sexual predisposition or prior sexual behavior are considered irrelevant unless such questions and evidence about the Complainant's prior sexual behavior are offered to prove that someone other than the Respondent committed the conduct alleged by the Complainant, or if the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent.

b. **Prior or Subsequent Conduct**

Prior or subsequent conduct of a Respondent may be considered in determining pattern, knowledge, intent, motive, or absence of mistake. For example, evidence of a pattern of conduct prohibited by this policy by a Respondent, either before or after the incident in question, regardless of whether there has been a finding of a Policy violation, may be deemed relevant to a determination of responsibility.

c. **Mental Health Condition, Treatment, or Diagnosis**

Generally, during both the investigation and any hearing to determine responsibility, evidence of the Party's mental health diagnosis or treatment is irrelevant.

d. **Privilege**

The investigator(s) and Decision Maker(s) will not allow or rely upon or otherwise permit questions or evidence that is protected by a legally recognized privilege, unless the person holding such privilege has waived the privilege.

## **2. Newly Offered Evidence**

If, after the issuance of the final evidence file and investigative report and prior to the issuance of the Decision Maker(s) decision, including at the hearing, a party or the investigator seek to present a witness or introduce evidence not offered prior to the hearing and not disclosed to the investigator, the Decision Maker(s) may grant admission of the evidence such request upon a showing that the witness or evidence is relevant, material, newly discovered, and could not have been discovered during the investigation with due diligence.

Where Decision Maker(s) permit a party to introduce a newly discovered witness or evidence, the Decision Maker(s) will reschedule or adjourn the hearing for the investigator to investigate the newly discovered witness or evidence and, if appropriate to amend the final evidence file and investigative report.

## **Appendix B: Procedures for the Formal Resolution of Formal Complaints of Non-Title IX Prohibited Conduct as Defined above in Section VII(2)**

This procedure is for all matters for the Formal Resolution of Formal Complaints of Non-Title IX Prohibited Conduct as defined above in Section VII(2).

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

All Parties have the option to participate in the investigation, to submit relevant witness names and evidence, and to review the evidence gathered by the investigator prior to the investigator's making any findings.

### Notice of Investigation

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

The Notice shall include, at a minimum:

- Maria College's resolution procedures, including the applicable determination procedure, and any alternative resolution process, with a link to the full procedures;
- The specific allegations, including the identity of the Parties, and dates and location if known;
- Sufficient information available at the time to allow the Parties to respond to the allegations, including the identities of the Parties involved in the incident(s), a description of the facts alleged to constitute Non-Title IX Prohibited Conduct, the type of Non-Title IX Prohibited Conduct, and the date(s) and location(s) of the alleged incident(s);

- A statement that Retaliation is prohibited;
- Contact information for the assigned investigator, as well as the process for raising a challenge to the appointed investigator or Title IX Coordinator, and the deadline for doing so;
- Expected length of the major stages of the resolution process, as well as any applicable deadlines.
- Whether the Investigator, or another individual, shall serve as the Decision Maker.
- A statement that the respondent is presumed not responsible for the Non-Title IX Prohibited Conduct until a determination is made at the conclusion of the investigation and decision-making procedures. Prior to such a determination, the Parties will have an opportunity to present relevant and not otherwise impermissible evidence.
- The Parties may have an advisor of their choice who may be a friend, colleague, therapist, or attorney;
- The Parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence, and to provide a response;
- A statement that the College prohibits knowingly making false statements or knowingly submitting false information during grievance procedures, with a link to the relevant policy(ies).
- The date and time of the initial interview with the investigator, with a minimum of five (5) Days' notice.

### Individual Interviews

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

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

### Evidence Review

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

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

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

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

#### Impact Statements

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

#### Investigation Report

The investigator, who will also serve as the Decision-maker, shall evaluate the relevant and not impermissible evidence and make a factual determination regarding each allegation, and also determine whether a violation of the Policy occurred. The investigator may choose to place less

or no weight upon statements by a Party or witness who refused to respond to questions deemed relevant and not impermissible or declined to participate. The investigator will not draw an inference about whether sex-based harassment occurred based solely on a Party's or witness's refusal to respond to questions.

The investigator shall prepare a report which shall include:

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

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

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

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

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

## **Appendix C: Resources for Support**

### **A. Confidential Resources**

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

- Counseling Services – Maria College provides free, confidential mental health support through Uwill Student Mental Health & Wellness.
  - If a student is experiencing a mental health crisis after hours, they should contact 911 or 988 (a new three-digit number for mental health crises and emotional distress).

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

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

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

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

### **B. Non-Confidential Resources**

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

- Campus Safety – [safety@mariacollege.edu](mailto:safety@mariacollege.edu), 518-376-0690
- The Department of Student Affairs – [wtrevor@mariacollege.edu](mailto:wtrevor@mariacollege.edu),
- The Office of Title IX – [titleix@mariacollege.edu](mailto:titleix@mariacollege.edu), 650-383-4753 ext. 158



# **ACADEMIC INTEGRITY POLICY**

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

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

## **Plagiarism**

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

## **Cheating**

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

## **Forgery and/or alteration of institutional records**

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

## **Sabotage**

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

**Misrepresentation**

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

**Bribery**

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

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

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

**STUDENT GRIEVANCE POLICY**

The College is committed to resolving student complaints regarding their College experience in a fair and timely manner. Academic & administrative complaints and disputes are resolved under a different process than that used for Code Conduct violations.

Academic complaints (non-academic integrity) and administrative disputes are resolved under the Student Grievance Policy and may include but are not limited to the following:

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

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

Maria College is a member of the National Council for State Authorization Reciprocity Agreements (NC-SARA) and follows the complaint resolution policies outlined on

the NC-SARA policies and procedures site. For students enrolled in fully online academic programs, who have exhausted Maria's student grievance process, the student may choose to file a complaint with the Office of College and University Evaluation, New York State Education Department (<https://www.nysed.gov/college-university-evaluation/complaints>). Students have two years to submit to this complaint process. Please note, this does not include complaints related to grades or student conduct violations, both of which are to be fully addressed via campus processes, not through the NC-SARA complaint resolution procedures.

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

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

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

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

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

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

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

Step 2: If a good faith effort to resolve the complaint through an informal discussion is not effective, the student may seek the assistance of the Chief Student Affairs Officer or designee. The Chief Student Affairs Officer or designee will request that the student put his/her complaint in writing, and the Chief Student Affairs Officer or designee will arrange a formal meeting

between the student and the person(s) against whom the complaint is made, with the Chief Student Affairs Officer or designee in attendance. At the meeting, both the student and the person(s) against whom the complaint is made will have an opportunity to provide their perspective and suggest a solution.

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

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

## **SUBSTANCE ABUSE PREVENTION POLICY**

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

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

Maria College prohibits:

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

Students who are of legal drinking age may consume alcohol on campus on special events such as Maria College sponsored functions (on and off-campus). The service of such beverages shall be in compliance with law. Alcoholic beverages must be consumed within a designated area. All events serving Alcoholic beverages must also have non-alcoholic beverages and food available in an adequate amount through the entire event. Alcohol is available only to those 21 years or

older. A valid state or federal identification card (driver's license, non-driver identification card, etc., as per the ABC Law of New York State) must be presented upon request.

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

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

### **TOBACCO POLICY**

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

### **COMMUNICABLE DISEASE POLICY**

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

### **GENDER - INCLUSIVE RESTROOMS**

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

Main Building: Room 116

Marian Hall: All restrooms on first floor level

McAuley Building: All three restrooms on the first floor

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

## **COPYRIGHTED MATERIALS AND PEER-TO-PEER FILE SHARING POLICY**

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

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

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

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

## **COLLEGE CLOSING PROCEDURES**

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

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

## Programs Offered

### **Degree Programs**

#### **Bachelor of Arts (BA)**

Liberal Arts – HEGIS 4901

#### **Bachelor of Science (BS)**

Health and Occupational Sciences – HEGIS 1201

Healthcare Management – HEGIA 1202

Nursing Completion Program – HEGIS 1203.10

Online Nursing Completion Program – HEGIS 1203.10

Psychology – HEGIS 2001

Public Health – HEGIS 1214

#### **Associate in Arts (AA)**

Liberal Arts – HEGIS 5649

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

Nursing – HEGIS 5208.10

Occupational Therapy Assistant – HEGIS 5210

#### **Associate in Science (AS)**

General Studies – HEGIS 5699

#### **Certificate Program**

Practical Nurse (LPN Training) – HEGIS 5209.20

#### **Certification Training**

Credentialed Alcohol and Substance Abuse Counselor (CASAC)

## **BACHELOR DEGREE PROGRAMS**

### **Bachelor of Arts (BA)**

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

### **Bachelor of Science (BS)**

The Bachelor of Science degree is awarded to those students who complete 120 credits, of which 60 are in the liberal arts and sciences and 60 in major field requirements and electives. Degree programs are offered in Health and Occupational Sciences, Healthcare Management, Psychology and Public Health. Bachelor of Science degrees in Nursing Completion are also offered. This degree accepts 60 credits from an associate degree program in nursing and requires students to complete 60 additional credits at the bachelor degree level. Graduates of diploma schools may also qualify for this program.

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

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



## Health and Occupational Sciences (BS)

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

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

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

### Major Field Requirements (35 or 35 credits)

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

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

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

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

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

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

### Natural Science Requirements (20 credits)

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

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

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

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

\*\*cannot be taken after higher level BIO courses

### Liberal Arts courses (36 credits)

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

### Free Electives (28 or 29 credits)

## Health and Occupational Sciences, BS

HEGIS 1201

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

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

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

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

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

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

## Healthcare Management (BS)

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

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

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

### Healthcare Management Core

#### Requirements (39 or 42 credits)

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

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

Economics (6 credits): ECO 100, ECO 101

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

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

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

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

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

Sociology (6 credits): SOC 101, SOC 300

Liberal Arts and Sciences electives (15 credits): any ART, BIO, CHM, COM, CUL, ECO, ENG, HIS, HUM, MAT, MUS, PHI, PHY, POL, PSY, RES, SCI, SOC, SPA COM 450 (3 credits) Capstone I and/or COM 451 (3 credits) Capstone II

### Free Electives (15 credits)

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

## Healthcare Management, BS

### HEGIS 1202

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

## Liberal Arts (BA)

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

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

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

### Liberal Arts Core (69 or 62 credits)

Arts/Humanities (9 credits): ENG200, ART or MUS elective, HUM elective  
Communications/English (9 credits): ENG103, ENG 111, ENG 211 or ENG elective  
Cultural Studies (6 credits): CUL 310, CUL 410  
History (6 credits): HIS electives  
Languages (9 credits): SPA 101, 102, 201; or other foreign language  
Philosophy (6 credits): PHI 101, PHI elective  
Religious Studies (6 credits): RES 201, RES elective  
Science/Math (6 credits): MAT 101 or MAT 106 or MAT 200; BIO/CHM/PHY/SCI elective  
Social Sciences (9 credits): PSY 100, SOC 101, ECO 100 or ECO 101  
COM 450 (3 credits) Capstone I and/or COM 451 (3 credits) Capstone II

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

#### Communication Studies

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

#### Government Studies

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

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

## Liberal Arts, BA

### HEGIS 4901

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

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



## **Nursing Completion (BS)**

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

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

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

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

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

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

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

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

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

3390 Peachtree Road NE, Suite1400 Atlanta, Georgia, 30326  
[https:// www.acenursing.org](https://www.acenursing.org) Telephone 404.975.5000 Fax 404.975.5020

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

Nursing Core (30 credits)

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

Required Liberal Arts and Sciences (24 credits)

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

\*clinical required for course

Electives (6 credits)

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

## Nursing Completion Program HEGIS 1203.10

### FIRST YEAR

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

### Spring Semester

NUR 360	Health Assessment, Promotion and Diagnostic Reasoning	3
CUL 320	Cultures, Health and Healing	3
NUR 340	Intro to Research & Evidence-based Practice	3
*NUR 385	Community Health Nursing & Epidemiology	<u>6</u>
		18

### SECOND YEAR

Course	Fall Semester	Credits
CSC 308	Healthcare Informatics	3
ENG 315	Health Wellness and Writing	3
NUR 410	Pharmacology	3
NUR 421	Leadership, Management and Ethics in Nursing	3
*SOC 410	Health Promotion across Life Span	<u>3</u>
		15

### Spring Semester

*NUR 460	Nursing Specialty & Synthesis	6
PHI 300	Health Care Ethics	3
	Liberal Arts and Sciences Electives**	<u>6</u>
		15

\*Experiential learning or clinical required for course.

\*\*Students who have not taken RES 201, Foundations in Social Justice, must select this course as one of their liberal arts and sciences electives.

## **Online Nursing Completion (BS)**

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

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

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

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

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

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

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

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

3390 Peachtree Road NE, Suite1400 Atlanta, Georgia, 30326  
[https:// www.acenursing.org](https://www.acenursing.org) Telephone 404.975.5000 Fax 404.975.5020

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

Nursing Core (30 credits)

NUR 310 Pathophysiology (3 credits)  
NUR 326 Holistic Pharmacology (3 credits)  
NUR 330 Nursing Theory & Contemporary Trends (3 credits)  
NUR 345 Research to Promote Evidence-based Practice in Nursing (3 credits)  
NUR 355 Comprehensive Health Assessment, Promotion Across the Lifespan (4 credits)  
NUR 418 Healthcare Policy & Advocacy for Vulnerable Populations (3 credits)  
NUR 428 Community & Global Perspectives in Nursing & Epidemiology\* (4 credits)  
NUR 430 Teaching & Learning (3 credits)  
NUR 445 Transformational Leadership & Management\* (4 credits)

Required Liberal Arts and Sciences (21 credits)

CSC 308 Healthcare Informatics (3 credits)  
CUL 320 Cultures, Health and Healing (3 credits)  
ENG 315 Health, Wellness, & Writing (3 credits)  
MAT 200 Statistics (3 credits)  
PHI 300 Healthcare Ethics (3 credits)  
PSY 300 Organizational Change (3 credits)  
SOC 300 Medical Sociology (3 credits)

Electives (9 credits)\*\*

Liberal Arts and Sciences Electives (9 credits): any  
ART, BIO, CHM, COM, CUL, ECO, ENG, HIS, HUM, MAT, MUS, PHI, PHY, POL, PSY, RES, SCI, SOC, SPA

**Nursing Completion Program  
HEGIS 1203.10**

Course	First Semester	Credits
ENG 315	Health Wellness & Writing	3
MAT 200	Statistics	3
NUR 310	Pathophysiology	3
NUR 326	Holistic Pharmacology	3
CSC 308	Healthcare Informatics	<u>3</u>
		15
	<b>Second Semester</b>	
PHI 300	Health Care Ethics	3
PSY 300	Organizational Change	3
NUR 330	Nursing Theory & Contemporary Trends	3
NUR 345	Research to Promote Evidence Based Practice in Nursing	3
*NUR 355	Comprehensive Health Assessment	<u>4</u>
		13
	<b>Third Semester</b>	
SOC 300	Medical Sociology	3
CUL 320	Cultures, Health & Healing	3
NUR 418	Healthcare Policy & Advocacy for Vulnerable Populations	3
*NUR 428	Community & Global Perspectives in Nursing & Epidemiology	<u>4</u>
		13
	<b>Fourth Semester</b>	
NUR 430	Teaching & Learning	3
*NUR 445	Transformational Leadership & Management	4
	Liberal Arts and Sciences Electives**	<u>9</u>
		16

\*Experiential learning or clinical required for course.

\*\*Students who have not taken RES 201, Foundations in Social Justice, must select this course as one of their liberal arts and sciences electives.

## Psychology (BS)

The BS in Psychology provides students with the flexibility and foundation to move into a number of highly rewarding careers. Presently there is anticipated growth in employment opportunities for psychology graduates in areas of organizational and industrial psychology. Many students also use their psychology degrees to move into customer service, rehabilitation or government positions. For some, their career aspirations call for further education as they attend graduate school to become school, counseling, clinical or forensic psychologists.

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

Students enrolled in this program must maintain a minimum grade of C (73) in all psychology core requirements.

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

PSY 100 General Psychology (3 credits)  
PSY 102 Exploratory Psychology (3 credits) or PSY 225 Health Psychology (3 credits)  
PSY 205 Interpersonal Psychology (3 credits)  
PSY 350 Research Methods I (3 credits)  
PSY 360 Research Methods II (3 credits)  
PSY 400 Internship in Psychology (3/6 credits)  
PSY 430 History and Systems of Psychology (3 credits)

### Group II: Psychology Electives

(Select 7 courses with three at 300/400 level)  
PSY 200 Developmental Psychology (3 credits)  
PSY 201 Psychology of Learning (3 credits)  
PSY 202 Adolescent Psychology (3 credits)  
PSY 203 Child Psychology (3 credits)  
PSY 204 Psychology of Abnormal Behavior (3 credits)  
PSY 209 Psychology of Aging (3 credits)  
PSY 232 Positive Psychology (3 credits)  
PSY 270 Social Psychology (3 credits)  
PSY 300 Organizational Change (3 credits)  
PSY 305 Psychology of Food and Eating (3 credits)  
PSY 315 Psychology of Criminal Behavior (3 credits)  
PSY 320 Psychology and the Media (3 credits)  
PSY 330 Psychology of Terrorism (3 credits)  
PSY 340 Cognitive Psychology (3 credits)

### Liberal Arts and Sciences Courses (51 or 54 credits)

Cultural Studies (6 credits): CUL 310, CUL 410  
English (12 credits): ENG 111, ENG 211, ENG 300/400  
level electives (6 credits)  
History (6 credits): HIS electives  
Religious Studies/Philosophy (12 credits): RES 201, 9  
credits of RES/PHI electives  
Science/Mathematics (9 credits): MAT 106, or MAT  
100, MAT 200; any BIO/CHM/PHY/SCI elective  
Sociology (3 credits): SOC 101  
COM 450 (3 credits) Capstone I and/or COM 451 (3  
credits) Capstone II

### Free Electives (24 credits)

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

## Psychology, BS

### HEGIS 2001

<b>FIRST YEAR</b>			<b>THIRD YEAR</b>		
<b>Course</b>	<b>Fall Semester</b>	<b>Credits</b>	<b>Course</b>	<b>Fall Semester</b>	<b>Credits</b>
ENG 111	Composition I	3	CUL 310	Cultural Studies I	3
PSY 100	Intro to Psychology	3	PSY 350	Research Methods I	3
SOC 101	Intro to Social Change	3	ENG	English 300/400 Level	
RES/PHI	Religious Studies/Phil.			Elective	3
	Elective	3	PSY	Psychology 300/400 Level	
	Free Elective	<u>3</u>		Elective	3
		15		Free Elective	<u>3</u>
					15
	<b>Spring Semester</b>			<b>Spring Semester</b>	
MAT 106	College Algebra	3	CUL 410	Cultural Studies II	3
or MAT 101	Found. of Mathematics	3	PSY 360	Research Methods II	3
PSY 102	Exploratory Psychology	3	RES/PHI	Religious Studies/Philosophy	
or PSY 225	Health Psychology	3		Elective	3
PSY 205	Psychology of Interpersonal		PSY	Psychology 300/400 Level	
	Relations	3		Elective	3
RES/PHI	Religious Studies/Philosophy			Free Elective	<u>3</u>
	Elective	3			15
	Free Elective	<u>3</u>			
		15			
	<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>
ENG 211	Critical Inquiry and Writing	3	PSY 430	History and Systems of	
MAT 200	Statistics	3		Psychology	3
HIS	History Elective	3	ENG	English 300/400 Level	
PSY	Psychology 200 Level			Elective	3
	Elective	3	PSY	Psychology 300/400 Level	
PSY	Psychology 200 Level			Elective	3
	Elective	3	COM 450	Capstone I Prof Comp for the	
	Free Elective	<u>3</u>		21 <sup>st</sup> Century	3
		18		Free Elective, 300/400 Level	<u>3</u>
					15
	<b>Spring Semester</b>			<b>Spring Semester</b>	
RES 201	Foundations in Social Justice	3	PSY 400	Internship in Psychology	3/6*
BIO/CHM/PHY/SCI	Science Elective	3	COM 451	Capstone II Graduate	
HIS	History Elective	3		Competencies	3
PSY	Psychology 200 Level			Free Elective, 300/400 Level	3
	Elective	3		Free Elective	<u>3</u>
PSY	Psychology 200 Level				12/15
	Elective	<u>3</u>			
		15			

Beginning in Academic year 2022-2023: Students can choose COM 451 and the 6 credit internship or COM 450 and COM 451 and the 3 credit internship.

**Semester sequence of courses for concurrent CASAC training  
Psychology, BS**

**HEGIS 2001**

<b>FIRST YEAR</b>			<b>THIRD YEAR</b>		
<b>Course</b>	<b>Fall Semester</b>	<b>Credits</b>	<b>Course</b>	<b>Fall Semester</b>	<b>Credits</b>
ENG 111	Composition I	3	CUL 310	Cultural Studies I	3
PSY 100	Intro to Psychology	3	PSY 350	Research Methods I	3
SOC 101	Intro to Social Change	3	PSY 317	Case Management	3
RES/PHI	Religious Studies/Phil.		ENG	English 300/400 Level	
	Elective	3		Elective	3
	Free Elective	<u>3</u>		Free Elective	<u>3</u>
		15			15
	<b>Spring Semester</b>			<b>Spring Semester</b>	
PSY 200	Developmental Psychology	3	CUL 410	Cultural Studies II	3
PSY 102	Exploratory Psychology	3	PSY 360	Research Methods II	3
or PSY 225	Health Psychology	3	PHI 300	Healthcare Ethics	3
PSY 205	Psychology of Interpersonal		RES/PHI	Religious Studies/Philosophy	
	Relations	3		Elective	3
MAT 106	College Algebra	3		Free Elective, 300/400 Level	<u>3</u>
or MAT 101	Found.of Mathematics	3			15
RES/PHI	Religious Studies/Phil.				
	Elective	<u>3</u>			
		15			
	<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>
ENG 211	Critical Inquiry and Writing	3	PSY 430	History and Systems of	
MAT 200	Statistics	3		Psychology	3
PSY 237	Alcoholism and Substance		COM 450	Capstone I Prof Comp for	
	Use Treatment	3		the 21st Century	3
PSY 247	Deviance and Therapy	3	ENG	English 300/400 Level	
	Free Elective	3		Elective	3
HIS	History Elective	<u>3</u>	PSY	Psychology 300/400 Level	
		18		Elective	3
				Free Elective	<u>3</u>
					15
	<b>Spring Semester</b>			<b>Spring Semester</b>	
RES 201	Foundations in Social Justice	3		Internship in CASAC Training	6
BIO/CHM/PHY/SCI	Science Elective	3	PSY 407	Free Elective, 300/400 Level	3
PSY	Psychology 200 level Elective	3		Free Elective, 300/400 Level	<u>3</u>
PSY	Psychology 200 level Elective	3			12
	Free Elective	<u>3</u>			
		15			

## CASAC

### CASAC Training Program – 350 hours

Maria College's CASAC training program is certified by NYS OASAS. Start your pathway to become a counselor in addictions and substance use disorders, also known as Credentialed Alcohol and Substance Abuse Counselor (CASAC). There is a growing need in the Capital Region and nationally for CASAC certified practitioners. Gain the practical skills you need to make yourself more marketable for many healthcare settings and enter a career in which you can have a significant impact on people's lives.

### Who can Apply?

This non-matriculated training program is open only to new students. Students can enroll in the 350-hour training program as a part-time non-degree student or as a Psychology program student. The CASAC curriculum is delivered in eight courses offered through the Psychology program. Each of these eight courses addresses unique knowledge and skills required of the CASAC curriculum. **Students who have already earned credit for any of these courses will be required to re-take the course.** These courses include: PSY 100, PSY 200, PSY 225, PSY 237, PSY 247, PSY 317, PHI 300, PSY 407 (Internship).

### Program Highlights

- The Maria College CASAC training includes 8 courses for a total of 27 credits. It is possible to complete this program in 1-calendar year by taking the courses in the Fall, Spring and Summer semesters.
- This program suits those who are in the allied health field or psychology: Consider this opportunity either as a viable career option or as an opportunity to complement your program major.
- Through this training program, you will obtain College credits that can be used to complete a degree.
- After obtaining your CASAC Certification, you will be prepared for direct patient care and supervisory positions in the field of substance use and addiction.
- This education and training will prepare you to increase your scope of practice, whether already working in mental health and addiction services, or seeking credentials to enhance or expand your healthcare provider role into addiction services.

The education requirements will culminate with an internship at an approved drug treatment facility, contributing towards one's readiness to complete the clinical hours requested for the CASAC certification.



## **Public Health (BS)**

The BS in Public Health integrates a scientific foundation of health with behavioral science and humanities, clinical practice, and social justice principles that are pillars of our community. We engage students, staff, and faculty to contribute to the community, to help people, while pursuing core Public Health. Specifically, students can utilize this degree to enter the workforce or enter a graduate/professional school for advanced training in a wide range of fields.

Students graduating from this program are prepared for:

- Entry level positions in community health programming, education, and promotion
- Positions in program coordination or research at the assistant level;
- Graduate or advanced training in public health, health administration, data analytics, and health services research;
- Further training in clinical or professional education, including but not limited to Nursing, MS in Occupational Therapy, MS in Physician's Assistant Studies, Medical School, MS in Clinical/Community Psychology, etc.

### **Program Objectives:**

1. Recognize the structural, biological, and social determinants of health that affect individuals and communities.
2. Demonstrate an appreciation of social justice as the ethical framework for advancing public and community health.
3. Describe the historical role of public health nationally and globally and identify and understand current and future public health challenges faced by the U.S. and the World including the structure of the U.S. healthcare system.

4. Obtain, analyze, synthesize, and apply quality data for assessment and planning in community health programs.
5. Coordinate and implement the delivery of community health interventions and programs through experiential as well as didactic learning.
6. Demonstrate the basics of project implementation, including planning, assessment, and evaluation.
7. Communicate effectively with diverse individuals, communities, and stakeholders.
8. Advocate for evidence-based practices, programming, and policies that affect the health of individuals and communities to address known health disparities.
9. Demonstrate an understanding of, and ability to apply ethical decision making, and professionalism.
10. Understand the basic legal, ethical, economic, and regulatory components of health care and public health policy and the government and government agency roles in the relevant processes.

Students enrolled in this program must maintain a minimum grade of C (73) in all public health core requirements as well as in every course in the program concentration.

All students will complete the foundational courses (49 credits), the Public Health core (47 credits) and the free electives (12 credits). Students also must complete one set of track courses (12 credits). The total number of credits required for the program is 120.

Public Health Core (47 credits)

CUL 320 Culture, Health, and Healing (3 credits)  
HCM 120 The U.S. Health Care System (3 credits)  
HCM 350 Health Care Law and Policy (3 credits)  
HOS 410 Epidemiology (3 credits)  
PBH 101 Intro to Public Health (3 credits)  
PBH 200 Seminar in Public Health (1 credit)  
PBH 210 Introduction to Data (3 credits)  
PBH 375 Applied Public Health Research (3 credits)  
PBH 425 Program Implementation and Planning (3 credits)  
PBH 420 Determinants of Health (3 credits)  
PBH 400 Professional Development Seminar (1 credit)  
PBH 450 Capstone (3 credits)  
PBH 410 Service Learning (3 credits)  
PSY 225 Health Psychology *or* PSY 200 Developmental Psychology (3 credits)  
PHI 300 Health Care Ethics (3 credits)  
SOC 300 Medical Sociology (3 credits)  
SOC 410 Health Promotion Across the Lifespan (3 credits)

Foundational Courses (49 credits)

Communications/English (9 credits): ENG 103, ENG 111, ENG 211  
History (3 credits): HIS elective  
Philosophy (3 credits): PHI 101  
Religious Studies (3 credits): RES 201  
Science/Math (19 credits): BIO 103, SCI 100, MAT 101 *or* MAT 106, MAT 200, CHM 301, BIO 340  
Social Sciences (12 credits): PSY 100, SOC 101, ECO 100 *or* ECO 101, PSY 350

Free Electives (12 credits)

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

Concentration (select one, 12 credits)

Communication Health

HIS 399 History of Health Care and Medicine (3 credits)  
ENG 410 Technical and Professional Communication (3 credits)  
300/400 Psychology Elective (3 credits)  
NUR 418 Healthcare Policy and Advocacy for Vulnerable Populations (3 credits) *or* POL 202 Public Administration (3 credits) *or* HCM 330 Health Care Management (3 credits)

Health Professions/Biomedical Sciences

BIO 209 Anatomy & Physiology I (4 credits)  
BIO 210 Anatomy and Physiology II (4 credits)  
Natural Science Elective (3 credits)  
GRN 102 Nutrition of Aging (1 credit) *or* GRN 108 Health of Aging (1 credit)

Healthcare Management

HCM 330 Health Care Management (3 credits)  
HCM 325 Financial Management in Healthcare (3 credits)  
HCM 320 Healthcare Marketing (3 credits)  
BUS 310 Effective Leadership in 21st Century (3 credits) *or* HCM 400 Leadership in Healthcare Management (3 credits)

## Public Health, BS

### HEGIS 1214

<b>FIRST YEAR</b>			<b>THIRD YEAR</b>		
<b>Course</b>	<b>Fall Semester</b>	<b>Credits</b>	<b>Course</b>	<b>Fall Semester</b>	<b>Credits</b>
ENG 111	Composition I	3	PHI 300	Healthcare Ethics	3
BIO 103	General Biology	4	PSY 350	Research Methods I	3
PBH 101	Intro to Public Health	3	CHM 301	Environmental Health	3
HIS	History Elective	<u>3</u>	HCM 350	Healthcare Law and Policy	3
		13	BIO 340	Genetics	<u>3</u>
					15
	<b>Spring Semester</b>			<b>Spring Semester</b>	
ENG 211	Critical Inquiry and Writing	3	SOC 300	Medical Sociology	3
PSY 100	General Psychology	3	PBH 375	Applied Public Health	
SOC 101	Intro to Social Change	3		Research	3
SCI 100	Medical Terminology and		HOS 410	Epidemiology	3
	Conditions	3	CUL 320	Culture, Health and Healing	3
MAT 106	Intro to Algebra	3		Concentration Course	<u>3</u>
or MAT 101	Found. of Mathematics I	<u>3</u>			15
		15			
	<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>
HCM 120	U.S. Healthcare System	3	PBH 425	Program Implementation	
PBH 200	Seminar in Public Health	1		and Planning	3
ENG 103	Speech and Oral		PBH 420	Determinants of Health	3
	Communication	3	SOC 410	Health Promotion Across	3
PHI 101	Intro to Philosophy	3		the Lifespan	
MAT 200	Statistics	3	PBH 400	Professional Development	
	Free Elective	<u>3</u>		Seminar	1
		16		Concentration Course	3
				Free Elective	<u>3</u>
					16
	<b>Spring Semester</b>			<b>Spring Semester</b>	
RES 201	Foundations of Social Justice	3	PBH 450	Capstone	3
ECO 100	Macroeconomics	3	PBH 410	Service Learning	3
or ECO 101	Microeconomics	3		Concentration Course	3
PSY 225	Health Psychology	3		Free Elective, 300/400 level	3
or PSY 200	Developmental Psychology	3		Free Elective, 300/400 level	<u>3</u>
PBH 210	Introduction to Data	3			15
	Concentration Course	<u>3</u>			
		15			

## Associate Degree Programs

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

The Associate in Applied Science degree is awarded upon completion of occupationally oriented curricula. The course of study leading to this degree is an organized curriculum of at least 60 credits, including a minimum of 20 credits in the liberal arts and sciences. The remaining credits are in the candidate's specialized career program. Degree programs are offered in Nursing and Occupational Therapy Assistant

### **Associate in Arts (AA)**

### **Associate in Science (AS)**

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

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

The Associate in Science degree is awarded upon completion of at least 60 credits, of which 30 credits are in the Liberal Arts and Sciences. A degree program in General Studies is offered.

## **General Studies, AS**

### **HEGIS 5699**

The General Studies degree is designed for students who wish to enter a career program but lack the prerequisites needed for acceptance into the program. It is also designed for students who wish to pursue postsecondary education for enrichment or to further develop career goals. The General Studies student must successfully complete 60 credits as follows:

1. 12 credits to fulfill the College requirement for RES201, Foundations in Social Justice (3 credits). A course in Philosophy or Religious Studies (3 credits). Two courses in English ENG111, Composition I (3 credits). ENG211, Critical Inquiry and Writing (3 credits).
2. 18 credits of a liberal arts and sciences core in areas of Humanities (English, nonstudio Art and Music, etc.), Natural Sciences (Biology, Chemistry, Mathematics, etc.), Social Sciences (Psychology, Sociology, Economics, etc.), and Religious Studies/Philosophy, with a reasonable distribution in three of the four areas.
4. 30 credits of free electives. The General Studies student is encouraged to consider a block of courses in a particular field when selecting free electives to facilitate future employment or education.

## **Liberal Arts, AA**

### **HEGIS 5649**

The Liberal Arts Degree is a multipurpose degree providing students the opportunity to pursue a well-rounded education by exploring courses in a wide range of areas, such as Psychology, English, Science, etc.; to sample various disciplines to determine their educational futures; or to prepare themselves for continued study towards a baccalaureate degree. The Liberal Arts student must successfully complete 60 credits as follows:

1. 12 credits to fulfill the College requirements for RES201, Foundations in Social Justice (3 credits). A course in Philosophy or Religious Studies (3 credits). Two courses in English: ENG111, Composition I (3 credits), and ENG211, Critical Inquiry and Writing (3 credits)
2. 3 credits mathematics and 3 credits natural science
4. 30 credits of liberal arts and sciences core in areas of Humanities (English, non-studio Art and Music, etc). Natural Sciences (Biology, Chemistry, Mathematics, etc.), Social Sciences (Psychology, Sociology, Economics, etc.), and Religious Studies/Philosophy, with a reasonable distribution in three of the four areas.
5. 12 credits of free electives.

## **Nursing**

### **(AAS)**

The nursing curriculum fosters a transfer of nursing theory to the art and science of patient care, integrating clinical practice and laboratory experiences with formal classroom work.

Nursing courses are offered during the day and evening divisions. Clinical practice experiences are conducted at a variety of facilities that will meet the students' clinical objectives.

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

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

A background check will also be conducted by Castlebranch. The above requirements must be on file with Castlebranch prior to participation in each of the clinical courses (NUR120, 130, 240, 250, 260).

A student must achieve a minimum grade of C+ (77) in all nursing courses and a minimum grade of C (73) in all Science and English courses. Nursing students must pass each theoretical, clinical and lab component of a nursing course or the course must be repeated in its entirety. Students who are unsuccessful in a nursing course and who seek to repeat the course must follow the procedure in the Maria College Prelicensure Student Nurse Manual that outlines the process for readmission.

Readmission to the nursing program is not automatic and is based on the discretion of the Program Director, the recommendation of the nursing faculty, achievement of a GPA greater

than 2.5, and space availability, which is determined immediately prior to the beginning of the course in most cases. The student seeking readmission to continue study in nursing must submit all necessary documents as required. Readmission to the nursing program courses NUR130, NUR240 and NUR250 require confirmation of content mastery as evidenced by earning a level 2 or greater on the required ATI content mastery examinations, successful completion of the relevant dosage competency test, and successful completion of the relevant skills competency examination.

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

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

Students who are unsuccessful in the Practical Nurse Certificate (PNC) Program will not be admitted into Associate Degree in Nursing (ADN) Program.

Requests for readmission must be submitted by February 15 for the fall semester and no later than September 15 for the spring semester. Those who wish to reenter the ADN program after 2 years must begin with the first semester and NUR110 and NUR120. Those students who successfully complete the Maria College Practical Nursing Certificate (PNC) program after failing in the Maria Associate Degree in Nursing (ADN) program are eligible to reapply to the ADN program after becoming licensed as a practical nurse.

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

The Associate degree in Applied Science in Nursing program at Maria College located in Albany, New York is accredited by the Accreditation Commission for Education in Nursing (ACEN):

3390 Peachtree Road NE, Suite 1400 Atlanta, GA 30326 (404) 975-5000

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

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

**ADVANCED PLACEMENT:  
TWO OPTIONS**

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

NUR 195 Advanced Placement Review for LPN's or Nursing Transfer Students: Advanced placement for Licensed Practical Nurses (LPNs) and transfer students is available. Students will earn the equivalent of NUR110 Introduction to Professional Nursing (1 credit) and NUR120 Fundamentals of Nursing (8 credits) or 9 credits in nursing after successfully completing the NUR195 Advanced Placement Review, and medication calculation exam and fundamental skills competency. Students who do so will advance directly to NUR130 Care of Individuals Across the Lifespan. The NUR195 review classes are held in the fall semester. The practical nurse seeking admission into the ADN program must

submit a current LPN license. Enrollment in the NUR195 review course may not be repeated.

Maria College PNC Graduates: Advanced placement for graduates from the Maria College PNC program who have completed the equivalent of NUR110 Introduction to Professional Nursing (1 credit) and NUR120 Fundamentals of Nursing (8 credits) or the first semester of course work in the ADN program are eligible to apply for advanced placement into NUR 240 Care of Clients with Physical and Psychosocial Human Needs. Enrollment is based on available space in the ADN program, successful completion of the NCLEX-PN® and current licensure.

Licensed Practical Nurse (LPN) graduates of the Maria PNC program must meet all admissions requirements for the ADN program, provide a copy of the applicant's current LPN license. Documentation must be submitted at the time of application.

The LPN applicant planning to continue study in the ADN program must apply to the Admissions Office by December 1st. Maria College PNC graduates who apply for advanced placement more than 2 years after graduating may not be eligible for advanced placement.

Nursing laboratories are not latex-free.

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

**Nursing, AAS  
Day Division  
HEGIS 5208.10**

<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	1
NUR 120	Fundamentals of Nursing	8
PSY 100	General Psychology	<u>3</u>
		16
<b>Spring Semester</b>		
BIO 210	Anatomy & Physiology II	4
ENG 111	Composition	3
NUR 130	Care of Individuals Across the Lifespan	8
PSY 200	Developmental Psychology	<u>3</u>
		18

<b>SECOND YEAR</b>		
<b>Course</b>	<b>Fall Semester</b>	<b>Credits</b>
BIO 203	Microbiology	4
NUR 240	Care of Clients with Physical & Psychological Human Needs	8
ENG 211	Critical Inquiry and Writing	3
SOC 101	Introduction to Social Change	<u>3</u>
		18
<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	<u>3</u>
		14

**Nursing, AAS  
Evening Division  
HEGIA 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	<u>3</u>
		7
<b>Spring Semester</b>		
BIO 210	Anatomy & Physiology II	4
ENG 111	Composition	<u>3</u>
		7
<b>Summer Semester</b>		
RES 201	Foundations in Social Justice	3
PSY 200	Developmental Psychology	<u>3</u>
		7

<b>SECOND YEAR</b>		
<b>Course</b>	<b>Fall Semester</b>	<b>Credits</b>
NUR 110	Introduction to the Practice of Nursing	1
NUR 120	Fundamentals of Nursing	<u>8</u>
		9
<b>Spring Semester</b>		
NUR 130	Care of Individuals Across the Lifespan	<u>8</u>
		8
<b>Summer Semester</b>		
ENG 211	Critical Inquiry and Writing	3
SOC 101	Introduction to Social Change	<u>3</u>
		6

<b>Third YEAR</b>		
<b>Course</b>	<b>Fall Semester</b>	<b>Credits</b>
BIO 203	Microbiology	4
NUR 240	Care of Clients with Physical & Psychological Human Needs	<u>8</u>
		12
<b>Spring Semester</b>		
NUR 250	Care of the Complex Client	8
NUR 260	Transition to Nursing Practice	<u>3</u>
		11



## Occupational Therapy Assistant (AAS)

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

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

All students must meet the health requirements of the Occupational Therapy Assistant program and clinical fieldwork sites. Satisfactory health records with current immunizations, including the 2-step PPD (tuberculosis screening), must be submitted and cleared prior to participation in each of the courses with clinical components (OCT117, 210, 216, 217). A student must achieve a minimum grade of C (72.5) in all OCT prefix courses and all required science courses (BIO119, BIO209, BIO210, SCI100, ENG111). Satisfactory performance in all clinical fieldwork experiences is required for continuance in and graduation from the program.

Graduates of the program are eligible to sit for the National Occupational Therapy Assistant Certification Examination, administered by the National Board for Certification in Occupational Therapy (NBCOT), and are eligible to apply for state licensure. Successful completion of the

exam allows the individual to use the title “Certified Occupational Therapy Assistant” (COTA). The majority of states require applicants to pass the certification examination to meet eligibility criteria for state licensure. A prior felony conviction may affect a graduate’s ability to sit for the NBCOT Certification Exam and/or attain state licensure.

OTA Program Outcomes: The total number of graduates from the Maria College Occupational Therapy Assistant program during the 3-year period of 2022 - 2024 was 75 with an overall graduation rate of 94.9% within 3 years of acceptance to the OTA program. The percentage of new graduate test takers who passed the National Board for Certification in Occupational Therapy (NBCOT) certification examination within 1 year in 2023 is 58%. The Occupational Therapy Assistant Program holds probationary accreditation status with the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 20814-4929, phone number: 301-652-6611, <http://acoteonline.org>).

Graduation Year	Starting Cohort	2 Year Graduates (Graduation Rate)	3 Year Graduates (Graduation Rate)*
2024	21	16 (76.2%)	19 (90.4%)
2023	19	12 (63.2%)	18 (94.7%)
2022	39	32 (82.1%)	38 (97.4%)
Total	79	60 (75.9%)	75 (94.9%)

\*Note: Graduates in the 3 year graduate category include students who graduated on time in 2 years from the original graduate entering cohort, and students from the previous year who graduated in 3 years.

**Occupational Therapy Assistant. AAS  
Weekend Division  
HEGIS 5210**

<b>FIRST YEAR</b>		
<b>Course</b>	<b>Fall Semester</b>	<b>Credits</b>
BIO 209	Anatomy & Physiology I	4
ENG 111	Composition I	3
PSY 100	General Psychology	<u>3</u>
		10
<b>Spring Semester</b>		
BIO 210	Anatomy & Physiology II	4
PSY	Psychology Elective	<u>3</u>
		7
<b>Summer Semester</b>		
RES 201	Foundations of Social Justice	3
ENG 211	Critical Inquiry and Writing	<u>3</u>
		6

<b>SECOND YEAR</b>		
<b>Course</b>	<b>Fall Semester</b>	<b>Credits</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	<u>3</u>
		8
<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	<u>3</u>
		8
<b>Summer Semester</b>		
OCT 210	Fieldwork I - Psychosocial	1
OCT 211	Preparing for Practice	1
OCT 215	O.T. in Psychosocial Dysfunction	<u>4</u>
		6

<b>THIRD YEAR</b>		
<b>Course</b>	<b>Fall Semester</b>	<b>Credits</b>
OCT 213	O.T. in Developmental Disabilities	3
OCT 214	O.T. in Physical Dysfunction	<u>3</u>
		6
<b>Spring Semester</b>		
OCT 216	Fieldwork II - First Rotation*	6
OCT 217	Fieldwork II - Second Rotation*	<u>6</u>
		12

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

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

**Professional Certificate Program  
Practical Nurse  
(LPN Training)  
HEGIS 5209.20**

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

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

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

To enter the Practical Nurse Certificate Program, the applicant must provide evidence of a completed high school program or the equivalent. All applicants will be required to take the Test of Essential Academic Skills (TEAS). A physical examination, including tuberculosis testing, required immunizations, and basic life support (BLS) certification, are required before the student will be allowed to take clinical courses.

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

Those who wish to reenter the program after 2 years must start with Fundamentals of Practical Nursing I (PNC 101). Any student who is unsuccessful in the PNC program will not be considered for admission to the ADN Program.

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

The nursing course weekend sequence is as follows:

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

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

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

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

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

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

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

## Practical Nurse HEGIS 5209.20

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



**BIO 102      General Biology II      4 credits      Spring**

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

*Prerequisites: BIO 101*

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

**BIO 103      Introduction to Human Biology      4 credits      Fall-Spring-Summer**

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

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

**BIO 119      Introductory Kinesiology      1 credit      Fall-Spring**

The musculoskeletal system, human movement, posture and body mechanics will be studied in lecture and laboratory. Case studies and movement analysis will be used to help the student apply kinesiology principles to understand human movement.

**BIO 203      Microbiology      4 credits      Fall-Spring-Summer**

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

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

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

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

nervous system organization and function, the central nervous system (brain and spinal cord) and the peripheral nervous system (somatic nervous system, autonomic nervous system, sensation). The laboratory section will reinforce topics through interactive exercises.

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

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

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

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

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

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

*Prerequisites: BIO 209*

**BIO 320      Neurobiology      4 credits      Spring**

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

*Prerequisite: BIO 210*

**BIO 330      Gross Anatomy      4 credits      Fall**

A regional approach is utilized to thoroughly explore the gross anatomical structures of the human thorax, abdomen, extremities, head and neck. Concepts regarding the relationship of structure to function are taught through lecture and supplemental laboratory exercises involving virtual dissection. *Prerequisite: BIO 210*

**BIO 340      Genetics      3 credits**

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

*Prerequisite: College level biology course*





**BUS 265 Entrepreneurship and Business Planning 3 credits Spring**

This course introduces the student to the hyper-growth, highly-specialized entrepreneurship industry, including generating business ideas, starting the company, building the team, writing a business plan, funding sales and marketing, as well developing presentation skills. The focus will be on designing and writing a business plan. (This course also serves as the capstone for the required business core.)

**BUS 310 Effective Leadership in 21st Century Organizations 3 credits Fall**

The demands of the 21st century require new approaches to organizational leadership. This course will explore the challenges and dilemmas that leaders will confront in this dynamic era. Students will examine a comprehensive, relevant and practical perspective on leadership and Sciences, as well as analyze concepts such as leading as an interactive process, managing with innovation and creativity, and embracing new leadership principles.

**CHM 100 General Chemistry I 4 credits Fall-Spring-Summer**

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

*Prerequisite: MAT 101 or equivalent*

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

**CHM 101 General Chemistry II 4 credits Spring**

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

*Prerequisite: CHM 100*

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

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

This is the first semester of a two-semester sequence of introductory Organic Chemistry. During this course a series of topics in organic chemistry will be covered. Topics include structure, bonding, functional groups, acid/base theory, reactions, stereochemistry and spectroscopy. Functional groups/compounds that will be covered include alkanes, cycloalkanes, alkenes, alkynes, organo halides and alkyl halides. Bonding of molecules and reactivity of functional groups will be emphasized. *Prerequisite: CHM 101*

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

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

*Prerequisite: CHM 211*

**CHM 301      Environmental Health                      3 credits                      Fall**

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

*Prerequisites: College-level CHM or BIO*

**COM 100      Foundations of Communication                      3 credits                      Fall**

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

**COM 300      Strategic Communication                      3 credits                      Fall**

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

*Prerequisite: COM 100*

**COM 320      Social Media: Theory and Practice                      3 credits                      Spring**

This course will examine the relationship between society and the evolving computer-mediated technologies known as "social media" including Facebook, Twitter, YouTube and others. This course will involve breaking down cultural mythologies surrounding social media to develop

methods of analysis and critical understanding. Drawing from social theory, including science and technology studies, communication theory, linguistics, cultural studies and media, this course will evaluate the impact of social media on branding, news media, politics, media and issues of identity. Both social and technological relationships of websites will be studied to provide an understanding of basic practical social and professional skills. Additionally the course will look at subjects such as media ethics and media justice as immediate and pressing issues.

*Prerequisite: COM 100*

**COM 400 Internship in Communication Studies 3-6 credits Fall-Spring**

The Internship in Communication Studies consists of a supervised work experience with professional practitioners in an agency, company, institution, organization or school. The internship is designed to provide a diverse array of program-relevant experiential learning activities that enhance the students' communication skills, cognitive skills and professional skills, and as a capstone activity is intended to offer students the opportunity to apply knowledge and skills, to utilize critical thinking and informed analysis, and to augment their subject matter knowledge in Communication Studies. A minimum of 120 total hours of internship work for 3 credits and 240 total hours of internship work for 6 credits is required. All required internship documents must be approved prior to the start of the internship.

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

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

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

**COM 450 Capstone I: Professional Competencies for the 21st Century 3 credits Fall-Spring**

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

**COM 451 Capstone II: Graduate Competencies 3 credits Fall-Spring**

In Capstone II students will apply what they have learned across course curricula and through other professional and experiential learning to their developing understanding of what it means

to be a Maria College graduate and a global citizen with a particular focus on the critical concerns of the Sisters of Mercy.

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

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

**CSC 308      Healthcare Informatics      3 credits      Fall**

This course provides knowledge and understanding of the applications of computer technology and informatics in the health care delivery system. Computer basics, electronic communication within the health care agency, bedside computer technology, client education systems, decision support and integrated hospital information systems will be covered in this computer applications course.

**CUL 310      Cultural Studies I      3 credits      Fall**

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

*Prerequisite: SOC 101*

**CUL 320      Cultures, Health and Healing      3 credits      Spring**

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

*Prerequisite: SOC 101; Cross-listed PSY 321*

**CUL 410      Cultural Studies II      3 credits      Spring**

Using the foundation established in CUL 350, this course will look at a topic related to cultural studies within a global context selected on the basis of current issues, student interest and





**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 315      Health Wellness and Writing      3 credits**

This course will engage with literature centered on healthcare and medicine. Students will practice “reading like writers” and will gain an understanding of writing as a craft through the critical analysis of fiction, non-fiction, and poetry. The work studied will revolve around patients and their healthcare providers—whether those be nurses, doctors, mental health counselors and therapists, occupational therapists, or other caregivers. Students will have the opportunity to practice critical as well as creative writing and will develop revision strategies to achieve their best written work.

*Prerequisite: ENG 211 with a grade of C or higher*

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

This course is designed to provide students with a solid basis for communicating as professionals to a variety of discourse communities. Contemporary professionals must be skilled in a broad range of communication mediums to be successful individually and as a team member in the workplace; therefore, this course will focus on developing competencies in











*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 degree program and in good academic standing to undertake an independent project under the supervision of a faculty member. A maximum of 6 credits of independent study at the 220 and/or 420 level can be earned for a bachelor degree. A detailed proposal and advisor approval are required prior to registration for an independent study. This course is restricted to bachelor degree students.

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

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

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

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

**HUM 110      Essential Mythology      1 credit**

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

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

This course helps students prepare for success in future mathematics courses and the mathematics components in their chosen programs. Addressed are the basic processes of arithmetic, fractions, decimals, ratio and proportion, percent and measurement. An introduction to basic statistics and processes with signed numbers are also covered if time allows. This is a developmental course with a grade of C or better required for successful completion.

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

**MAT 101      Foundations of Mathematics I      3 credits      Fall-Spring**

In this survey course, students investigate the primary topics within the broad field of mathematical knowledge. The course provides a review of basic college mathematics as groundwork for the study of various branches of the field and in various other areas of study.





student to advance directly into NUR 130. The course consists of a 6-week review of the content for NUR 110 and NUR 120 and requires the student to successfully pass written, dosage and skills exams. Class size is based on available space in the Nursing Program. The course bears no credit load and will not qualify for financial aid eligibility or enrollment status. A copy of the LPN license and documentation of current experience as an LPN must be submitted with the application. This course is open to nursing transfer students upon approval by the ADN Program Chair. Students may not repeat this course.

*Prerequisites: BIO 209; PSY 100; ENG 111.*

*Co-requisites: BIO 210 and 2 required liberal arts courses such as RES 201 and ENG 211.*

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

This course offers an opportunity for students at an advanced level of study in an associate degree program and in good academic standing to undertake an independent project under the supervision of a faculty member. A maximum of 3 credits of independent study can be earned for an associate degree. A detailed proposal and advisor approval are required prior to registration for an independent study.

**NUR 240      Care of Clients with Physical and 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*

**NUR 301      Nursing Theory and Practice Issues      3 credits      Fall**

This course focuses on issues and concepts that influence contemporary professional nursing practice. Theory is discussed in relation to practice and knowledge development. Transformations in health care and the nursing profession created by changing economics, demographics and technical forces are explored. Concerns related to the ethical, legal, cultural and social issues that influence nursing practice are examined. The concept of lifelong learning is discussed in the context of transition to baccalaureate education and practice.

**NUR 310      Pathophysiology      3 credits      Fall**

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

*Prerequisite: BIO 210*

**NUR 326      Holistic Pharmacology      3 credits      Fall/Spring**

This course examines conventional and complementary pharmacological interventions to promote health and prevent illness including safe and appropriate modalities that address the needs of the whole person- mind, body, and spirit. Physical, environmental, nutritional, emotional, spiritual, and lifestyle elements are discussed. Students will expand their knowledge on ways to promote optimal health and well-being in clients they serve with a focus on client education and participation in the healing process. Course content builds on previously learned knowledge in anatomy and physiology, microbiology, and chemistry

*Prerequisite: BIO 210, BIO 203*

**NUR 330      Nursing Theory and Contemporary Trends      3 credits      Spring/Summer**

There is focus on nursing theory within the context of nursing as an evolving professional discipline. This course examines how nursing theory guides evidence-based research, which results in best practices and policies. Concerns related to the ethical, legal, cultural, and social issues that influence nursing practice are discussed. Selection, evaluation, and implementation of a variety of theories to guide nursing practice are applied. Students will be required to evaluate and critique nursing theories Speculations about the future of nursing theory as nursing, health care, and our global society change will be explored.

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



This course focuses on the introduction and application of critical thinking and reasoning to the core competencies needed for evidence-based research in nursing practice. The research methods used in contemporary nursing, with exemplars from current literature, are examined. Evidence, critical thinking, interpersonal perspectives and patient preferences are used to improve patient care outcomes and promote evidence-based care.

*Prerequisite: MAT 200*

**NUR 345      Research to Promote Evidence      3 credits      Spring/Summer  
Based Practice in Nursing**

This course focuses on the principles of scientific inquiry and introduces the student to the steps of the research process to translate and integrate evidence-based research into their nursing practice. Emphasis on the student's development of analytical and ethical thinking to be able to address the emerging and complex health care needs and challenges of society are discussed. Students will have the opportunity to critique several recent peer-reviewed, published literature that help to establish best practices in the nursing field. Discussion focused on implementing evidence-based research into the professional nurse's practice to improve healthcare quality and patient outcomes is highlighted.

*Prerequisite: MAT 200*

**NUR 355      Comprehensive Health Assessment      4 credits      Spring/Summer  
and Promotion Across the Lifespan**

This course builds upon previously learned knowledge of health assessment and the skills needed to complete an advanced health history and physical examination. A virtual laboratory setting is used for students to acquire and refine the techniques of physical assessment and identification of risk factors and other variables affecting health patterns. The use of therapeutic and caring communication skills for effective interviewing and history taking is reviewed. Students are expected to systematically perform a comprehensive health assessment and be able to document an analysis of findings. Genetic, physical, emotional, social, cultural, and spiritual aspects of the health assessment are emphasized.

*Prerequisites: NUR 310, NUR 326*

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

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

*Prerequisite: BIO 210*

**NUR 385      Community Care Nursing and      6 credits      Spring**



making, collaboration, and communication as a member of an intra-professional team will be discussed.

**NUR 428      Community and Global Perspectives 4 credits      Summer**  
**in Nursing and Epidemiology**

This course explores the concepts of community health nursing and incorporates the principles of epidemiology on the health care needs of populations locally, and globally. Emphasis is on the community as the client to identify health needs and commonly encountered health problems within a population to better understand the determinants of health, disease, and disability. Students will apply the knowledge of public health nursing and the basics of the public health sciences to incorporate nursing interventions that promote health. As major contributors to global health, nurses must incorporate population health interventions driven by best evidence and knowledge despite the setting.

This course includes a practicum learning experience of 45 hours. Choosing from a variety of community-based resources, students are provided the opportunity to apply learned skills to populations for the overall improvement in the health of the community.

*Pre-requisites: NUR 310, NUR 326, NUR 345*

*Co-requisite: NUR 418*

**NUR 430      Teaching and Learning      3 credits      Summer/Fall**

The focus of this course is to provide students with the knowledge of the major teaching and learning theories as well as the skills necessary to assist individuals to learn. The professional nurse acts as a facilitator for teaching patient's, families, students, and all health care professionals. Understanding the essential concepts of teaching and learning are covered as well as strategies to optimize learning. Critical aspects to consider when choosing teaching methods appropriate for the learner are discussed. Elements that contribute to or inhibit learning such as motivation, physical deficits, age, culture, diversity, gender and learning preferences are explored.

*Pre-requisite: NUR 330*

*Co-requisite: NUR 445*

**NUR 445      Transformational Leadership      4 credits      Summer/Fall**  
**and Management**

This course examines key constructs of leadership models, concepts, and theories as they apply to the professional nurse as a manager and leader in all healthcare settings. Critical decision making, collaboration, and communication are emphasized to address such topics as nurse staffing, productivity, budget and health care finances, patient satisfaction, and organizational policies and procedures. Students will explore how transformational leadership may positively impact both organizational culture and patient outcomes.

This course requires 45 clinical hours. The practicum experience is intended to provide the student with the opportunity to observe the role of a nurse in a leadership position.

*Pre-requisites: PSY 300, NUR 330, NUR 345, NUR 418*

*Co-requisite: NUR 430*

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

This final course is designed to immerse and enhance the newly defined baccalaureate graduate role in varied and multiple factors that influence the life expectancy, health status and disease trajectories of the world's population. This course will analyze interdisciplinary perspectives of the structure of healthcare systems and environmental health that influence the healthcare policies of governments as well as national and international agencies. The global impact of communicable diseases, environmental causes and natural or man-made disasters will be presented. Course includes a 1.6 credit 60 clinical/lab hours.

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

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

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

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

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

**OCT 116      Occupational Therapy Skills      1 credit      Spring  
and Application II**

Building on the general concepts taught in OCT 112, students will have opportunities to develop skills in observation, interviewing, running groups, adapting and grading activities for a variety of age groups. Developing an understanding of the importance of balancing domains of occupations and the role of occupation in the promotion of health and wellness will be emphasized.

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

**OCT 117      Introduction to Fieldwork      1 credit      Spring**

Through the first student experience with fieldwork, students will gain an awareness of occupational therapy service delivery and processes across practice areas, enhance knowledge of interdisciplinary roles, further develop their professional identity, and have opportunities to promote the occupational therapy profession. Community site visits, guest lecturers, case-based learning, group discussions and assignments will expose students to OT across a variety of settings.

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

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

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

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

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

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

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

**OCT 210      Fieldwork I - Psychosocial      1 credit      Summer**

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

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

**OCT 211      Preparing for Practice      1 credit      Summer**



During the final semester of the OTA curriculum, learning continues with supervised clinical experiences in two types of settings where occupational therapy is practiced. Each Level II Fieldwork (FW II) allows students to participate and gain competency in observation, assessment, treatment planning, treatment implementation and documentation as they apply previously learned occupational therapy principles, techniques and skills to meet client needs. FW II learning allows the student to transition from academic learner to OTA practitioner. Each clinical experience is typically full time for 8 weeks and is scheduled during the normal (day) hours during which the assigned occupational therapy department provides services. This allows the student to complete the minimum 16 weeks of full-time clinical experience as required by the Accreditation Council for Occupational Therapy Education (ACOTE) Educational Standards in 1 extended semester. FW II must be completed within 18 months following completion of academic preparation. Those needing to postpone FW II and who are unable to meet this timeline may be required to repeat selected academic courses before registering for OCT 216-217. *Prerequisite: Completion of all courses in the OTA degree program with a C (73) or better in all OTA courses, SCI 100, BIO 209 and BIO 210.*

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

This course offers an opportunity for students at an advanced level of study in an associate degree program and in good academic standing to undertake an independent project under the supervision of a faculty member. A maximum of 3 credits of independent study can be earned for an associate degree. A detailed proposal and advisor approval are required prior to registration for an independent study.

*Prerequisites: OCT 111 and 112*

**PBH 101      Introduction to Public Health      3 credits**

This course will offer an introduction to public health, history of public health and public health education, and a focus on population health/social determinants of personal and community health. There will be an overview of the health care delivery system, the necessary human resources, and other public health topics will be addressed. This class is offered in a hybrid model with one face-to-face each week.

**PBH 200      Seminar in Public Health      3 credits**

This first year seminar course will provide you with an introduction to Maria College, public health, your coursework, and how to work to achieve your future goals for work or further education. The goal is to present a wide variety of options to you and give you a forum in which to discuss these career choices and the academic paths that will help you reach your goals. Class will meet for approximately 1 hour each week in person with minimal work outside of class time. Students will be required to attend seminar presentations given during class time and outside of class to enhance their knowledge of various career pathways. Additionally, you will complete an assessment to look at your interests and help you to consider those as you evaluate paths.

**PBH 210      Introduction to Data      3 credits**

This course will familiarize students with the biological and social determinants of health and health outcomes in the United States and the multiple, often-overlapping factors underlying health disparities, including race, class, gender, sexuality, immigration status, and the environment. It will draw from biomedical sciences, public health, social sciences and the humanities to enrich our understanding of the determinants of health. Using the lens of social justice, root causes are explored and organizations working toward just solutions are highlighted. Students will be challenged to move towards creative correctives in healthcare advocacy, research in medicine and public health, and development of just and equitable healthcare policy that is informed by the background of these complex, often harmful, social forces. The study of health disparities in this course may center on Leading Health Indicators and Leading Causes of Death in the U.S. Students will have exposure to the descriptive epidemiology of these health indicators, as well as theories used to understand/explain health disparities.

*Prerequisite: PBH 101*

**PBH 375      Applied Public Health Research      3 credits**

The Applied Public Health research course gives students the practical skills they need to develop deeper skill sets in public health survey design, public health specific research methods and analysis, and build skills in asking and answering public health research questions. This course provides students with exposure to a variety of research methods in health services focusing on behavioral and social sciences. The focus of the course will be on the research process from crafting a research question, how and where to gather data, conducting and organizing a literature review, and analyzing the results using quantitative and qualitative methods. The process will expose students to a broad range of research methods that can be applied to a variety of public health topics.

*Prerequisites: PBH 210; PSY 350*

**PBH 400      Professional Development in      3 credits**  
**Public Health**

This senior year seminar course will provide professional development preparation for students as they head to their capstone projects and graduation. It will provide you experiences in public health professions via hands-on learning in professional experiences. Organized by public health faculty and staff from the Center for Student Success to give you first-hand knowledge of public health practice. The topics may vary from semester to semester. This course prepares the students experiences in a work and/or research environment dedicated to health care or public health. Activities will include training and/or orientation, work on projects relevant to the agency's mission, finding internships, observing work processes, and other assigned work to help prepare for capstone experiences. Students keep weekly journals; meet every other week during the semester for training; and to share their experiences.

**PBH 410      Public Health Service Learning      3 credits**



This experiential teaming course presents opportunities to apply knowledge and skills developed throughout the B.S. Public Health Curriculum in a culminating experience. Students will select one of three project types: 1) Internship, 2) Research, or 3) Health Promotion/Clinical Education. Course meetings are conducted as interactive workshops, with students presenting their in-process projects, soliciting peer and instructor feedback, discussing challenges, and engaging in collaborative problem-solving. We will rotate between group classes and individual meetings and attendance for both is required.

*Students must have senior status or have completed more than 75% of the BS Public Health curriculum.*

**PBH 420      Determinates of Health                      3 credits**

This course will familiarize students with the biological and social determinants of health and health outcomes in the United States and the multiple, often-overlapping factors underlying health disparities, including race, class, gender, sexuality, immigration status, and the environment. It will draw from biomedical sciences, public health, social sciences and the humanities to enrich our understanding of the determinants of health. Using the lens of social justice, root causes are explored and organizations working toward just solutions are highlighted. Students will be challenged to move towards creative correctives in healthcare advocacy, research in medicine and public health, and development of just and equitable healthcare policy that is informed by the background of these complex, often harmful, social forces. The study of health disparities in this course may center on Leading Health Indicators and Leading Causes of Death in the U.S. Students will have exposure to the descriptive epidemiology of these health indicators, as well as theories used to understand/explain health disparities.

*Pre-requisites: PBH 101*

**PBH 425      Program Planning, Implementation 3 credits  
& Evaluation**

This course is structured to guide your learning as you gain knowledge and experience about public health program planning and evaluation. The format for this course is interactive: students will ask and receive questions, have class discussions as a team, and work on small exercises and assignments individually and as a team. Students are expected to actively engage with the material to advance their own learning, by completing the assigned readings in advance of class, contributing to class discussions and exercises, being constructive and responsible team members. Public health programs are an essential component of public health practice. This course will familiarize students with the fundamental concepts and features of evidence-based public health program implementation, including assessment, planning, and evaluation, for application in applied public health settings.

*Pre-requisites: PBH 101; PSY 350; PBH 375*

**PBH 450      Capstone    3 credits**

This experiential learning course presents opportunities to apply knowledge and skills developed throughout the B.S. Public Health Curriculum in a culminating experience. Students will select one of three project types: 1) Internship, 2) Research, or 3) Health Promotion/Clinical Education. Course meetings are conducted as interactive workshops, with students presenting their in-process projects, soliciting peer and instructor feedback, discussing challenges, and engaging in collaborative problem-solving. We will rotate between group classes and individual meetings and attendance for both is required.

*Students must have senior status or have completed more than 75% of the BS Public Health curriculum.*

**PHI 101      Introduction to Philosophy      3 credits      Fall**

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

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

Health care ethics, a specialized field of ethics, will examine the complex issues that arise in health care, such as patient autonomy, justice, informed consent, end-of-life issues, organ donations, public health care policy, confidentiality and professional norms. Students will approach health care ethics using a principled approach.

*This is a required course to earn the CASAC certificate of completion.*

*Prerequisite: Any PHI or RES course*

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

This course provides an introduction to Newtonian mechanics. Applications will be made to a variety of simple systems, to include use of some elementary thermodynamics. A two-hour lab is included.

**PHY 102      General Physics II      4 credits      Spring**

A continuation of General Physics I that will include fundamentals of geometric optics (mirrors and lenses), interference and diffraction phenomena in light, fundamental electricity and magnetism, DC and AC circuits and electromagnetic waves. A two-hour lab is included.

*Prerequisite: PHY 101*

**PNC 101      Fundamentals of Practical Nursing I      6 credits      Spring**

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

*Prerequisites: BIO 103 or BIO 209.*

*Co-requisites: ENG 111; PSY 100*

**PNC 102      Fundamentals of Practical Nursing II      8 credits      Summer**

During this course the nursing process will be utilized while focusing on common health problems and the family across the life span. Basic clinical skills will be introduced and practiced in a laboratory. A clinical experience will be provided in a variety of settings. Emphasis will be placed on the role of the LPN in a caring environment and its impact on care.

*Prerequisites: BIO 103 or BIO 209; PNC 101.*

*Co-requisites: BIO 210; PSY 200; SOC 101*

**PNC 103      Fundamentals of Practical Nursing III   8 credits      Fall**

During this course the nursing process will continue to be utilized by focusing on mental health issues. Clinical applications in mental health nursing and therapeutic communication skills are emphasized. Advanced psychomotor skills are practiced and evaluated in the laboratory. Clinical experience will be provided in a variety of settings. Emphasis will be placed on the role of the LPN in a caring environment and its impact on client care.

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

**PNC 104      Fundamentals of Practical Nursing IV   8 credits      Spring**

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

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

**POL 101      The American Political System      3 credits      Fall**

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

**POL 102      State and Local Government      3 credits**

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

**POL 202      Public Administration      3 credits**

This course examines the art and science of implementing decisions made by those who govern. A chief concern will be the shaping and implementing of public political policy by

lawmakers, executives and judges at all levels of government, with particular attention to local and municipal institutions and political behavior.

**POL 310      International Relations      3 credits      Fall**

An analysis of world politics today, emphasizing the foreign policy and diplomacy of the great powers, the United Nations, arms control and nuclear weaponry, international trade and development, and the prospects for change.

*Prerequisites: POL 101*

**POL 320      Constitutional Law      3 credits      Spring**

This course presents an overview of U.S. constitutional law. Topics include the nature and scope of due process law, the Bill of Rights, judicial review, separation of powers, the nature of executive and congressional power, federalism and the Interstate Commerce Clause, the right to privacy and equal protection under the law.

*Prerequisites: POL 101*

**POL 400      Internship in Government Studies      3-6 credits      Spring**

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

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

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

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

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

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

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

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

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

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

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

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

*Cross-listed as SOC 101*

**PSY 102      Exploratory Psychology      3 credits      Spring**

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

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

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

*This is a required course to earn the CASAC certificate of completion.*

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

**PSY 202      Adolescent Psychology      3 credits      Spring**

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

*Prerequisite: PSY 100*

**PSY 203          Child Psychology    3 credits    Fall**

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

*Prerequisite: PSY 100*

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

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

*Prerequisite: PSY 100*

**PSY 205          Psychology of Interpersonal Relations 3 credits    Spring**

The application of basic principles and concepts of interpersonal relationships. Topics include verbal and nonverbal communication, personality styles and levels of maturity.

*Prerequisite: PSY 100*

**PSY 209          Psychology of Aging    3 credits    Fall-Spring**

This course is a study of the psychological impact that events such as retirement, illness, loss of capacity and the prospect of death have on the elderly. It will also examine physiological, sociological, economic and psychological changes that the elderly may encounter.

*Prerequisite: PSY 100*

**PSY 225          Health Psychology    3 credits**

This course provides an overview of the growing field of health psychology. Health psychology explores the bidirectional relationship between a person's mind and body, with a focus on how thought patterns, attitudes and cognitions affect healthy behaviors and ultimately, health outcomes.

*This is a required course to earn the CASAC certificate of completion.*

*Prerequisite: PSY 100*

**PSY 232          Positive Psychology    3 credits    Fall**

This course will examine the scientific research on happiness and its application in the areas of positive individual traits, positive emotions and positive institutions. Productivity, health, successful aging, spirituality and national wellbeing are all functions of happiness. Students will explore the practical ways to promote and maintain happiness, compassion, optimism, wellness, gratitude, mindfulness, creativity and flow, and how to strengthen positive character traits in themselves and others.

*Prerequisite: PSY 100*

**PSY 237          Alcoholism and Substance    3 credits    Fall-Spring**  
**Use Treatment**

This course examines various modalities for assessment and treatment of alcoholism and substance abuse. It presents theoretical frameworks that help students understand the nature and course of substance use and dependency, as well as strategies to prevent its onset. Students will develop an understanding of individual and group therapy, and how to integrate family dynamics into the treatment process. Cultural sensitivity will be emphasized throughout the course. Students will have the opportunity to practice their counseling skills to enhance and ground their understanding of the material.

*This is a required course to earn the CASAC certificate of completion.*

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

**PSY 247      Deviation and Therapy CASAC      3 credits**

This course examines alcoholism and drug use from a multidisciplinary approach within modern society. Students will evaluate historical, social, legal, and political policy as it applies to alcoholism and drug use. Models of addiction, classification of addictive substances, and the diagnosis and treatment of addictive behaviors will be examined. Treatment will consist of Social variables such as, but not limited to, culture, gender, sexuality, ethnicity, and religion, will be evaluated in terms of alcoholism and substance use. Practical application of course material will be emphasized.

*This is a required course to earn the CASAC certificate of completion.*

*Prerequisite: A grade of C or better grade in PSY 100.*

**PSY 250      CASAC in Psychology      1 credit**

This course covers the CASAC curriculum in PSY100 and PSY200. The content is designed to provide an overall view of the addiction field, including the effects of substance abuse on individuals, their families and communities, the diversity of intervention and treatment approaches available to substance use counselors, and strengthening counselor self-care and wellness.

*Prerequisite: PSY 100 and PSY 200. This course is open only to students who have earned credit for PSY 100 and PSY 200. This course provides content coverage of CASAC curriculum that has been integrated into both PSY 100 and PSY 200. By completing this course CASAC students do not have to repeat these two courses. Taking this course will enable students to achieve part of the 350 contact hours required by NYS OASAS to earn CASAC certificate of completion.*

**PSY 270      Social Psychology      3 credits      Fall**

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

*Prerequisite: PSY 100*

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

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

*Prerequisite: Any PSY 200-level course*

**PSY 302      Medical Sociology      3 credits      Spring**

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

*Prerequisite: SOC 101 or permission of instructor; Cross-listed SOC 300*

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

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

*Prerequisite: PSY 100*

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

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

*Prerequisite: PSY 100*

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

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

*Prerequisite: Any PSY 200 level course*



**PSY 321**      **Cultures, Health and Healing**      **3 credits**      **Spring**  
This course provides a broad exploration of the study of human health, disease and treatment from a cross-cultural, historical, anthropological and evolutionary perspective, with an emphasis on the cultural and bio-cultural factors that shape how response to diseases and illness involve social dynamics, cultural values and collective expectations. Societies throughout the world recognize certain bodily, emotional and mental conditions as undesirable and in need of change. In this course, the interactions of non-western cultures with systems of western health are explored in a global context.

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

**PSY 317**      **Case Management CASAC**      **3 credits**  
This course examines integrated case management models within the context of human services such as, but not limited to, mental health and substance use. Students will obtain knowledge in the application of client documentation, interviewing, assessment, service planning, information management, networking, service coordination, referral, and successful termination and discharge. An emphasis will be placed on cultural, ethical, and professional competency and strategies effective in the management of care for diverse populations. Practical application of course material will be emphasized.

*This is a required course to earn the CASAC certificate of completion.*

*Prerequisite: PSY 237 and PSY 247 or permission of the instructor*

**PSY 340**      **Cognitive Psychology**      **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 on the theoretical and practical aspects of the research techniques used in this field. Students will learn about the methods psychologists use to obtain information and draw appropriate conclusions, how to determine which statistical analysis is appropriate for a given data set, and how to interpret and communicate results.

*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 120 total hours of internship work for 3 credits and 240 total hours of internship work for 6 credits is required. The internship is graded as pass/ fail. All required internship documents must be approved prior to the start of the internship.

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

**PSY 407      Internship in Psychology CASAC      6 credits**

The Internship in CASAC training is open only to students enrolled in the CASAC certificate of completion. The experience consists of a supervised work experience with professional practitioners in an approved addiction setting. The internship is designed to provide program-relevant experiential learning activities that enhance the students' communication, cognitive and professional skills, and is intended to offer students the opportunity to apply knowledge and skills to utilize critical thinking and informed analysis. A minimum of 240 total hours of internship work for 6 credits is required. The internship is graded as pass/ fail. All required internship documents must be approved prior to the start of the internship.

*This is a required course to earn the CASAC certificate of completion.*

*Prerequisites: Students must be in their final semester of the CASAC Certificate of Completion and in good academic standing.*

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

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

*Prerequisites: SOC 101 and ENG 300*

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

This course offers an opportunity for students at an advanced level of study in a bachelor degree program and in good academic standing to undertake an independent project under the supervision of a faculty member. A maximum of 6 credits of independent study at the 220

and/or 420 level can be earned for a bachelor degree. A detailed proposal and advisor approval are required prior to registration for an independent study. The course is restricted to bachelor degree students.

**PSY 430          History and Systems of Psychology          3 credits          Fall**

This course provides students with an overview of the historical antecedents and major theoretical systems found in psychology. It surveys the history of psychology from the early Greek philosophers, through the predecessors of the psychological movement, to the beginning of psychology and its contemporary form.

*Prerequisites: Students must be in their final year of the Psychology program.*

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

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

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

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

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

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

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

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



**RES 230 Religion in America 3 credits Fall-Spring**  
Designed to introduce the student, through an historical approach, to the richness and diversity of religious experience in America. The course requirements and objectives serve as resources for helping the student understand the impact religion has had on our nation's history and sociopolitical culture. Additionally, the course is designed to acquaint the student with the variety of religious expression in America and how this expression has served to shape our common heritage.

**SCI 100 Medical Terminology 3 credits Fall-Spring-Summer**  
An interdisciplinary approach to the study of medical language, functions of the bodily systems and associated conditions and diseases. Medical diagnostic procedures, treatments, precautions and prognosis for specific diseases will be discussed. Assignments will include weekly medical terminology quizzes, review of medical publications and a disease-related term paper with a class presentation

**SOC 101 Introduction to Social Change 3 credits Fall-Spring-Summer**  
This course provides a study of human behavior and how it is affected by social and cultural processes. Social groups, institutions and processes are analyzed to determine their impact on individuals in today's society. The psychological components of social change and their impact on social order will be evaluated.  
*Cross-listed with PSY 101*

**SOC 109 Introduction to Criminal Justice 3 credits**  
An overview including a survey of the foundations of law enforcement and the criminal justice system. The criminal justice process, as well as the constitutional restraints on the system, will be studied.  
*Cross-listed PSY 302*

**SOC 300 Medical Sociology 3 credits Spring**  
This course is a study of a sociological perspective on health, illness and wellness. Disparities in health and health outcomes will be emphasized. Institutional structures and social supports will be reviewed, along with current health care reform proposals.  
*Prerequisite: SOC 101 or permission of instructor*

**SOC 410 Health Promotion across the Life Span 6 credits Fall**  
This course explores sociological and public health concepts as a function of health through the life span. Topics of race, class, gender and culture will be broadly studied as they influence attitudes and behaviors towards health. Health will be defined in terms of age-expected changes and population health promotion priorities. Social detriments of health will be discussed as methods to explore how programs, practices and policies in these areas affects

health of individuals, families and communities. The 6 credit sections of this course includes the 3-credits of experimental learning.

*Prerequisites: SOC 101 and ENG 300 Cross listed with PSY 411*

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

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

*Prerequisites: SOC 101 and ENG 300*

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

Spanish language and culture will be studied, emphasizing both spoken and written forms. This course is designed for students beginning to study Spanish.

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

A continuation of Spanish I, with an emphasis on listening, comprehension, speaking, reading and writing.

*Prerequisite: SPA 101 or equivalent*

**SPA 201      Intermediate Spanish      3 credits      Fall**

Students of Intermediate Spanish will work on obtaining Spanish language competence including advanced communicative skills and reading comprehension in the context of selected cultural themes and texts through both a communicative and task-based approach to study of the language. The course focuses on further development of more complex communication skills in Spanish. It is designed to develop further proficiency in the four language skills: listening, speaking, reading and writing in Spanish. Vocabulary will be presented in the context of culturally significant issues. Students will develop more advanced skills which will enable them to comprehend conversations and stories, improve in articulation of their readings and understand longer and more complex texts, translate longer passages, engage in conversations in Spanish and write about life in Spanish-speaking countries.

*Prerequisite: SPA 102*

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**Masters Degrees**

Occupational Therapy MS

**Bachelors Degrees**

Health & Occupational Sciences BS

Healthcare Management BS

Liberal Arts BA

Nursing BS Completion

Online Nursing BS Completion

Psychology BS

Public Health BS

**Associate Degrees**

General Studies AS

Liberal Arts AA

Nursing AAS (RN)

Occupational Therapy Assistant AAS

**Professional Certificate**

Practical Nurse Certificate (LPN)



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