

**MARIA COLLEGE**  
**UNDERGRADUATE ACADEMIC CATALOG**  
**2025–2026**



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# MARIA COLLEGE CAMPUS

## **Main Building**

Admissions  
Campus Café  
Campus Store  
Classrooms/Labs  
Faculty Offices  
Financial Aid  
Information Technology  
Library  
Registrar

## **Marian Hall**

Business Office  
Courtyard  
Fitzgerald Court  
Human Resources

## **McAuley Building**

Andrea Lewis Siek School of Nursing  
Center for Academic Innovation  
Classrooms/Labs  
Faculty Offices  
Lactation Room  
Veterans Lounge

## **Mercy Hall**

Academic Success Services  
Accessibility Services  
Career Services  
Emergency Food Assistance Resources at Maria (EFARM)  
Tutoring Center  
Writing Center



## 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 traditional and on-line modalities, 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's degree 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's, and master's degree. The certificate program is in Practical Nursing (PNC). Associate degree options include Nursing (ADN), Occupational Therapy Assistant (OTA), Surgical Technology, Radiologic Technology, General Studies, and Liberal Arts. Students can pursue bachelor's degrees in Liberal Arts, Healthcare Management, Health and Occupational Sciences, Public Health, Psychology, and the online Bachelor of Science in Nursing Completion Program (BSO). At the graduate level students can earn a degree in Occupational Therapy (M.S. degree). 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 programs; a cost-effective benefit that increasing numbers of its graduates elect to pursue.

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 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

## **INSTITUTIONAL LEARNING OUTCOMES**

### **In the Spirit of the Mission of Maria College, graduates will be able to:**

- Identify and apply relevant approaches and/or methods to demonstrate problem solving;
- Innovate using evidence-based resources and technologies;
- Express ideas effectively and listen, debate, and discern information communicated by others with respect;
- Use ethical decision making to allow for understanding and reflection of individual and group differences; and
- Recognize the dignity of every human person by being of service to others.

Approved by the Board of Trustees May 7, 2025.

## 2025-2026 ACADEMIC CALENDAR

<b>Fall 2025</b>	
All College and Faculty Convocation	Wed., Aug. 20, 2025
Fall Weekend Classes Begin	Sat., Aug. 23, 2025
Fall Weekend Drop/Add Deadline	Sun., Aug. 24, 2025
Fall Day & Evening Classes Begin	Mon., Aug. 25, 2025
Fall Day & Evening Drop/Add Deadline	Fri., Aug. 29, 2025
Labor Day, No Classes, College Closed	Mon., Sept. 1, 2025
Midterm Grades Due	Mon., Oct. 13, 2025
Midterm Evaluations Due	Mon., Oct. 13, 2025
Advisement for Spring courses begins	Mon., Oct. 20, 2025
Fall Withdrawal Deadline	Fri., Oct. 31, 2025
Registration begins for Spring	Mon., Nov. 3, 2025
Veteran's Day, No Classes, College Closed	Tues., Nov. 11, 2025
Thanksgiving Break	Wed.–Fri., Nov. 26–28, 2025
Fall Weekend Classes End	Sat., Dec. 6, 2025
Fall Weekend Final Exams	Sun., Dec. 7, 2025
Fall Day & Evening Classes End	Fri., Dec. 5, 2025
Fall Final Exam Week	Mon.–Fri., Dec. 8–12, 2025

<b>Spring 2026</b>	
All College and Faculty Convocation	Wed., Jan. 7, 2026
Spring Weekend A Classes Begin	Sat., Jan. 10, 2026
Spring Weekend A Drop/Add Deadline	Sun., Jan. 11, 2026
Spring Day & Evening Classes Begin	Mon., Jan. 12, 2026
Spring Day & Evening Drop/Add Deadline	Fri., Jan. 16, 2026
Spring Weekend B Classes Begin	Sat., Jan. 17, 2026
Spring Weekend B Drop/Add Deadline	Sun., Jan. 18, 2026
MLK, No Classes College Closed	Mon., Jan. 19, 2026
Midterm Grades and Evaluations due	Fri., March 6, 2026
Spring Break	Mon.–Fri., March 9–13, 2026
Spring Withdrawal Deadline	Fri., March 27, 2026
Advisement for Fall/Summer courses begins	Mon., March 30, 2026
Holy Thursday and Good Friday, No Classes, College Closed	Thurs.–Fri., April 2–3, 2026
Registration begins for Summer/Fall	Mon., April 13, 2026
Spring A Weekend Classes End	Sat., April 25, 2026
Spring A Weekend Final Exams	Sun., April 26, 2026
Spring Day & Evening Classes End	Fri., May 1, 2026
Spring Weekend B Classes End	Sat., May 2, 2026
Spring Weekend B Final Exams	Sun., May 3, 2026
Spring Day & Evening Final Exam Week	Mon.–Fri., May 4–8, 2026
Commencement	Sun., May 17, 2026



<b>Summer 2026</b>	
BSO Summer I Begins	Mon., May 11, 2026
BSO Summer I Drop/Add Deadline	Fri., May 15, 2026
Day/Eve Session I Classes Begin	Mon., May 18, 2026
Drop/Add Deadline for Session I	Fri., May 22, 2026
Summer Weekend Classes Begin	Sat., May 23, 2026
Summer Weekend Drop/Add Deadline	Sun., May 24, 2026
Memorial Day, No Classes, College Closed	Mon., May 25, 2026
Juneteenth, No Classes, College Closed	Fri., June 19, 2026
BSO Summer I Ends	Fri., June 26, 2026
BSO Summer II Begins	Mon., June 29, 2026
BSO Summer II Drop/Add Deadline	Fri., July 3, 2026
Independence Day, No Classes, College Closed	Fri., July 3, 2026
Withdrawal Deadline for Session I	Fri., July 10, 2026
Summer Session I Ends	Fri., August 7, 2026
Summer Weekend Classes End	Sun., August 9, 2026
Summer Session I Grades Due	Mon, August 10, 2026
Summer Session Weekend Grades due	Tues., August 11, 2026
BSO Summer II Ends	Fri., August 14, 2026

<b>Weekend Undergraduate/Certificate – Fall 2025</b>
August 23–24, September 6–7, September 20–21, October 4–5, October 18–19, November 1–2, November 15–16, December 6–7. Snow Weekend Dec. 13–14
<b>Weekend Undergraduate/Certificate – Spring A 2026</b>
January 10–11, January 24–25, February 7–8, February 21–22, March 7–8, March 21–22 April 11–12, April 25–26
<b>Weekend Undergraduate/Certificate – Spring B 2026</b>
January 17–18, January 31–February 1, February 14–15, February 28–March 1, March 14–15, March 28–29, April 18–19, May 2–3
<b>Weekend Undergraduate/Certificate – Summer 2026</b>
May 23–24, June 6–7, June 13–14, June 27–28, July 11–12, July 25–26, August 1–2, August 8–9

<b>Weekend Graduate – Fall 2025</b>
August 22–24, September 5–7, September 19–21, October 3–5, October 17–19, October 31–November 2, November 14–16, December 5–7. Snow Weekend Dec. 12–14
<b>Weekend Graduate – Spring 2026</b>
January 9–11, January 23–25 February 6–8, February 20–22, March 6–8, March 20–22 April 10–12, April 24–26
<b>Weekend Graduate – Summer 2026</b>

May 22–24, June 5–7, June 12–14, June 26–28, July 10–12, July 24–26, July 31–August 2,  
August 7–9

## **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 1 and 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 Office 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 Office of Academic Affairs. 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 the 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 three times that of a lecture. For clinical courses, 1 credit is awarded for a minimum of 180 contact minutes per week or 2700 contact minutes 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 registration form in the Registrar's Office to register for classes. The non-matriculated student will be assigned a user name and password for MyMaria and the learning management system 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 credit overload form with signatures approving the credit increase from their Department Chair and Academic Advisor. Students in the online Bachelor of Science in Nursing Completion Program (BSO) are exempt from this policy during their third and fourth semesters.

**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 receive approval from the Registrar's Office for transfer equivalency in advance of taking the transfer course.

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

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), have completed at least 50% of the coursework, and must request and obtain permission from the instructor and Department Chair before the end of the term the student is enrolled in the course. If the work is not completed and submitted within 30 days after the end of the term, all missing work will receive a grade of 0, and the final grade will be calculated based on all required coursework, 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’s degree students enrolled at the College who have successfully completed a minimum of 12 credits that could be applied toward an associate degree, and who have a cumulative GPA of 3.5 or higher (not including transfer credits, remedial, or non- credit coursework). One-time local, regional, and international fees are required to be paid at the time of induction into the society. Members enjoy unique opportunities to apply for scholarships from Phi Theta Kappa, partnering senior colleges, universities and foundations.

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

Sigma Theta Tau 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 the Sigma Theta Tau eligibility criteria are invited to join.

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 prior to the end of the add/drop period.

### **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 last day to withdraw as reported on the academic calendar. 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. If there are documented extenuating circumstances that have been approved, in writing, by the advisor and the Office of Academic Affairs, students who withdraw from a course after withdrawal period and before completing final examinations will receive a "W", "WS" or "WU." 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 Office 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 a professional licensure program (for example, Nursing or Surgical Technology) 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 and signature on the change of status form.

### **Leave of Absence**

A student who wishes to take a leave of absence must complete and submit the request for withdrawal/leave of absence form with all necessary signatures. This form is only available at the Registrar's Office. 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 Office 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](http://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 withdrawal period will receive grades of “W”, “WS” or “WU” in all semester-length courses. If there are documented extenuating circumstances on record at the time, students who withdraw from the College after the course withdrawal period and before completing final examinations will receive a grade of “W”, “WS” or “WU.” These must be stated in writing, and they require the signature and approval of the advisor and the Office 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 Office 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)**

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

<b>Suspension from Full-Time Study</b>	
<b>Total Credits Attempted</b>	<b>GPA</b>
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

<b>Academic Probation</b>	
<b>Total Credits Attempted</b>	<b>GPA</b>
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>Good Academic Standing</b>	
<b>Total Credits Attempted</b>	<b>GPA</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**

Dismissal from the college is approved by the Office of Academic Affairs based on GPA and academic performance as reported by the Registrar's Office. 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 Office 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 Office 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**

In consultation with the Office of Academic Affairs, program directors may dismiss students 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, with 24 credits completed at Maria College, necessary to fulfill the graduation requirements for the additional degree.

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

### **Bachelor's 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 must be submitted to the Registrar's Office by the deadline for 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 Office of 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. Students who complete their necessary remaining requirements in the Spring term are eligible to attend Commencement. Students who graduated in the previous Summer or Fall terms for which there was no official ceremony are also eligible to attend.

## **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 2015

through 2018. 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 35%.

### **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) 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's Office, 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 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.

## **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 the Human Resources Manager.



## **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, students 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. Students 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 Affairs provides students with opportunities for growth academically, personally, and spiritually. The Department is dedicated to the success of each individual. The Student Life department 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 Success Services (including access to staff specializing in progression and completion), Accessibility Services, Career Services, and Counseling Services.

In addition, the department provides the following holistic student support services. The Emergency Food and Resources at Maria (EFARM) initiative 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.

### **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. Academic Success Coaches in the Tutoring Center work 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 the Tutoring Center, please email [success@mariacollege.edu](mailto:success@mariacollege.edu).

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

The Writing Center at Maria College provides a supportive and collaborative environment for all students to grow as writers. Academic Success Coaches offer guidance and feedback for every stage of the writing process, from planning to drafting to final revisions. Student writers can engage in one-on-one, group, or asynchronous tutoring for writing-related topics such as organization, thesis development, the ethical use of sources, and much more.

For more information about the Writing Center, please email [success@mariacollege.edu](mailto:success@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 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 them realize their academic goals and potential.

For more information about the SEA initiative, please email [SEA@mariacollege.edu](mailto:SEA@mariacollege.edu).

## **ACCESSIBILITY SERVICES**

### **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 to promote students' independence, self-advocacy, and development. Students with disabilities must be able to meet the academic and technical skills for their respective programs. Maria College will not modify examinations or curriculum.

It is the responsibility of the student under the Americans with Disabilities Act to request reasonable accommodation services, provide professional documentation, complete paperwork, and to provide each instructor, with a letter detailing the reasonable accommodations. Maria College encourages students talk with their instructors prior to the start of the semester and to develop a plan for implementation of the accommodations in their

course or program. Students must work collaboratively with the Office of Accessibility Services, their instructors, and, if applicable the testing center to coordinate their accommodations. Students are also required to notify the Office of Accessibility Services of any changes that would impact their disability determination or accommodations.

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

Students who wish to receive accommodations at Maria College must register by meeting with the Office of Accessibility Services. Students will be required to undertake the intake process and must provide the appropriate and required documentation. First time and returning students can receive accommodations by registering at <https://mariacollege.edu/studentsupport/academicsupport/accessibility-servies>. 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 and Cover Letter Development
- Career Counseling
- Interview Preparation
- Employer Networking Opportunities

For more information about Career Services, please email [careerservices@mariacollege.edu](mailto:careerservices@mariacollege.edu).

## **HEALTH AND WELLNESS**

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](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.

Individuals in crisis should call 911 or contact the 988 Suicide & Crisis Lifeline by calling or texting 988 or visiting the Office of Mental Health online at <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>.

# EDUCATIONAL EXPENSES

## TUITION SCHEDULE

### **Undergraduate Degrees & Certificates**

Full-time: \$9,500/semester

Technology & Services: \$400/semester

Part-time: \$800/credit hour

Technology & Services: \$215/semester

### **Online Degrees & Certificates**

Bachelor of Science in Nursing Online Degree Program (BSO): \$435/credit hour\*

Technology & Services: \$390/semester

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

### **Master of Science in Occupational Therapy**

Tuition: \$1,200 / credit

Technology & Services: \$1,100 / semester

### **Master of Science in Clinical Mental Health Counseling**

Tuition: \$1,200 / credit

Technology & Services: \$1,100

### **Other Expenses**

Surgical Technology program fee: \$1,000/semester

Radiological Technology program fee: \$1,000/semester

Nursing (ADN & PNC) program fee: \$1,800/semester (*includes program fee, materials cost, malpractice insurance, testing*)

Nursing Clinical Makeup Fee: \$170

Uniforms (required): Outfitter's Fee

Advanced Placement Review Course Fee (NUR 195): \$230

Select ADN course fee: \$675

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

Nursing Healthcare Clearance Fee: \$175

Medical Doc Fee: \$35

Portfolio Access: \$45

OTA Exam Prep Fee: \$475

OTA Fieldwork Management Fee: \$325 / course

Selected OTA Course Fee: \$170 / course

Laboratory/Academic:

Science Fee: \$80/course

### **Miscellaneous and Optional**

Life Experience Credit: \$100/credit hour

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

Parking permit: No fee (Parking permits are required for all vehicles parked on campus.)

### **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 \$800 per credit hour unless there is an approved requirement.

## **ENROLLMENT**

### **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. Deposit are refundable for the fall semester if written notice is provided prior to May 1st. Deposits received after May 1st will be considered based upon availability. Any refund will be credited to the student's account.

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

### **Student Financial Obligation**

Registering for courses means students are obligated to pay the tuition and fees associated with those courses. Students are required to pay their balance due (after deducting “approved” Financial aid, Transact payment 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 email 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 or 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 Office 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 after the first week of session	No refund

### **RETURN OF TITLE IV FUNDS**

Federal regulations require Maria College to prorate financial aid eligibility for recipients of Title IV Federal Educational Assistance who withdraw from the College. If more than the student's eligibility has already been advanced, Maria College must repay the programs affected and

recoup the money from the student. The proration formula is based on the number of days in the enrollment period from the 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 FAFSA submission summary 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	10th
A student must have accrued at least this many credits: (Quantitative Standard)	0	6	15	27	39	51	60	75	90	105
With at least this grade point average (Qualitative Standard)	0	1.50	1.80	2.00	2.00	2.00	2.00	2.00	2.00	2.00

### 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 as credits attempted but not earned and treated as 0 quality points. 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 — Students wishing to resume their studies 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's degree program.

<b>Attempted Credits*</b>	<b>Minimum GPA</b>	<b>Percentage of Credits Completed</b>
18 or fewer	1.00	50%
19-36	1.50	67%
37-54	1.75	67%

55 or more	2.00	67%
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Satisfactory Academic Progress (SAP) will be measured by: GPA (qualitative) whereby a student must maintain a cumulative GPA in accordance with 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 2025-26 award year (July 1, 2025, to June 30, 2026) 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's degree students, there is a limit of 8 payments. Associate degree students may apply using the TAP Code 2093. Bachelor's 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 2006–2007

### **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**

Regent 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.

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

<b>Independent Undergraduates &amp; PLUS Loan Denials</b>	<b>Subsidized</b>	<b>Unsubsidized</b>	<b>Total</b>
First Year	\$3500	\$6000	\$9500
Second Year	\$4500	\$6000	\$10500
Third and Beyond	\$5500	\$7000	\$12500

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, or if a subsequent FAFSA has been selected for verification 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 2025-26. 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 online Bachelor of Science in Nursing Completion program (BSO) 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. CRITERIA: Any student who meets the following criteria will be eligible to receive The Architecture+ Scholarship: A student with demonstrated financial need/A student in good academic standing

**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.

**Chief Petty Officer Richard E. Siek Veterans Scholarship**

Established by Richard Siek to honor our Veterans who are looking to pursue an RN degree through the Andrea Lewis Siek School of Nursing at Maria College.

**Eunice Antonucci Scholarship**

Established in recognition of the exceptional and distinguished service of Eunice S. Antonucci to her lifelong dedication to healthcare programs. This endowed scholarship will provide financial assistance to students who share Eunice's passion and commitment. CRITERIA: Students must be employed by a partner local health organization or any of its affiliates and be enrolled part or full time in a nursing, or other healthcare program at Maria College. Students must maintain an overall GPA of 2.75 or have special circumstances as determined by the Dept. Chair/reference will be given to students with an overall GPA of 3.3/students must demonstrate financial need/must be given to students who are not eligible for federal or state grants/distribution from this fund may be used for tuition, books, and or fees.

**The Esther McEvoy RN Nursing Scholarship**

Esther was a former faculty member in the Nursing department for 40 years at Maria College. This scholarship is to be awarded to a student enrolled in the nursing program. Criteria: Enrolled Nursing student, minimum GPA 2.75, demonstrated financial need, good academic standing.

**The Gail J. Blacklock Scholarship**

Established by Professor Scott Homer, in honor of his mother, Gail J. Blacklock. The scholarship will provide financial assistance to a working adult student who is in the Occupational Therapy



Assistant program. CRITERIA: Student must be a working adult student/must be enrolled in the OTA program/must demonstrate financial need/a student who demonstrates financial need will be considered.

#### **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 working adult student with demonstrated financial need and a GPA of 3.0 or higher. Preference given to a student interested or intent in Psychology. CRITERIA: Demonstrated financial need/GPA of 3.0 or higher/A working adult student/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. CRITERIA: a student who has demonstrated outstanding academic achievement and commitment to Maria College and the community/Preference given to a working adult student/a student in good academic standing.

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

This scholarship honors the life and legacy of James J. Dodge (1932-1985). He was a graduate of Chaminade High School, Mineola, New York. Jim completed his undergraduate degree at Villanova University, Pennsylvania, and earned his graduate degree at Columbia University, New York. Jim was an Army veteran serving during the Korean War. After his service to our country, Jim became a lifelong educator committed to providing students access to education while instilling the drive necessary for students to achieve their full potential both academically and personally. Jim had a transformative impact on the lives of his students. He was known for being patient and engaging with students, particularly students for whom understanding math did not come easily. His passion went beyond the classroom. He tutored students after school and on weekends prepared students for the SAT exam. Jim cherished being a loving husband and devoted father to his four children. Jim always strove to make life better for someone else. 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 online Bachelor of Science in Nursing Completion program (BSO). 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 awarded to students demonstrating both academic commitment and financial need. CRITERIA: Permanent resident of NYS./Minimum GPA of 2.5 – full or part-time – in good standing.

#### **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. 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. CRITERIA: Must be enrolled in the nursing program./Must have demonstrated financial need.

#### **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. CRITERIA: A student with a GPA of 3.0 or higher/A student in good academic standing/A student that demonstrates financial need.

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

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

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

Mary K. 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 online Bachelor of Science in Nursing Completion program (BSO) 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 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 as an exemplary nurse and manager. His legacy of mentoring friends, students, colleagues and clients will continue for generations through this endowment. CRITERIA: a working adult nursing student currently enrolled at Maria College who is looking to obtain an associate or bachelor's degree/has demonstrated financial need, verified by the Maria College Financial Aid Office/maintained a GPA of 2.5 while enrolled in college-level courses/demonstrated a good

work ethic, maintains a positive outlook and is in good standing with the College/is a U.S. Citizen.

### **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 Paul F. Vogt. The scholarship is designed to assist students who have demonstrated perseverance and are committed to achieving personal, academic, and career goals. CRITERIA: Awarded to matriculated Maria College students with 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 nursing students in the Associate Degree program CRITERIA: a full-time second year nursing student/must be pursuing an Associate in Applied Science (RN) or Bachelors of Science Nursing Degree/Priority will be given to a student(s) nominee who is validated by the nursing faculty/the award should be made to a different student each year.

### **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.

### **Mark Wahl '96 Scholarship**

This fund intends to honor, Mark Wahl, a distinguished male nurse, alumnus, and faculty member of Maria College, as well as a proud veteran of the United States Navy. The scholarship aims to support and inspire students pursuing careers in nursing who exemplify the dedication, resilience, and service-oriented mindset that Mark demonstrated throughout his life.

### **The Women's Fund of the Capital Region**

The Women's Fund has the philosophy, for our scholarships, that we support women in the completion of their degrees. Please refer to the Maria College website for full eligibility criteria.

### **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, Class of 2006, a Maria College graduate who was determined and highly

regarded healthcare professional. The scholarship will provide financial assistance to working adult 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. CRITERIA: Must be a working adult student returning to college after time away or new to the healthcare field after serving in another profession/must be enrolled in the nursing program/must maintain an overall GPA of 3.0 or higher or have special circumstances as determined by the dept. chair.

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

Established by the Maria College Board of Trustees in honor of Sr. Gail Waring, RSM. Sr. Gail has been closely involved with Maria College for more than 50 years and served as Chair of the Board from 2016-2020. This scholarship will continue her generous legacy which has benefitted generations of Maria students. CRITERIA: A student with demonstrated financial need/A student in good academic standing.

#### **Thomas J. Gamble, PHD Scholarship**

Established by Maria College in honor of Dr. Thomas J. Gamble, PhD. Dr. Gamble served as president of Maria College from 2016 to 2022. During his tenure, the College experienced significant growth and renewal. This scholarship continues his generous legacy, which has benefitted generation of Maria students. CRITERIA: Must demonstrate financial need/A student in the Psychology program and/or studying some liberal arts courses as part of their program in the awarding year/In good academic standing/A student in their senior/final year of study.

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

This endowed scholarship was created in loving memory of Theresa McDonald. The scholarship will provide financial assistance to working adult 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, Occupational Therapy Assistant, Radiologic Technology, and Surgical Technology Deadlines**

Applications for these programs must be submitted by March 1st, with a deposit deadline of May 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 May 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, Occupational Therapy Assistant, Radiologic Technology, and Surgical Technology program, a physical examination and specific laboratory tests are required. The Maria College Physical 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 who wish to re-apply must file another application for admission. If a student re-applies 2 years after the original date of application, transcripts from high school and all previous institutions must be resubmitted.

A student who has previously attended Maria College as a matriculated student but has been gone from the College for greater than one year, must reapply to the College.

**Re-enrollment**

A student who has previously attended Maria College within the past year but has not been at Maria College for more than one semester, 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 prior to registration to classes.

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

Students applying for the Associate Degree in Nursing (ADN) program are encouraged to submit all required documentation prior to March 1st. The ADN 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 ADN 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.
- Satisfactory scores on the Accuplacer Next-Gen Reading and Arithmetic diagnostic.
  - 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 Accuplacer diagnostic:
    - SAT Reading and Writing: 500
    - SAT Math: 520
    - ACT Composite: 419
  - Students completing the MCAT with a score of 25 will be exempt from the Accuplacer diagnostic.
  - Test of Essential Academic Skills (TEAS) assessment scores may be considered as an alternative to the Accuplacer diagnostic. TEAS scores are valid for 2 years; students whose scores are older than 2 years must re-test.

- Students with a master's degree will be reviewed on a case-by-case basis.
- Interested students who do not meet the academic criteria for nursing, but meet the college requirements, may be admitted to the General Studies program.

### **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 order to be admitted directly into the PNC program, the following must be satisfied in addition to the regular admission standards:

- Satisfactory scores on the Accuplacer Next-Gen Reading and Arithmetic diagnostic.
  - The Test of Essential Academic Skills (TEAS) assessment may be considered as an alternative to Accuplacer. TEAS scores are valid for 2 years; students whose scores are older than 2 years must re-test.
  - The HESI-A2 assessment may be considered as an alternative to Accuplacer. 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.
- Interested nursing students who do not meet the academic criteria for nursing, but meet the college requirements, may be admitted to the General Studies program.

### **Radiologic Technology Program**

Students planning to enter the Radiologic Technology program must submit a completed Maria College application, official high school transcript or its equivalent, all official college transcripts (transfer students only). 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.

Program entrance requirements include:

- High school algebra and geometry or 2 units of equivalent academic math with a final grade of 80, or a grade of C or better in college algebra and geometry courses, or Accuplacer results on the Next-Gen QRAS that demonstrate a similar level of proficiency (250 and above).
- A final grade of 80 in high school biology and chemistry and/or physics with labs.
- A grade of C or better in both biology and chemistry college and/or physics credit bearing courses, or a grade of C or better in a 4-credit Anatomy and Physiology 1 course including a lab, that is equivalent to Maria College's Anatomy and Physiology I course.

## **COURSE 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 taking a course without receiving credit will be considered an auditor.
- Any student taking courses at Maria College but is not enrolled in a certificate or degree program 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:

- Weekend Associate Degree in Nursing (ADN) and Practical Nursing Certificate (PNC): November 25, 2025
- Day/Eve Associate Degree in Nursing (ADN) and Practical Nursing Certificate (PNC): March 1, 2026

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.

### **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 courses for the various 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 usually scheduled once or twice a week, Monday through Thursday.

## **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, 8 weekends a semester, 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), associate degree in Nursing (ADN), and a certificate in Practical Nursing (PNC).

## **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. Instructors will use a learning management system (LMS) to post the syllabus, learning materials and/or discussion boards online.

Students use the 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.

### **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 consortia 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.

### 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:

Meets (state abbreviations)	Does	A Determination has not been made
	Not Meet	
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 holds probationary accreditation status through the 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:

School/College/ University	Articulation Type
Belanger School of Nursing	Graduates with an Associate in Applied Science in Nursing (ADN) to the online Bachelor of Science in Nursing Completion program (BSO) at Maria College.
Capital District Educational Opportunity Center (EOC), Hudson Valley Community	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 Accuplacer diagnostic.
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 (ADN) to the online Bachelor of Science in Nursing Completion program (BSO) at Maria College.</p> <p>Graduates from Columbia-Greene Community College with an Associate in Science in Social Science to the Bachelor of Science in Psychology at Maria College with third year status.</p>
Dominican College	Graduates from Maria College with an Associate in Applied Science in Occupational Therapy Assistant to a Bachelor/Master of Science in Occupational Therapy at Dominican College.
Empire State University, 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 University by early admission.
Fulton-Montgomery Community College	Graduates from Fulton-Montgomery Community College with an Associate in

	<p>Applied Science degree in Human Services to the Practical Nurse Certificate program at Maria College.</p> <p>Graduates from Fulton-Montgomery Community College with an Associate in Applied Science degree in Health Studies to the Practical Nurse Certificate program at Maria College.</p> <p>Graduates from Fulton-Montgomery Community College with an Associate in Arts degree in Human Services to the Practical Nurse Certificate program at Maria College.</p> <p>Graduates from Fulton-Montgomery Community College with a Certified Nurse Assistant or Home Health Aid Certificate to the Practical Nurse Certificate program at Maria College.</p> <p>Graduates from Fulton-Montgomery Community College with a General Education Certificate to the Practical Nurse Certificate program at Maria College.</p> <p>Graduates from Fulton-Montgomery Community College with an Associate in Science in Nursing (ADN) to the online Bachelor of Science in Nursing Completion program (BSO) at Maria College</p> <p>Graduates from Fulton-Montgomery Community College with an 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 an Associate in Science in Health Studies to Bachelor of Science in Health and Occupational Sciences at Maria College with third year status</p>
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	<p>Graduates from Fulton-Montgomery Community College with an 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 an 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 an Associate in Arts in Liberal Arts and Sciences: General Studies to Bachelor of Arts in Liberal Arts at Maria College with third year status</p> <p>Graduates from Fulton-Montgomery Community College with an Associate in Arts in Liberal Arts and Sciences: General Studies to Bachelor of Science in Psychology at Maria College with third year status.</p> <p>Joint admission to associate degree at Fulton-Montgomery Community College and seamless entry into bachelor degree programs at Maria College as specified by articulation agreements</p> <p>Maria College will deliver a portion of the Practical Nurse Certificate Program on-site at Fulton-Montgomery Community College, with enrolled students officially designated as Maria College students.</p>
Hudson Valley Community College	<p>Graduates with an Associate in Applied Science in Nursing to the online Bachelor of Science in Nursing Completion program (BSO) at Maria College.</p> <p>Graduates with an Associate in Applied Science in Community Health Navigation to a</p>

	Bachelor of Science in Healthcare Management at Maria College with 3rd year status.
Memorial College of Nursing	Graduates with an Associate in Applied Science in Nursing to the online Bachelor of Science in Nursing Completion program (BSO) 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 the online Bachelor of Science in Nursing Completion program (BSO) at Maria College.
Schenectady County Community College	<p>Graduates from the Schenectady County Community College with an Associate in Arts in Liberal Arts: Humanities and Social Sciences with a concentration in Psychology to a Bachelor of Science in Psychology at Maria College with 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 Accuplacer diagnostic; 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 the online Bachelor of Science in Nursing Completion program (BSO) at Maria College.
SUNY Ulster	Graduates with an Associate in Science in Nursing to the online Bachelor of Science in Nursing Completion program (BSO) at Maria College.
The Sage Colleges	<p>Graduates from Maria College with an Associate in Applied Science in Occupational Therapy Assistant to a Bachelor of Science in Interdisciplinary Studies in Health Studies at Russell Sage College.</p> <p>Graduates from Maria College with an Associate in Arts in Liberal Arts to a Bachelor of Science in Nutrition at Russell Sage College.</p> <p>Graduates from Maria College with Associate in Science in General Studies to a Bachelor of Science in Applied Biology at the Sage Colleges of Albany.</p> <p>Graduates from Maria College with a Bachelor of Science in Psychology to a Master of Science in Forensic Mental Health at the Sage Colleges.</p> <p>Graduates from Maria College with a Bachelor of Science in Psychology to a Master of Science in Counseling and Community Psychology at the Sage Colleges.</p>

# STUDENT CODE OF CONDUCT

## **Student/Institution Relationship**

A student's enrollment at Maria College is a voluntary decision, which involves acceptance of the responsibility to meet academic requirements and to behave in ways consistent with the mission and values of the College, as well as with city, state, and federal law. The policies stated in the Student Code of Conduct are designed to establish guidelines from which Maria College can provide a positive learning and working environment.

As an educational institution, the College disciplinary proceedings are based on a preponderance of evidence. The disciplinary process is distinct from, and not dependent upon, the outcome of any legal proceedings involving a student, although conduct that forms the basis for legal proceedings may also warrant disciplinary action by the College, and conviction of a crime may in itself justify disciplinary action.

## **General Regulations**

Disrespect for persons, disregard for common standards of decency, conduct unbecoming of a Maria College student, or behavior that is contrary to the mission and generally accepted values of the College community may result in disciplinary action.

1. Respect for Persons and Property
2. Respect for the Educational Function of the College
3. Respect for College Property

## **Scope of Policy**

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

The Student Code of Conduct also applies off campus; therefore, students must display behavior that reflects favorably on them, the College, and the community. Students charged with violations of local, state, or federal law committed off campus shall be subject to College disciplinary proceedings if the action reflects negatively upon the College community, poses a threat to the mission of the College or to the health and safety of a member or members.

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

1. Any action that constitutes a criminal offense as defined by city, state, and federal law;

2. Any situation in which it is determined there is an immediate threat to the physical health or safety of any student or other individuals; or
3. Any situation that is detrimental to the educational interests, mission, or learning environment of the College.

### **Student Code Expectations of Behavior**

Maria College students are expected to refrain from:

- a. Disruptive classroom or clinical behavior
- b. Dishonesty, such as knowingly furnishing false information to the College
- c. Intentional obstruction or disruption of teaching, research, administration, disciplinary proceedings, or other College activities
- d. Conduct which threatens or endangers the health or safety of any person
- e. Using, possessing, or selling illegal narcotics or drugs
- f. Smoking, drinking alcohol, and/or vaping on-campus or at College-related educational activities, i.e. clinicals
- g. Using, possessing, or selling fireworks, firearms, chemicals, or other dangerous weapons
- h. Assaulting or battering another person
- i. Threatening another person
- j. Harassing verbally
- k. Harassing physically
- l. Making ethnic, discriminatory, or racial remarks verbally or in writing
- m. Offensive language or behavior
- n. Initiating without basis, or causing the initiation of, a false report, a warning, or threat of fire, explosion, or emergency on College premises or at College sponsored activities
- o. Non-compliance with fire drills and/or safety regulations
- p. Theft of property or damage to property
- q. Failure to comply with directions of College officials acting in performance of their duties.
- r. Lewd, indecent, immoral, or obscene conduct including but not limited to violations of any law, regulation, or ordinance
- s. Gambling
- t. Hazing: The College prohibits hazing activities, whether by an individual or an organization. Conduct may be considered hazing if it endangers the mental health, physical well-being, safety, or rights of any individual; is intended to or is reasonably likely to result in humiliation, or physical or emotional injury; and conduct is still hazing even if the person against whom the hazing was directed consented to or acquiesced in the hazing activity

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

Students, faculty, and staff may report a potential or actual violation of the Student Code of Conduct to the Office of Student Life by completing the [Code of Conduct Violation Report Form](#) or by filing a report with Security.



Upon receiving a report, the Office of Student Life will conduct a preliminary review of the report to determine whether there is sufficient information or evidence to support the alleged violations. If the Office of Student Life finds insufficient information or evidence, the complaint may be dismissed.

If the Office of Student Life finds there is sufficient information or evidence, the investigation process will commence to determine whether an alleged violation of the Student Code of Conduct may have occurred and should be referred to a hearing officer or panel.

### **Informal Resolution**

A student can elect to take part in an informal resolution process. Informal resolution is not a hearing. It is a meeting between the student and a staff member where the student can elect to accept responsibility for their actions or deny responsibility for the allegations and request a hearing. If a student accepts responsibility during the information resolution process, the student waives a right to a hearing held before a hearing board or officer.

### **Student Code of Conduct Hearing Process**

Violations of the Student Code of Conduct can be heard by a hearing officer or board, at the discretion of the College. A hearing board will be convened in instances where the sanction may result in suspension or dismissal from the College. A hearing board will consist of three or more members of the College community.

Students will receive written notification of a hearing, via Maria College e-mail, at least 48 hours prior to the scheduled hearing; this notification will include the alleged violations of the Student Code of Conduct. Students will also be advised of the ability to engage in the informal resolution process prior to a hearing.

1. For the purposes of the hearing processes, the student being accused of an alleged violation of the Student Code of Conduct shall be identified as the respondent and the person reporting the incident shall be identified as the complainant. As a part of this process, complainants and respondents can expect the following: Be present throughout the hearing, but not during deliberation.
2. Read any documentation associated with the incident and be made aware of all evidence involved in the incident.
3. Present pertinent information, including witnesses of fact, that pertain to the incident.
4. Waive the 48-hour notice, if an expedited hearing is possible and/or available.
5. Receive support from a member of the College community during the hearing; this person may be present during the entire hearing but is not permitted to speak during the hearing.
6. No attorneys, family members, or non-College members are to be present during the hearing.
7. Notes may be taken but recordings are not allowed.

Responsibility is established based on a preponderance of the evidence. Only evidence presented at the hearing shall be considered in determining responsibility.

Following the conclusion of the hearing, respondents will receive written notice of a decision, including sanctions if applicable, within five business days. When determining sanctioning, the following factors will be taken into account:

- severity of the incident
- past judicial record
- attitude
- and willingness to make amends

### **Interim Suspension**

Students may be subject to an interim suspension from the College pending the investigation, hearing, and hearing decision if there is reasonable cause to believe that the student poses a threat to the safety of themselves and/or the community and/or reasonable cause to believe the student violated the policies. Interim suspension is subject to approval by the Provost or designee.

### **Possible Sanctions**

The goal of the disciplinary process is grounded in education. To this end, the expectation of the College is for students to **reflect** and learn from their behavior, work to **restore** the impact of their behavior on the community, and make a commitment to **repair and reintegrate** into the community as a positive member of the community.

Possible consequences for being found in violation of the Student Code of Conduct may include, but not be limited to, one or more of the following:

- Written disciplinary warning.
- Letter of apology.
- Research or reflection papers.
- Educational programs.
- Restitution.
- Service hours.
- Disciplinary Probation may be assigned for a specific period of time for serious violations of the Student Code of Conduct, patterns of behavior, or repeated violations. Students placed on disciplinary probation are informed that future incidents may result in suspension or expulsion from the College.
- Suspension from the College for a defined period of time may be a result of a College disciplinary hearing decision based on the seriousness of a first offense or as a result of repeated violations of the Student Code of Conduct.
- Expulsion from the College is termination of relationship with the College for an indefinite period of time.

Sanctions such as suspension or expulsion are employed in situations where it is deemed that continuation at the College would be detrimental to an individual or to the College community

as a whole. Students on suspension or expulsion are banned from the College grounds and College sponsored events being held on and off-campus.

### **Appeal Process**

A respondent wishing to appeal a judicial decision must do so in writing within five business days of receipt of a decision. A letter of appeal should be addressed to the Assistant Dean of the College and must explain the basis for the appeal.

Appeals may only be submitted on the following grounds:

- evidence of improper or inadequate procedure
- evidence that the review was unfair
- new evidence, not available at the time of the hearing

An appeal based on new evidence, not available at the time of the hearing, will be referred back to the original hearing officer or panel for a second hearing.

Upon receipt of an appeal for improper or inadequate procedure or prejudicial conduct, the Assistant Dean of the College or designee from the Office of Academic Affairs will make a determination if the appeal will be upheld or modified

Respondent will receive written notice of appeal decision within five business days. These decisions are final.

### **Discipline Records**

Student discipline records are kept for five years after a student has graduated or left the College. These records are kept confidential unless a student requests the release of these records (i.e., background check for further education or employment) or in the event of a subpoena.

## **CIVIL UNREST**

Campus demonstrations, marches, meetings and rallies are intended to be peaceful and non-disruptive. The College Great Lawn is designated as an approved campus demonstration location. The lawn is located between Main Building and Marian Hall.

A student demonstration should not be stopped unless one or more of the following conditions exist:

- Inference with normal operations of the College
- Blocked access to offices, buildings or other College facilities
- Threat of physical harm to persons
- Threat of damage to College property

Please contact Security if there is concern for safety of the College community or damage to property.

Depending on the nature of the demonstration, the following procedures should be followed:

**Peaceful, Non-Obstructive Demonstrations**

In the event of a peaceful, non-obstructive demonstration, the situation will be monitored for situational changes.

**Non-violent, Disruptive Demonstrations**

In the event that a demonstration blocks access to College facilities or interferes with College operations:

- Demonstrators will be asked to terminate the disruptive activity by Security or College administrator
- If demonstrators fail to desist, they will be informed that failure to terminate the activity may result in disciplinary action or police involvement.

**Violent, Disruptive Demonstrations**

In the event that a violent demonstration results in injury to persons or damage to College property, Security will call Albany Police, and the President and key College officials will be notified.

# **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 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

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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.

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 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,

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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.

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 academic assignments, assessments, and other college requirements. Students must uphold these expectations to remain in good academic standing at Maria College. The policy applies to all matriculated students enrolled in credit and non-credit bearing courses in traditional, hybrid, and online modalities.

Faculty members will provide students with course syllabi that speak to additional expectations for individual courses. Students have the responsibility of understanding and abiding by the expectations of their professors.

### **MARIA COLLEGE ACADEMIC INTEGRITY STATEMENT**

All students at Maria College are responsible for understanding and abiding by the following statement:

As a student of Maria College, I recognize that I am part of an intellectual community grounded in the Mercy charism which requires authenticity, responsibility, and personal integrity. I will be fair and honest in all my interactions with the College community and adhere to all academic conventions in representing my work.

### **DEFINITIONS AND EXAMPLES OF ACADEMIC DISHONESTY**

#### **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 any work originally completed for a different class without prior authorization from current instructor; submitting work completed by someone else; and copying and/or borrowing words, phrases, or ideas from any source, including AI-generated content, without attribution.

#### **Cheating**

Giving or receiving unauthorized assistance before, during, or after an academic exercise, assignment, or examination, including but not limited to: unauthorized use of AI systems, 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 official 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 falsified.

### **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.

## **STATEMENT ON ARTIFICIAL INTELLIGENCE**

As a leader in innovative education, Maria College acknowledges the potential for responsible use of Generative AI, while recognizing its output has risks related to inaccuracy and academic integrity.

Faculty will determine whether the use of AI is acceptable in their particular courses and if so, will provide guidelines governing the appropriate use or particular purpose, e.g. a specific assignment.

Students are responsible for reviewing the AI expectations outlined in the syllabus for each of their courses and abide by faculty expectations. If AI use is permitted, students must follow all academic integrity conventions for source attribution.

Unauthorized AI use shall be treated as an academic integrity violation. In the absence of faculty expectations for AI use in the syllabus, the use of Generative AI in that course is prohibited.

## **REPORTING OF ACADEMIC INTEGRITY VIOLATIONS**

Anyone who suspects potential violations of academic integrity is encouraged to report such behavior to the instructor and/or to the Office of Academic Affairs by completing the [Academic Integrity Violation Report Form](#).

Addressing alleged violations of the College's Academic Integrity policy will be handled based on the severity of the alleged offense:

**First-time Basic Offenses:**

First-time Basic Offenses may include, but not limited to, failure to include or improperly provide citation(s) or collaborating on an assignment when prohibited. First-time basic offenses will be handled by the instructor. If the instructor suspects that a student has potentially violated the academic integrity policy, the instructor will meet with the student and review circumstances of the suspected violation and make a decision. If no violation is found, then no action.

If a violation is determined by the instructor, the instructor will contact the Office of Academic Affairs to verify this is a first-time basic offense. If a first-time basic offense, the instructor will make the decision regarding consequence within five business days of meeting with the student and communicate this decision to the student in writing. The instructor will submit documentation and a written copy of the notification to the student to the Office of Academic Affairs. If determined this instance is a subsequent offense the instructor will refer to incident to the Dean of the College. (See Flow Chart)

**Subsequent Offenses and First-time Egregious Offenses:**

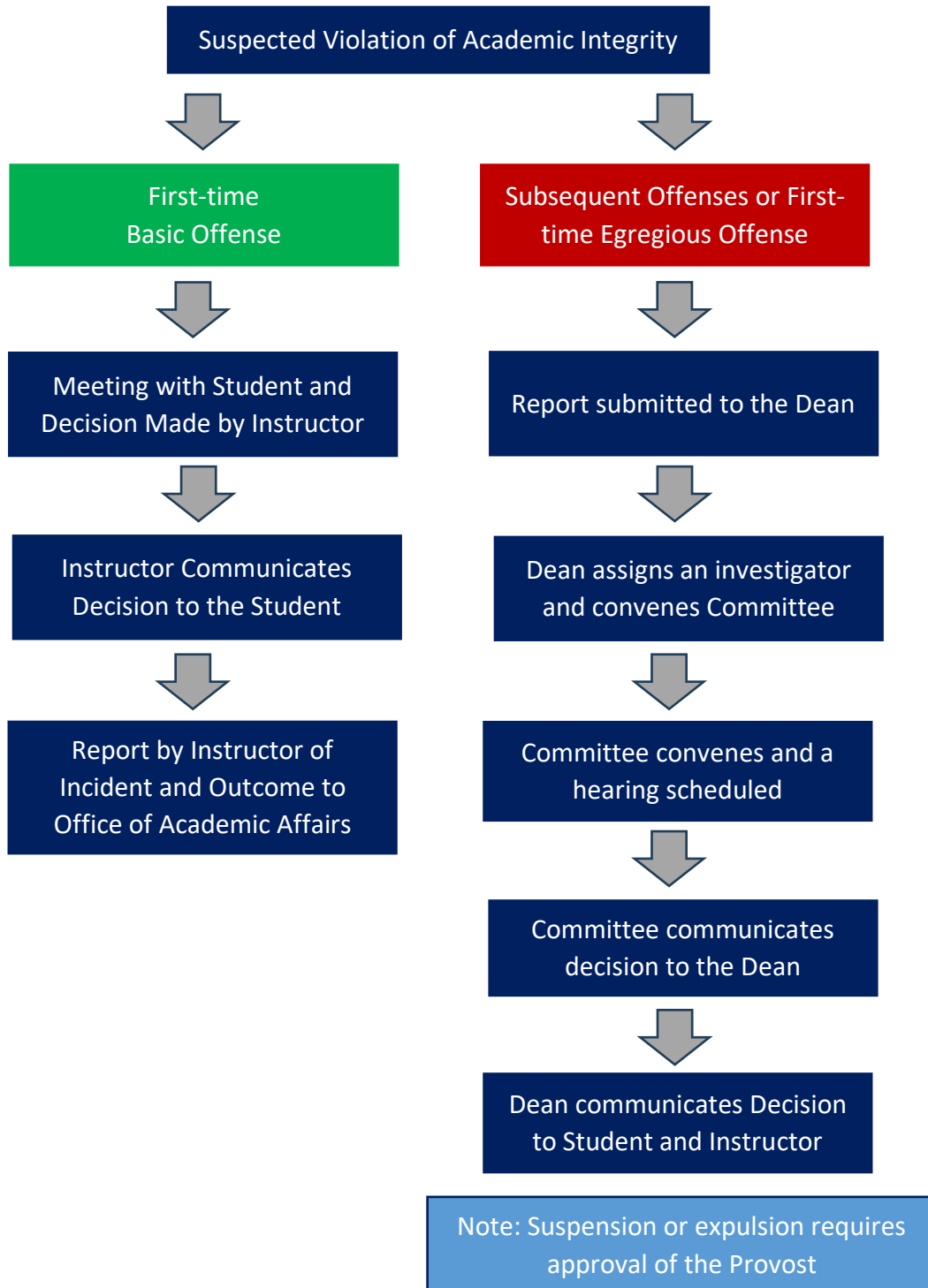
Subsequent and/or first-time egregious offenses include, but not limited to, submitting work that is not the students own work, cheating on assessments, and/or misrepresentation of information. In the case of subsequent allegations of violating the academic integrity policy or if the allegation is egregious, the instructor will refer the case to the Dean of the College. The Dean will assign an investigator, who will investigate the allegation and issue a report to the Dean. Upon issuance of the report, the Dean will convene the Academic Standing Committee to review the report and hold a hearing with the student. The hearing will be scheduled within five business days of the Academic Standing Committee being convened. Upon completion of the hearing the Academic Standing Committee will make a decision within five business days, and the Dean will communicate this decision in writing to the student and instructor within five business days. (See Flow Chart)

Potential consequences for violating the College's Academic Integrity expectations included, but are not limited to:

- Written warning
- Re-submission of assignment or re-taking of assessment
- Lower grade for assignment or assessment
- Require additional assignment
- Assignment of educational reading or project related to academic integrity
- Course failure
- Restoration to the community in the form of educational service whether digital or in-person
- Dropped from specific academic program

- Suspension from the College for a defined period of time - requires final approval of the Provost
- Expulsion from the College – requires final approval of the Provost

**Overview of Process:**



## **STUDENT GRADE APPEAL POLICY**

### **Scope and Applicability**

This policy applies to all students and all faculty, including adjunct faculty, part-time faculty, full-time faculty, and instructors who teach any class at the College, including credit and noncredit classes in the Institute for Continuing and Professional Education.

### **Grounds for a Grade Appeal**

A course grade represents the instructor's expert judgment regarding the academic merit of a student's complete body of work. These professional determinations are conclusive, and disagreement with the assessment alone does not provide sufficient basis for formal appeal.

Students may appeal their final grade(s) in any Maria College course on the following grounds, provided that they have and submit evidence to support their claim(s):

- Absence of the method by which the final course grade would be determined in the syllabus.
- Assignment of a final course grade that is substantial departure from the method of calculation detailed in the syllabus.
- A calculation error, or inconsistent or arbitrary grading practice. In this case, a student must provide substantial evidence of error or inconsistency, which may be defined as:
  - The assignment of a course grade to a student on a basis other than their performance in the course; or,
  - The assignment of a course grade to a student using unreasonable standards that differ from those applied by the same instructor to other students in the course; or,
  - The assignment of a course grade through a substantial, unreasonable, and unannounced departure from the instructor's previously articulated standards.

### **Informal Grade Appeal to the Instructor**

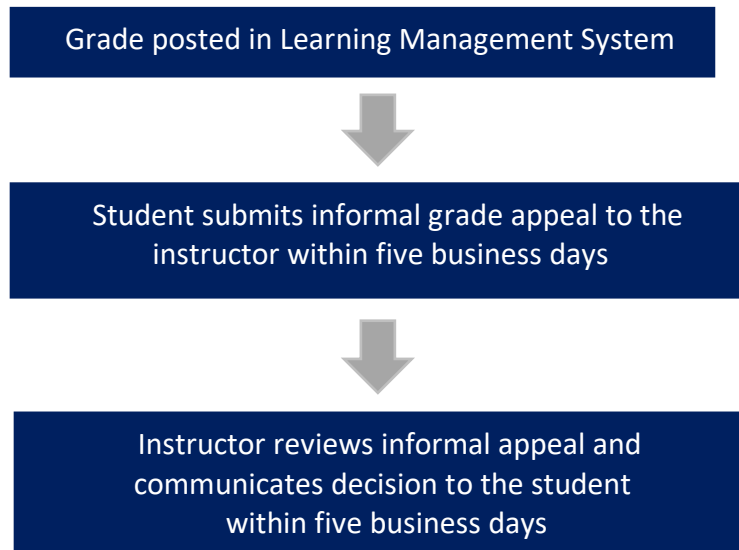
#### **Individual Assignment or Assessment or Final Grade:**

A student wishing to informally appeal a grade for an assignment or assessment or final grade should contact the instructor in writing within five business days of the grade being posted in the learning management system. The student should provide a clear written rationale for the grade appeal. If the informal grade appeal is not submitted within five calendar days, the grade stands.

When the instructor receives an informal grade appeal from a student, the instructor will make a determination on whether to adjust the grade or not and will communicate this decision to the student in writing within five calendar days.

**Final Grade:**

Once final grades are determined, going back to individual assignments and assessments during the course is not possible.

**Overview of Informal Appeal Process:****Formal Grade Appeal to the Dean****Individual Assignment or Assessment:**

After going through the informal process with the instructor, a student has the option to submit a formal grade appeal in writing to the Dean of the College. Students may file a formal appeal for an assignment or assessment or final grade through the [Formal Grade Appeal form](#), including a clear rationale, within five business days of the grade being posted in the learning management system. If the formal grade appeal is not submitted within five calendar days of the informal grade appeal process decision, the decision of the instructor in the informal process stands.

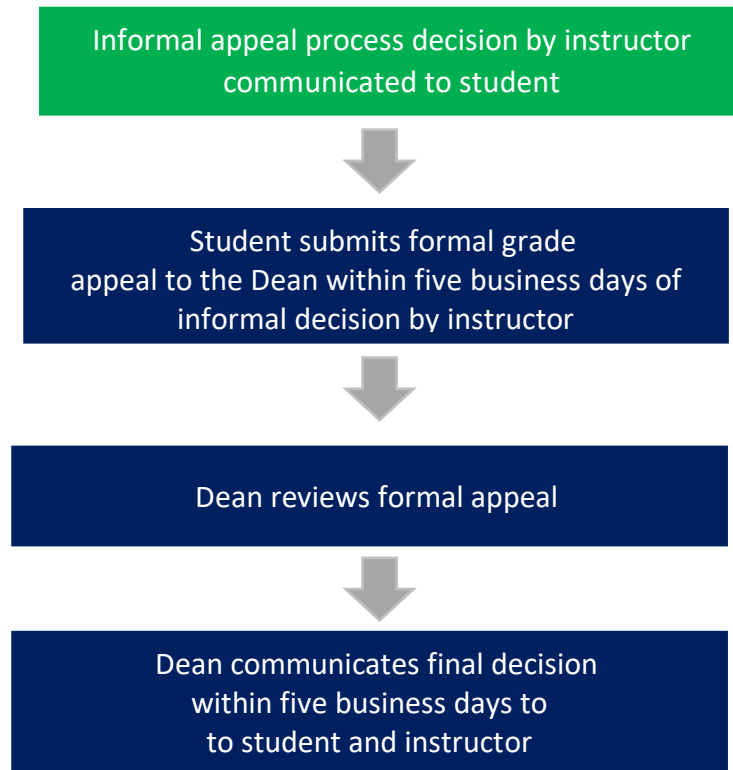
When the Dean receives a formal grade appeal from a student, the Dean will make a determination on whether to adjust the grade or not and will communicate this decision to the student and the instructor in writing within five business days.

**Final Grade:**

Once final grades are determined, going back to individual assignments and assessments during the course is not possible.

The student's request for appeal and description of basis for the appeal should be complete, respectful, and professional and be undertaken in accordance with the Maria College Code of Conduct.

**Overview of Formal Appeal Process:**



**STUDENT GRIEVANCE POLICY**

The College is committed to resolving student complaints in a fair and timely manner. Grade appeals and Code of Conduct violation appeals are addressed under processes as outlined in this catalog.

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 regarding the quality and/or nature of instruction, assessment, or advisement provided by faculty or staff
- Disagreement with disability accommodations and/or academic accommodations
- 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 5 calendar days from the date of the dispute in question. 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 instructors, 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 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 Office of Academic Affairs. The Office of Academic Affairs will request that the student put their complaint in writing, and the Office of Academic Affairs will arrange a formal meeting between the student and the person(s) against whom the complaint is made, with a representative from the Office 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 Office of Academic Affairs will determine the appropriate resolution. The Office of Academic Affairs' decision will be made within 10 business days of the investigation. The Office of Academic Affairs' decision will be provided in writing to both the student and the person(s) against whom the complaint is made. The decision of the Office of Academic Affairs 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 assistance from the Chief Student Affairs Officer or designee. The Chief Student Affairs Officer or designee will request that the student put their 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 Office of Academic Affairs, program directors, department chairs, or other relevant College officials, as appropriate.

## **SUBSTANCE USE 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 [www.collegedrinkingprevention.gov/](http://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.

## **INTELLECTUAL COPYRIGHT POLICY**

Maria College recognizes that works of authorship created for teaching, research, and other intellectual activity by faculty are automatically protected by copyright, when these works are fixed in tangible form, and that the copyright resides with the author, and not the College. Such works include lecture notes, syllabi, books and articles, works of fiction and nonfiction, poems and dramatic works, and educational software, also known as "courseware."

When resources are provided by the College for the development of instructional material, including "courseware," ownership resides with the College, as in the following instances:

- Work created as a specific requirement of employment and/or detailed in the job description
- "Work for hire," when a faculty or staff member has received payment to develop such resources over and above their contracted salary, or has been granted course release to complete, such as a new course or program development, simulation, or a major course revision.

When authorship of scholarly work for the purpose of any form of intellectual activity is funded by a grant or other entity, then ownership of the copyright will be determined by the terms of the funding agreement. In the absence of direction in the funding agreement, the determination will be made based upon the definitions outlined above.

## **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 – HEGIS 1202
- 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
- Radiologic Technology – HEGIS 5207
- Surgical Technology – HEGIS 5211

### **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'S 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. An online Bachelor of Science in Nursing Completion program (BSO) is 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 with one capstone course (COM 451 Capstone II: Graduate Competencies) OR a three-credit internship of 120 hours with two capstone courses (COM 450 Capstone I: Professional Competencies for the 21st Century and 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 reflect on 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 in Applied Science degree with the option to pursue a bachelor's degree which will prepare them for graduate study in occupational therapy. Other students who will find this 4-year degree program of interest are those who wish to work in the health services arena.

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

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

### **Major Field Requirements (36 credits)**

#### **Group I – all courses required (24 credits)**

SCI 100 Medical Terminology & Conditions (3 credits)

HCM 120 The U.S. Health System (3 credits)

HOS 300 Fundamentals of Occupational Science (3 credits)

BIO 300 Applied Kinesiology (3 credits)

PSY 350 Research Methods I (3 credits)

INT 403/406 Arts & Sciences Internship (6 credits)\*

COM 451 Capstone II Graduate Competencies (3 credits)

*\*6 credits of INT 406 OR 3 credits of INT 403 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 credits)

BIO 330 Gross Anatomy (4 credits)

BIO 340 Genetics (3 credits)

CSC 308 Healthcare Informatics (3 credits)

CHM 301 Environmental Health (3 credits)

CUL 320 Cultures, Health and Healing (3 credits)

HCM 330 Healthcare Quality Management (3 credits)

HCM 350 Healthcare Law and Policy (3 credits)

HOS 410 Epidemiology (3 credits)

PSY 300/400 Elective (3 credits)

SOC 410 Health Promotion Across the Lifespan (3 credits)

*\*\*Extra credits in this category 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 credits)

BIO 210 Anatomy and Physiology II (4 credits)

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

BIO 101 General Biology I (4 credits)

BIO 102 General Biology II (4 credits)

BIO 103 Intro to Human Biology\*\*\* (4 credits)

CHM 100 General Chemistry I (4 credits)

CHM 101 General Chemistry II (4 credits)

CHM 211 Organic Chemistry I (4 credits)

CHM 212 Organic Chemistry II (4 credits)

BIO 203 Microbiology (4 credits)

PHY 101 General Physics I (4 credits)

PHY 102 General Physics II (4 credits)

*\*\*\*cannot be taken after higher level BIO courses*

#### **Liberal Arts courses (36 credits)**

Cultural Studies/History (3 credits): CUL/HIS elective

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

Mathematics (3 credits): MAT 200

Psychology (6 credits): PSY100, PSY elective

Religious Studies/Philosophy (9 credits): RES 201, PHI 300, RES/PHI elective

Sociology (6 credits): SOC 101, SOC 300

#### **Free Electives (28 credits)**

## Health and Occupational Sciences, BS

### HEGIS 1201

#### First Year

##### Fall Semester

Course	Course Title	Credits
ENG 111	Composition I	3
BIO/CHM/PHY	Natural Science Requirement	4
HCM 120	The U.S. Healthcare System	3
SCI 100	Medical Terminology and Conditions	3
	Free elective*	3
	<b>Term credit total:</b>	<b>16</b>

*\*MAT101 or MAT106 should be taken in place of free elective if the student does not have a college level math course or equivalent (prerequisite for MAT200)*

##### Spring Semester

Course	Course Title	Credits
ENG 211	Critical Inquiry and Writing	3
BIO/CHM/PHY	Natural Science Requirement	4
CUL/HIS	Cultural Studies/History Elective	3
MAT 200	Statistics	3
	Free elective	3
	<b>Term credit total:</b>	<b>16</b>

#### Second Year

##### Fall Semester

Course	Course Title	Credits
BIO 209	Anatomy & Physiology I	4
PSY 100	General Psychology	3
RES 201	Foundations of Social Justice	3
SOC 101	Introduction to Social Change	3
	Free elective	3
	<b>Term credit total:</b>	<b>16</b>

##### Spring Semester

Course	Course Title	Credits
BIO 210	Anatomy & Physiology II	4



PSY	Psychology elective	3
RES/PHI	Religious Studies/Philosophy elective	3
	Group II Major Field Requirement	3
	Free elective	3
	<b>Term credit total:</b>	<b>16</b>

### Third Year

#### Fall Semester

Course	Course Title	Credits
PHI 300	Healthcare Ethics	3
BIO/CHM/PHY	Natural Science Requirement	4
	Group II Major Field Requirement	3
	Free elective	3
	Free elective	3
	<b>Term credit total:</b>	<b>16</b>

#### Spring Semester

Course	Course Title	Credits
BIO 300	Applied Kinesiology	3
HOS 300	Fundamentals of Occupational Science	3
	Group II Major Field Requirement	3
	Free elective	4
	<b>Term credit total:</b>	<b>13</b>

### Fourth Year

#### Fall Semester

Course	Course Title	Credits
PSY 350	Research Methods I	3
ENG	English 300/400 elective	3
	Group II Major Field Requirement	3
	Free electives	3
COM450	Capstone 1: Professional Competencies for the 21 <sup>st</sup> Century*	3
	<b>Term credit total:</b>	<b>12/15</b>

\* Students substituting COM 450 and 3 credits of INT 403 Internship should take COM 450 during senior year, Fall semester and INT 402 Internship in the Spring semester.

**Spring Semester**

<b>Course</b>	<b>Course Title</b>	<b>Credits</b>
INT 403/406	Arts & Sciences Internship	3/6
COM 451	Capstone II Graduate Competencies	3
SOC 300	Medical Sociology	3
	Free elective	3
	<b>Term credit total:</b>	<b>12/15</b>

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

**First Year**

**Fall Semester**

<b>Course</b>	<b>Course Title</b>	<b>Credits</b>
BIO/CHM/PHY	Natural Science Requirement	4
ENG 111	Composition I	3
PSY 100	General Psychology	3
SCI 100	Medical Terminology and Conditions	3
	<b>Term credit total:</b>	<b>13*</b>

*\*MAT101 or MAT106 should also be added at this time if the student does not already have a college level math course or equivalent (prerequisite for MAT200).*

**Spring Semester**

<b>Course</b>	<b>Course Title</b>	<b>Credits</b>
BIO/CHM/PHY	Natural Science Requirement	4
CUL/HIS	Cultural Studies/History Elective	3
ENG 211	Critical Inquiry and Writing	3
MAT 200	Statistics	3
SOC 101	Introduction to Social Change	3
	<b>Term credit total:</b>	<b>16</b>

**Second Year**

**Fall Semester**

<b>Course</b>	<b>Course Title</b>	<b>Credits</b>
BIO 209	Anatomy & Physiology I	4
HCM 120	The U.S. Healthcare System	3
PSY	Psychology elective	3
RES 201	Foundations of Social Justice	3
OCT 112	O.T. Skills and Application I	1
OCT 114	Foundations of O.T. I	3
	<b>Term credit total:</b>	<b>17</b>

**Spring Semester**

<b>Course</b>	<b>Course Title</b>	<b>Credits</b>
BIO 210	Anatomy & Physiology II	4
BIO 300	Applied Kinesiology	3

OCT 116	O.T. Skills and Application II	1
OCT 117	Introduction to Fieldwork	1
OCT 120	Occupational Performance Across the Lifespan	3
OCT 121	Foundations of O.T. II	3
	<b>Term credit total:</b>	<b>15</b>

### Summer Semester

Course	Course Title	Credits
OCT 210	Fieldwork I – Psychosocial	1
OCT 211	Preparing for Practice	1
OCT 215	O.T. in Psychosocial Dysfunction	4
	<b>Term credit total:</b>	<b>6</b>

### Third Year

#### Fall Semester

Course	Course Title	Credits
BIO/CHM/PHY	Natural Science Requirement	4
ENG	English 300/400 elective	3
RES/PHI	Religious Studies/Philosophy elective	3
OCT 213	O.T. in Developmental Disabilities	3
OCT 214	O.T. in Physical Dysfunction	3
	<b>Term credit total:</b>	<b>16</b>

#### Spring Semester

Course	Course Title	Credits
SOC 300	Medical Sociology	3
OCT 215	Fieldwork II – First rotation	6
OCT 217	Fieldwork II – Second rotation	6
	<b>Term credit total:</b>	<b>15</b>

### Fourth Year

#### Fall Semester

Course	Course Title	Credits
PHI 300	Healthcare Ethics	3
PSY 350	Research Methods I	3
	Group II Major Field Requirement	3
	Group II Major Field Requirement	3

	<b>Term credit total:</b>	<b>12</b>

### Spring Semester

<b>Course</b>	<b>Course Title</b>	<b>Credits</b>
HOS 300	Fundamentals of Occupational Science	3
COM 451	Capstone II Graduate Competencies	3
	Group II Major Field Requirement	3
	Group II Major Field Requirement	3
	<b>Term credit total:</b>	<b>12</b>

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

### Third Year

#### Fall Semester

Course	Course Title	Credits
BIO/CHM/PHY	Natural Science Requirement	4
MAT 200	Statistics*	3
SOC 101	Introduction to Social Change	3
HCM 120	The U.S. Healthcare System	3
	Group II Major Field Requirement	3
	<b>Term credit total:</b>	<b>16</b>

*\*Student needs to already have a college level 100-level MAT course or equivalent as a prerequisite to MAT200.*

#### Spring Semester

Course	Course Title	Credits
BIO/CHM/PHY	Natural Science Requirement	4
BIO 300	Applied Kinesiology	3
CUL/HIS	Cultural Studies/History elective	3
HOS 300	Fundamentals of Occupational Science	3
SOC 300	Medical Sociology	3
	<b>Term credit total:</b>	<b>16</b>

### Fourth Year

#### Fall Semester

Course	Course Title	Credits
BIO/CHM/PHY	Natural Science Requirement	4
PHI 300	Healthcare Ethics	3
PSY 350	Research Methods I	3
	Group II Major Field Requirement	3
RES/PHI	Religious Studies/Philosophy elective	3
	<b>Term credit total:</b>	<b>16</b>

#### Spring Semester

Course	Course Title	Credits
COM 451	Capstone II Graduate Competencies	3
	Group II Major Field Requirement	3

	Group II Major Field Requirement	3
ENG	English 300/400 elective	3
	<b>Term credit total:</b>	<b>12</b>

## **Healthcare Management, BS**

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

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

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

### **Healthcare Management Core Requirements (45 credits)**

HCM 120 U.S. Healthcare System (3 credits)

HCM 210 Intro to Health Information Management Systems (3 credits) *or* CSC 308 Healthcare Informatics (3 credits)

HCM 320 Healthcare Marketing (3 credits)

HCM 325 Financial Management in Healthcare (3 credits)

HCM 330 Healthcare Quality Management (3 credits)

HCM 350 Healthcare Law and Policy (3 credits)

HCM 435 Healthcare Governance, Mission and Strategy (3 credits)

BUS 202 Financial Accounting (3 credits)

BUS 203 Managerial Accounting (3 credits)

BUS 219 Business Organization & Management (3 credits)

BUS 240 Intro to Human Resources Management (3 credits)

BUS 310 Effective Leadership in 21<sup>st</sup> Century Organizations (3 credits)

INT 403/406 Arts & Sciences Internship (6 credits)\*

COM 451 Capstone II Graduate Competencies (3 credits)

*\*6 credits of INT 406 OR 3 credits of INT 403 combined with COM450 Capstone I Professional Competencies for the 21<sup>st</sup> Century.*

### **Liberal Arts and Sciences Courses (60 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 or MAT 106, MAT 200

Psychology (6 credits): PSY 100, PSY300/400 level elective

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

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

Sociology (6 credits): SOC 101, SOC 300

Liberal Arts and Sciences electives (15 credits): any ART, BIO, CHM, COM, CUL, ECO, ENG, HIS, HUM, MAT, MUS, PHI, PHY, POL, PSY, RES, SCI, SOC, SPA

**Free Electives (15 credits)**

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

## Healthcare Management, BS HEGIS 1202

### First Year

#### Fall Semester

Course	Course Title	Credits
BUS 202	Financial Accounting	3
BUS 219	Business Organization & Management	3
ENG 111	Composition I	3
ECO 100	Macroeconomics	3
HCM 120	The U.S. Healthcare System	3
Term credit total:		15

#### Spring Semester

Course	Course Title	Credits
BUS 203	Managerial Accounting	3
ECO 101	Microeconomics	3
MAT 101/106	Foundations of Mathematics <i>or</i> College Algebra	3
PSY 100	General Psychology	3
SOC 101	Introduction to Social Change	3
Term credit total:		15

### Second Year

#### Fall Semester

Course	Course Title	Credits
ENG 211	Critical Inquiry and Writing	3
HCM 210 <i>or</i> CSC 308	Introduction to Health Information Management Systems <i>or</i> Healthcare Informatics	3
SCI 100	Medical Terminology and Conditions	3
HCM 330	Healthcare Quality Management	3
	Liberal Arts and Sciences elective	3
	Free Elective	3
Term credit total:		18

#### Spring Semester

Course	Course Title	Credits
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BUS 240	Introduction to Human Resources Management	3
HCM 320	Healthcare Marketing	3
RES 201	Foundations of Social Justice	3
BIO/CHM/PHY	Science elective	3
	Liberal Arts and Sciences elective	3
	<b>Term credit total:</b>	<b>15</b>

### Third Year

#### Fall Semester

Course	Course Title	Credits
MAT 200	Statistics	3
PHI 300	Healthcare Ethics	3
ENG	English 300/400-level elective	3
	Liberal Arts and Sciences elective	3
	Free elective	3
	<b>Term credit total:</b>	<b>15</b>

#### Spring Semester

Course	Course Title	Credits
HCM 325	Financial Management in Healthcare	3
SOC 300	Medical Sociology	3
HCM 435	Healthcare Governance, Mission, and Strategy	3
	Liberal Arts and Sciences elective	3
	Free elective	3
	<b>Term credit total:</b>	<b>15</b>

### Fourth Year

#### Fall Semester

Course	Course Title	Credits
BUS 310	Effective Leadership in 21 <sup>st</sup> Century Organizations	3
HCM 350	Healthcare Law and Policy	3
PSY	Psychology 300/400-level elective	3
COM 450	Capstone I: Professional Competencies for the 21 <sup>st</sup> Century	3*
	Free elective	3

	<b>Term credit total:</b>	<b>12/15</b>

*\* Students substituting COM 450 and 3 credits of INT 403 Internship should take COM 450 during senior year, Fall semester.*

### Spring Semester

<b>Course</b>	<b>Course Title</b>	<b>Credits</b>
INT 403/406	Arts & Sciences Internship	3/6*
COM 451	Capstone II: Graduate Competencies	3
	Liberal Arts and Sciences elective	3
	Free elective	3
	<b>Term credit total:</b>	<b>12/15</b>

## **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 makes 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 (75 credits)**

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

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

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

INT 403/406 Arts & Sciences Internship (6 credits)\*

COM 451 Capstone II Graduate Competencies (3 credits)

*\*6 credits of INT 406 OR 3 credits of INT 403 combined with COM450 Capstone I Professional Competencies for the 21<sup>st</sup> Century.*

### **Concentration (select one, 15 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)

**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)

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

**Liberal Arts, BA  
HEGIS 4901**

**First Year**

**Fall Semester**

<b>Course</b>	<b>Course Title</b>	<b>Credits</b>
ENG 111	Composition I	3
	Arts and Humanities elective	3
PHI 101	Introduction to Philosophy	3
SPA 101	Spanish I or other language	3
RES	Religious Studies elective	3
<b>Term credit total:</b>		<b>15</b>

**Spring Semester**

<b>Course</b>	<b>Course Title</b>	<b>Credits</b>
ENG 211	Critical Inquiry and Writing	3
PSY 100	General Psychology	3
SOC 101	Introduction to Social Change	3
SPA 102	Spanish II or other language	3
	Arts and Humanities elective	3
	Arts and Humanities elective	3
<b>Term credit total:</b>		<b>18</b>

**Second Year**

**Fall Semester**

<b>Course</b>	<b>Course Title</b>	<b>Credits</b>
COM 100 <i>or</i> POL 101	Foundations of Communication <i>or</i> American Political System	3
ENG 103 <i>or</i> ENG elective	Speech and Oral Communication <i>or</i> English elective	3
SPA 201	Intermediate Spanish <i>or</i> other language	3
HIS	History Elective	3
	Free elective	3
<b>Term credit total:</b>		<b>15</b>

**Spring Semester**

<b>Course</b>	<b>Course Title</b>	<b>Credits</b>
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MAT 101/106/200	Foundations of Mathematics <i>or</i> College Algebra <i>or</i> Statistics	3
RES 201	Foundations of Social Justice	3
PHI	Philosophy elective	3
HIS	History elective	3
	Free elective	3
	<b>Term credit total:</b>	<b>15</b>

### Third Year

#### Fall Semester

Course	Course Title	Credits
COM 300 <i>or</i> POL 310	Strategic Communication <i>or</i> International Relations	3
CUL 310	Cultural Studies I	3
ECO 100/101	Macroeconomics <i>or</i> Microeconomics	3
ENG200	Exploring Literature	3
	Free elective	3
	<b>Term credit total:</b>	<b>15</b>

#### Spring Semester

Course	Course Title	Credits
COM 320 <i>or</i> POL 320	Social Media: Theory and Practice <i>or</i> Constitutional Law	3
CUL 410	Cultural Studies II	3
ENG 310 <i>or</i> ENG300	Professional Writing <i>or</i> Advanced Composition	3
	Free elective, 300/400 level	3
	Free elective	3
	<b>Term credit total:</b>	<b>15</b>

### Fourth Year

#### Fall Semester

Course	Course Title	Credits
ENG410 <i>or</i> PSY350	Technical and Professional Communications <i>or</i> Research Methods I	3
BIO/CHM	Natural Science elective	3



COM350	Capstone 1: Professional Competencies for the 21 <sup>st</sup> Century*	3
	Free elective, 300/400 level	3
	<b>Term credit total:</b>	<b>12/15</b>

*\* Students substituting COM 450 and 3 credits of INT 403 Internship should take COM 450 during senior year, Fall semester.*

### Spring Semester

Course	Course Title	Credits
INT 403/406	Arts & Sciences Internship	3/6*
COM 451	Capstone II: Graduate Competencies	3
	Free elective, 300/400 level	3
	Free elective, 300/400 level	3
	<b>Term credit total:</b>	<b>12/15</b>

## **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's degree in nursing. The purpose of the program is to educate nurses who utilize evidence for practice decisions throughout a variety of healthcare settings and have knowledge regarding contemporary issues shaping nursing and healthcare. Students can complete the program full-time or part-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 no less than 60 days before the start of the practicum experiences:

- 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 the 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, Suite 1400 Atlanta, Georgia, 30326. <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

*\*\*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 Program  
Full-Time Course Sequence  
HEGIS 1203.10**

**Fall Semester**

<b>Course</b>	<b>Course Title</b>	<b>Credits</b>
ENG 315	Health, Wellness, and Writing	3
MAT 200	Statistics	3
NUR 310	Pathophysiology	3
NUR 326	Holistic Pharmacology	3
CSC 308	Healthcare Informatics	3
	<b>Term credit total:</b>	<b>15</b>

**Spring Semester**

<b>Course</b>	<b>Course Title</b>	<b>Credits</b>
PHI 300	Healthcare Ethics	3
PSY 300	Organizational Change	3
NUR 330	Nursing Theory and Contemporary Trends	3
NUR 345	Research to Promote Evidence-Based Practice in Nursing	3
NUR 355*	Comprehensive Health Assessment	4
	<b>Term credit total:</b>	<b>16</b>

**Summer I Semester**

<b>Course</b>	<b>Course Title</b>	<b>Credits</b>
SOC 300	Medical Sociology	3
CUL 320	Cultures, Health, and Healing	3
NUR 418	Healthcare Policy and Advocacy for Vulnerable Populations	3
NUR 428*	Community and Global Perspectives in Nursing and Epidemiology	4
	<b>Term credit total:</b>	<b>13</b>

**Summer II Semester**

<b>Course</b>	<b>Course Title</b>	<b>Credits</b>
NUR 430	Teaching & Learning	3
NUR 445	Transformational Leadership and Management	4
	Arts & Sciences electives**	9

	<b>Term credit total:</b>	<b>16</b>

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

*\*\*Students who have not taken RES 201: Foundations in Social Justice previously must select this course as one of their liberal arts and sciences electives.*

**Online Nursing Completion Program  
Part-Time Course Sequence  
HEGIS 1203.10**

**First Semester**

<b>Course</b>	<b>Course Title</b>	<b>Credits</b>
ENG 315	Health, Wellness, and Writing	3
MAT 200	Statistics	3
NUR 310	Pathophysiology	3
	<b>Term credit total:</b>	<b>9</b>

**Second Semester**

<b>Course</b>	<b>Course Title</b>	<b>Credits</b>
CSC 308	Healthcare Informatics	3
PSY 300	Organizational Change	3
NUR 326	Holistic Pharmacology	3
	<b>Term credit total:</b>	<b>9</b>

**Third Semester**

<b>Course</b>	<b>Course Title</b>	<b>Credits</b>
SOC 300	Medical Sociology	3
NUR 355*	Comprehensive Health Assessment	4
	Arts & Sciences elective**	3
	<b>Term credit total:</b>	<b>10</b>

**Fourth Semester**

<b>Course</b>	<b>Course Title</b>	<b>Credits</b>
PHI 300	Healthcare Ethics	3
NUR 330	Nursing Theory and Contemporary Trends	3
	Arts & Sciences elective**	3
	<b>Term credit total:</b>	<b>9</b>

**Fifth Semester**

<b>Course</b>	<b>Course Title</b>	<b>Credits</b>
CUL 320	Cultures, Health, and Healing	3
NUR 345	Research to Promote Evidence-Based Practice in Nursing	3
	Arts & Sciences elective**	3

	<b>Term credit total:</b>	<b>9</b>

#### **Sixth Semester**

<b>Course</b>	<b>Course Title</b>	<b>Credits</b>
NUR 418	Healthcare Policy and Advocacy for Vulnerable Populations	3
NUR 428*	Community and Global Perspectives in Nursing and Epidemiology	4
	<b>Term credit total:</b>	<b>7</b>

#### **Seventh Semester**

<b>Course</b>	<b>Course Title</b>	<b>Credits</b>
NUR 430	Teaching and Learning	3
NUR 445*	Transformational Leadership and Management	4
	<b>Term credit total:</b>	<b>7</b>

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

*\*\*Students who have not taken RES 201: Foundations in Social Justice previously must select this course as one of their liberal arts and sciences electives.*

## Psychology, BS

The BS in Psychology provides students with the flexibility and foundation to move into a number of highly rewarding careers. Presently there is anticipated growth in employment opportunities for psychology graduates in areas of organizational and industrial psychology. Many students also use their psychology degrees to move into customer service, rehabilitation or government positions. For some, their career aspirations call for further education as they attend graduate school to become school, counseling, clinical or forensic psychologists.

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

Students enrolled in this program must maintain a minimum grade of C (73) in all psychology core requirements.

### **Group I: Psychology Core (27 credits)**

PSY 100 General Psychology (3 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 430 History and Systems of Psychology (3 credits)

INT 403/406 Arts & Sciences Internship (6 credits)\*

COM 451 Capstone II Graduate Competencies (3 credits)

*\*6 credits of INT 406 OR 3 credits of INT 403 combined with COM450 Capstone I Professional Competencies for the 21<sup>st</sup> Century.*

### **Group II: Psychology Electives (21 Credits; 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 (48 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

**Free Electives (24 credits; 18 credits at any level, 6 credits at the 300/400 level)**

**Psychology, BS  
HEGIS 2001**

**First Year**

**Fall Semester**

<b>Course</b>	<b>Course Title</b>	<b>Credits</b>
ENG 111	Composition I	3
PSY 100	General Psychology	3
SOC 101	Introduction to Social Change	3
RES/PHI	Religious Studies/Philosophy elective	3
	Free elective	3
<b>Term credit total:</b>		<b>15</b>

**Spring Semester**

<b>Course</b>	<b>Course Title</b>	<b>Credits</b>
MAT 101/106	Foundations of Mathematics <i>or</i> College Algebra	3
PSY 102/225	Exploratory Psychology <i>or</i> Health Psychology	3
PSY 205	Psychology of Interpersonal Relations	3
RES/PHI	Religious Studies/Philosophy elective	3
	Free elective	3
<b>Term credit total:</b>		<b>15</b>

**Second Year**

**Fall Semester**

<b>Course</b>	<b>Course Title</b>	<b>Credits</b>
ENG 211	Critical Inquiry and Writing	3
MAT 200	Statistics	3
HIS	History Elective	3
PSY	Psychology 200-level elective	3
PSY	Psychology 200-level elective	3
	Free elective	3
<b>Term credit total:</b>		<b>18</b>

**Spring Semester**

<b>Course</b>	<b>Course Title</b>	<b>Credits</b>
RES 201	Foundations of Social Justice	3
BIO/CHM/SCI	Science elective	3

HIS		History elective	3
PSY		Psychology 200-level elective	3
PSY	Psychology 200-level elective	3	
		<b>Term credit total:</b>	<b>15</b>

### Third Year

#### Fall Semester

Course	Course Title	Credits
CUL 310	Cultural Studies I	3
PSY 350	Research Methods I	3
ENG	English 300/400-level elective	3
PSY	Psychology 300/400-level elective	3
	Free elective	3
	<b>Term credit total:</b>	<b>15</b>

#### Spring Semester

Course	Course Title	Credits
CUL 410	Cultural Studies II	3
PSY 360	Research Methods II	3
RES/PHI	Religious Studies/Philosophy elective	3
PSY	Psychology 300/400-level elective	3
	Free elective	3
	<b>Term credit total:</b>	<b>15</b>

### Fourth Year

#### Fall Semester

Course	Course Title	Credits
PSY 430	History and Systems of Psychology	3
ENG	English 300/400-level elective	3
PSY	Psychology 300/400-level elective	3
COM 450	Capstone I: Professional Competencies for the 21 <sup>st</sup> Century	3*
	Free elective, 300/400 level	3
	<b>Term credit total:</b>	<b>12/15</b>

\* Students substituting COM 450 and 3 credits of INT 403 Internship should take COM 450 during senior year, Fall semester.

**Spring Semester**

<b>Course</b>	<b>Course Title</b>	<b>Credits</b>
INT 403/406	Arts & Sciences Internship	3/6*
COM 451	Capstone II: Graduate Competencies	3
	Free elective, 300/400 level	3
	Free elective	3
	<b>Term credit total:</b>	<b>12/15</b>

## **Psychology, BS, with CASAC Training Program HEGIS 2001**

### **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 you are already working in mental health and addiction services, or seeking credentials to enhance or expand your healthcare provider role into addiction services.

The education's 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.

## Psychology, BS, with CASAC Training Program

**HEGIS 2001**

### Semester sequence of courses for concurrent CASAC training

#### First Year

##### Fall Semester

Course	Course Title	Credits
ENG 111	Composition I	3
PSY 100	General Psychology (CASAC)	3
SOC 101	Introduction to Social Change	3
RES/PHI	Religious Studies/Philosophy elective	3
	Free elective	3
	<b>Term credit total:</b>	<b>15</b>

##### Spring Semester

Course	Course Title	Credits
PSY 200	Developmental Psychology (CASAC)	3
MAT 101/106	Foundations of Mathematics <i>or</i> College Algebra	3
PSY 225	Health Psychology (CASAC)	3
PSY 205	Psychology of Interpersonal Relations	3
RES/PHI	Religious Studies/Philosophy elective	3
	<b>Term credit total:</b>	<b>15</b>

#### Second Year

##### Fall Semester

Course	Course Title	Credits
ENG 211	Critical Inquiry and Writing	3
MAT 200	Statistics	3
PSY 237	Alcoholism and Substance Use Treatment (CASAC)	3
PSY 247	Deviance and Therapy (CASAC)	3
HIS	History elective	3
	Free elective	3
	<b>Term credit total:</b>	<b>18</b>

##### Spring Semester

Course	Course Title	Credits
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RES 201	Foundations of Social Justice	3
BIO/CHM/SCI	Science elective	3
PSY	Psychology 200-level elective	3
PSY	Psychology 200-level elective	3
	Free elective	3
	<b>Term credit total:</b>	<b>15</b>

### Third Year

#### Fall Semester

Course	Course Title	Credits
CUL 310	Cultural Studies I	3
PSY 350	Research Methods I	3
PSY 317	Case Management (CASAC)	3
ENG	English 300/400-level elective	3
	Free elective	3
	<b>Term credit total:</b>	<b>15</b>

#### Spring Semester

Course	Course Title	Credits
CUL 410	Cultural Studies II	3
PSY 360	Research Methods II	3
PHI 300	Healthcare Ethics	3
RES/PHI	Religious Studies/Philosophy elective	3
	Free elective	3
	<b>Term credit total:</b>	<b>15</b>

### Fourth Year

#### Fall Semester

Course	Course Title	Credits
PSY 430	History and Systems of Psychology	3
ENG	English 300/400-level elective	3
PSY	Psychology 300/400-level elective	3
COM 450	Capstone I: Professional Competencies for the 21 <sup>st</sup> Century	3
	Free elective, 300/400 level	3
	<b>Term credit total:</b>	<b>15</b>

**Spring Semester**

<b>Course</b>	<b>Course Title</b>	<b>Credits</b>
PSY 400	Internship in CASAC Training	6
	Free elective, 300/400 level	3
	Free elective, 300/400 level	3
	<b>Term credit total:</b>	<b>12</b>



## **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

### **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. Healthcare System (3 credits)  
HCM 350 Healthcare Law and Policy (3 credits)  
HOS 410 Epidemiology (3 credits)  
PBH 101 Introduction 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 (13): BIO 103, SCI 100, CHM 301, BIO 340  
Math (6 credits): MAT 101 or MAT 106, MAT 200  
Social Sciences (12 credits): PSY 100, SOC 101, ECO 100 or ECO 101, PSY 350

**Free Electives (12 credits)**

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

**Concentration (select one, 12 credits)**

**Communication Health**

HIS 399 History of Health Care and Medicine (3 credits)  
ENG 410 Technical and Professional Communication (3 credits)

300/400 Psychology Elective (3 credits)

NUR 418 Healthcare Policy and Advocacy for Vulnerable Populations (3 credits) *or* POL 202 Public Administration (3 credits) *or* HCM 330 Health Care Management (3 credits)

**Health Professions/Biomedical Sciences**

BIO 209 Anatomy & Physiology I (4 credits)

BIO 210 Anatomy and Physiology II (4 credits)

Natural Science Elective (3 credits)

GRN 102 Nutrition of Aging (1 credits) *or* GRN 108 Health of Aging (1 credit)

**Healthcare Management**

HCM 330 Health Care Management (3 credits)

HCM 325 Financial Management in Healthcare (3 credits)

HCM 320 Healthcare Marketing (3 credits)

BUS 310 Effective Leadership in 21st Century (3 credits) *or* HCM 400 Leadership in Healthcare Management (3 credits)

**Public Health, BS**  
**HEGIS 1214**

**First Year**

**Fall Semester**

<b>Course</b>	<b>Course Title</b>	<b>Credits</b>
ENG 111	Composition I	3
BIO 103	Introduction to Human Biology	4
PBH 101	Introduction to Public Health	3
HIS	History Elective	3
	<b>Term credit total:</b>	<b>13</b>

**Spring Semester**

<b>Course</b>	<b>Course Title</b>	<b>Credits</b>
ENG 211	Critical Inquiry and Writing	3
PSY 100	General Psychology	3
SOC 101	Introduction to Social Change	3
SCI 100	Medical Terminology	3
MAT 101/106	Foundations of Mathematics <i>or</i> College Algebra	3
	<b>Term credit total:</b>	<b>15</b>

**Second Year**

**Fall Semester**

<b>Course</b>	<b>Course Title</b>	<b>Credits</b>
HCM 120	The U.S. Healthcare System	3
PBH 200	Seminar in Public Health	1
ENG 103	Speech and Oral Communication	3
PHI 101	Introduction to Philosophy	3
MAT 200	Statistics	3
	Free elective	3
	<b>Term credit total:</b>	<b>16</b>

**Spring Semester**

<b>Course</b>	<b>Course Title</b>	<b>Credits</b>
RES 201	Foundations of Social Justice	3
ECO 100/101	Macroeconomics <i>or</i> Microeconomics	3
PSY 200/225	Developmental Psychology <i>or</i> Health Psychology	3

PBH 210	Introduction to Data	3
	Concentration Course	3
	<b>Term credit total:</b>	<b>15</b>

### Third Year

#### Fall Semester

Course	Course Title	Credits
PHI 300	Healthcare Ethics	3
PSY 350	Research Methods I	3
CHM 301	Environmental Health	3
HCM 350	Healthcare Law and Policy	3
BIO 340	Genetics	3
	<b>Term credit total:</b>	<b>13</b>

#### Spring Semester

Course	Course Title	Credits
SOC 300	Medical Sociology	3
PBH 375	Applied Public Health Research	3
HOS 410	Epidemiology	3
CUL 320	Cultures, Health, and Healing	3
	Concentration Course	3
	<b>Term credit total:</b>	<b>15</b>

### Fourth Year

#### Fall Semester

Course	Course Title	Credits
PBH 425	Program Implementation and Planning	3
PBH 420	Determinants of Health	3
SOC 410	Health Promotion Across the Lifespan	3
PBH 400	Professional Development Seminar	3
	Concentration Course	3
	Free elective	3
	<b>Term credit total:</b>	<b>16</b>

#### Spring Semester

Course	Course Title	Credits
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PBH 450	Capstone	3
PBH 410	Service Learning	3
	Concentration Course	3
	Free Elective, 300/400 level	3
	Free Elective, 300/400 level	3
	<b>Term credit total:</b>	<b>15</b>

## **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, Occupational Therapy Assistant, Radiologic Technology, and Surgical Technology.

### **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), and two specific courses in English ENG111, Composition I (3 credits), and ENG211, Critical Inquiry and Writing (3 credits).
2. 18 credits of liberal arts and sciences core courses 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.
3. 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), and two specific courses in English: ENG111, Composition I (3 credits), and ENG211, Critical Inquiry and Writing (3 credits)
2. 3 credits of mathematics
3. 3 credits of 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, evening, and weekend. 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 for Fall or November 15<sup>th</sup> for Spring:

- 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 Accuplacer diagnostic. 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 Accuplacer diagnostic.

*NUR 195 Advanced Placement Review for LPNs 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 are not 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 & Weekend Division  
HEGIS 5208.10**

**First Year**

**Fall Semester**

<b>Course</b>	<b>Course Title</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	3
<b>Term credit total:</b>		<b>16</b>

**Spring Semester**

<b>Course</b>	<b>Course Title</b>	<b>Credits</b>
BIO 210	Anatomy & Physiology II	4
ENG 111	Composition I	3
NUR 130	Care of Individuals Across the Lifespan	8
PSY 200	Developmental Psychology	3
<b>Term credit total:</b>		<b>18</b>

**Second Year**

**Fall Semester**

<b>Course</b>	<b>Course Title</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	3
<b>Term credit total:</b>		<b>18</b>

**Spring Semester**

<b>Course</b>	<b>Course Title</b>	<b>Credits</b>
NUR 250	Care of the Complex Client	8
NUR 260	Transition to Nursing Practice	3
RES 201	Foundations of Social Justice	3
<b>Term credit total:</b>		<b>14</b>

**Nursing, AAS  
Evening Division  
HEGIS 5208.10**

**First Year**

**Fall Semester**

<b>Course</b>	<b>Course Title</b>	<b>Credits</b>
BIO 209	Anatomy & Physiology I	4
PSY 100	General Psychology	3
<b>Term credit total:</b>		<b>7</b>

**Spring Semester**

<b>Course</b>	<b>Course Title</b>	<b>Credits</b>
BIO 210	Anatomy & Physiology II	4
ENG 111	Composition I	3
<b>Term credit total:</b>		<b>7</b>

**Summer Semester**

<b>Course</b>	<b>Course Title</b>	<b>Credits</b>
RES 201	Foundations of Social Justice	3
PSY 200	Developmental Psychology	3
<b>Term credit total:</b>		<b>6</b>

**Second Year**

**Fall Semester**

<b>Course</b>	<b>Course Title</b>	<b>Credits</b>
NUR 110	Introduction to the Practice of Nursing	1
NUR 120	Fundamentals of Nursing	8
<b>Term credit total:</b>		<b>9</b>

**Spring Semester**

<b>Course</b>	<b>Course Title</b>	<b>Credits</b>
NUR 130	Care of Individuals Across the Lifespan	8

	<b>Term credit total:</b>	<b>8</b>
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### Summer Semester

<b>Course</b>	<b>Course Title</b>	<b>Credits</b>
ENG 211	Critical Inquiry and Writing	3
SOC 101	Introduction to Social Change	3
	<b>Term credit total:</b>	<b>6</b>

### Third Year

#### Fall Semester

<b>Course</b>	<b>Course Title</b>	<b>Credits</b>
BIO 203	Microbiology	4
NUR 240	Care of Clients with Physical and Psychological Human Needs	8
	<b>Term credit total:</b>	<b>12</b>

#### Spring Semester

<b>Course</b>	<b>Course Title</b>	<b>Credits</b>
NUR 250	Care of the Complex Client	8
NUR 260	Transition to Nursing Practice	3
	<b>Term credit total:</b>	<b>11</b>

## **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+ (76.5-79.4) 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 2024 is 50%. 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>).



<b>Graduation Year</b>	<b>Starting Cohort</b>	<b>2-Year Graduates (graduation rate)</b>	<b>3-Year Graduates (graduation rate)</b>
2024	21	16 (76.2%)	19 (90.4%)
2023	19	12 (63.2%)	18 (94.7%)
2022	39	32 (82.1%)	38 (97.4%)
<b>Total</b>	<b>79</b>	<b>60 (75.9%)</b>	<b>75 (94.9%)</b>

\*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**

**First Year**

**Fall Semester**

<b>Course</b>	<b>Course Title</b>	<b>Credits</b>
BIO 209	Anatomy & Physiology I	4
ENG 111	Composition I	3
PSY 100	General Psychology	3
<b>Term credit total:</b>		<b>10</b>

**Spring Semester**

<b>Course</b>	<b>Course Title</b>	<b>Credits</b>
BIO 210	Anatomy & Physiology II	4
PSY	Psychology Elective	3
<b>Term credit total:</b>		<b>7</b>

**Summer Semester**

<b>Course</b>	<b>Course Title</b>	<b>Credits</b>
RES 201	Foundations of Social Justice	3
ENG 211	Critical Inquiry and Writing	3
<b>Term credit total:</b>		<b>6</b>

**Second Year**

**Fall Semester**

<b>Course</b>	<b>Course Title</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	3
<b>Term credit total:</b>		<b>8</b>

**Spring Semester**

<b>Course</b>	<b>Course Title</b>	<b>Credits</b>
OCT 116	O.T. Skills & Application II	1

OCT 117	Introduction to Fieldwork	1
OCT 120	Occupational Performance Across the Lifespan	3
OCT 121	Foundations of O.T. II	3
	<b>Term credit total:</b>	<b>8</b>

### Summer Semester

Course	Course Title	Credits
OCT 210	Fieldwork I – Psychosocial	1
OCT 211	Preparing for Practice	1
OCT 215	O.T. in Psychosocial Dysfunction	4
	<b>Term credit total:</b>	<b>6</b>

### Third Year

#### Fall Semester

Course	Course Title	Credits
OCT 213	O.T. in Developmental Disabilities	3
OCT 214	O.T. in Physical Dysfunction	3
	<b>Term credit total:</b>	<b>6</b>

#### Spring Semester

Course	Course Title	Credits
OCT 216	Fieldwork II – First Rotation*	6*
OCT 217	Fieldwork II – Second Rotation*	6*
	<b>Term credit total:</b>	<b>12</b>

\* 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.*

## **Radiologic Technology (AAS)**

Radiologic technology is an academic and clinical program that prepares students to perform medical imaging to assist a physician in diagnosing a patient's injury or illness. The curriculum incorporates adult learning theories as a framework that guides the integration of evidence-based practice, quality improvement methods, and safety. This provides the student with an education that monitors the outcomes of care processes, minimizes the risk of harm to patients and provides a format for communication and support of decision making. Radiologic technology education at Maria College provides a framework for students to acquire the knowledge, skills, and values necessary to become competent clinicians.

All Radiologic Technology students are subject to the rules and regulations set forth by Maria College, the American Registry of Radiologic Technologists (ARRT), and the Joint Review Committee on Education in Radiologic Technology (JRCERT).

The goals and objectives of the Radiologic Technology Program are as follows:

- To prepare competent entry level radiologic technologists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains. This includes cognitive, psychomotor, and behavior skills.
- To prepare the students with sufficient knowledge and background to be able to assimilate the policies and procedures of any health care institution consistent with their scope of practice.
- To prepare the student to pass the National Certification Examination prepared by the American Registry of Radiologic Technologists.
- To foster the concept of continuing education and lifelong learning and to value the professional attributes of the surgical technologist.

Admissions requirements: A completed Maria College application, official high school transcript or its equivalent, all official college transcripts (transfer students only). 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, or recommendation.

Program Entrance Requirements:

- High school algebra and geometry or 2 units of equivalent academic math with a final grade of 80, or a grade of C or better in college algebra and geometry courses, or results from the Accuplacer Next-Gen QRAS diagnostic that demonstrate a similar level of proficiency (250 and above).
- A final grade of 80 in high school biology and chemistry and/or physics w/labs.

- A grade of C or better in both biology and chemistry college and/or physics credit bearing courses, or a grade of C or better in a 4-credit Anatomy and Physiology 1 course including a lab, that is equivalent to Maria College's Anatomy and Physiology I course.
- Admissions interview.

To remain in good standing in the program:

- Students cannot receive more than two grades below "C" in any of the pre- or co-requisite courses.
- Students must earn a minimum grade of "C+" in all Radiologic Technology courses.
- Students earning less than a "C+" grade in a Radiologic Technology course may repeat the course one time. A second earned grade of less than "C+" in any Radiologic Technology course will result in dismissal from the Program.
- Clinical Performance in the Practicum Courses must be at a satisfactory level to remain in the program.

**Radiologic Technology, AAS  
Day Division  
HEGIS 5207**

**First Year**

**Fall Semester**

<b>Course</b>	<b>Course Title</b>	<b>Credits</b>
BIO 209	Anatomy & Physiology I	4
RAD 101	Introduction to Radiologic Technology and Patient Care	2
RAD 102	Image Production and Evaluation	3
RAD 103/103L	Radiographic Positioning and Procedures I	4
RAD 110	Clinical Education I	3
	<b>Term credit total:</b>	<b>16</b>

**Spring Semester**

<b>Course</b>	<b>Course Title</b>	<b>Credits</b>
BIO 210	Anatomy & Physiology II	4
RAD 112	Radiographic Physics	3
RAD 115	Radiographic Pathology and Health	3
RAD 104/104L	Radiographic Positioning and Procedures II	4
RAD 120	Clinical Education II	3
	<b>Term credit total:</b>	<b>17</b>

**Summer Semester**

<b>Course</b>	<b>Course Title</b>	<b>Credits</b>
PSY 205	Psychology of Interpersonal Relations	3
ENG 111	Composition I	3
RAD 230	Clinical Education III	6
	<b>Term credit total:</b>	<b>12</b>

**Second Year**

**Fall Semester**

<b>Course</b>	<b>Course Title</b>	<b>Credits</b>
RES 201	Foundations of Social Justice	3
RAD 201	Health Informatics and Quality Management	2
RAD 211	Sectional Anatomy for the Radiographer	2

RAD 240	Clinical Education IV	6
	<b>Term credit total:</b>	<b>13</b>

#### Spring Semester

Course	Course Title	Credits
ENG 211	Critical Writing and Inquiry	3
RAD 220	Advanced Topics in Medical Imaging	6
RAD 250	Clinical Education V	3
	<b>Term credit total:</b>	<b>12</b>

## **Surgical Technology (AAS)**

The surgical technology program was developed in partnership with St. Peter's Hospital and is offered in a flexible format with a 4-semester day and 6-semester evening option. The curriculum integrates theory, laboratory and clinical practice experience to prepare students to work as a member of a surgical team. The program blends courses in anatomy, microbiology, and psychology with specialized surgical technology training, involving preoperative, intraoperative, and postoperative phases of surgical case management. Using advanced virtual reality technology, and clinical experiences at local healthcare institutions, the program offers students a solid theoretical and clinical foundation for a career as a surgical technologist. The program prepares students for the National Certification Examination by the National Board of Surgical Technology and Surgical Assisting (NBSTSA).

All students must meet the health requirements of clinical partners and health agencies and will be required to complete a background check. The following documents must be completed and submitted to Castlebranch by August 1st:

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

The above requirements must be on file with Castlebranch prior to participation in each of the clinical courses (SUR 101, SUR 102, SUR 201, SUR 202).

A student must achieve a minimum grade of C (73) in all surgical technology courses and a minimum grade of C (73) in all Science and English courses. Students must pass each theoretical, clinical and lab component of a surgical technology course or the course must be repeated in its entirety. Readmission to the program is not automatic and is based on achievement of an overall GPA of 2.5, space availability, and the recommendations of the Program Director and faculty. To be admitted to or continue in the program, a student may repeat any science course (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.



**Surgical Technology, AAS**  
**Day Division**  
**HEGIS 5211.00**

**First Year**

**Fall Semester**

<b>Course</b>	<b>Course Title</b>	<b>Credits</b>
BIO 209	Anatomy & Physiology I	4
ENG 111	Composition I	3
SUR 101	Surgical Technology I: Fundamentals	8
PSY 100	General Psychology	3
	<b>Term credit total:</b>	<b>18</b>

**Spring Semester**

<b>Course</b>	<b>Course Title</b>	<b>Credits</b>
BIO 210	Anatomy & Physiology II	4
SUR 102	Surgical Technology II: Anesthesia & Intra-op	10
PSY 200	Developmental Psychology	3
	<b>Term credit total:</b>	<b>17</b>

**Second Year**

**Fall Semester**

<b>Course</b>	<b>Course Title</b>	<b>Credits</b>
BIO 203	Microbiology	4
SUR 201	Surgical Technology III: Surgical Procedures	8
ENG 211	Critical Inquiry and Writing	3
SOC 101	Introduction to Social Change	3
	<b>Term credit total:</b>	<b>18</b>

**Spring Semester**

<b>Course</b>	<b>Course Title</b>	<b>Credits</b>
RES 201	Foundations of Social Justice	3
SUR 202	Surgical Technology IV: Advanced Surgical Procedures	12
	<b>Term credit total:</b>	<b>15</b>

**Surgical Technology, AAS  
Evening Division  
HEGIS 5211.00**

**First Year**

**Fall Semester**

<b>Course</b>	<b>Course Title</b>	<b>Credits</b>
BIO 209	Anatomy & Physiology I	4
ENG 111	Composition I	3
RES 201	Foundations of Social Justice	3
PSY 100	General Psychology	3
<b>Term credit total:</b>		<b>13</b>

**Spring Semester**

<b>Course</b>	<b>Course Title</b>	<b>Credits</b>
BIO 210	Anatomy & Physiology II	4
SOC 101	Introduction to Social Change	3
PSY 200	Developmental Psychology	3
<b>Term credit total:</b>		<b>10</b>

**Second Year**

**Fall Semester**

<b>Course</b>	<b>Course Title</b>	<b>Credits</b>
SUR 101	Surgical Technology I: Fundamentals	8
BIO 203	Microbiology	4
<b>Term credit total:</b>		<b>12</b>

**Spring Semester**

<b>Course</b>	<b>Course Title</b>	<b>Credits</b>
SUR 102	Surgical Technology II: Anesthesia & Intra-op	10
ENG 211	Critical Inquiry and Writing	3
<b>Term credit total:</b>		<b>13</b>

**Third Year**

**Fall Semester**

<b>Course</b>	<b>Course Title</b>	<b>Credits</b>
SUR 201	Surgical Technology III: Surgical Procedures	8
	<b>Term credit total:</b>	<b>8</b>

**Spring Semester**

<b>Course</b>	<b>Course Title</b>	<b>Credits</b>
SUR 202	Surgical Technology IV: Advanced Surgical Procedures	12
	<b>Term credit total:</b>	<b>12</b>

## **PROFESSIONAL CERTIFICATE PROGRAM**

### **Practical Nurse Certificate (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 Accuplacer diagnostic. 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 Certificate  
HEGIS 5209.20**

**First Term**

<b>Course</b>	<b>Course Title</b>	<b>Credits</b>
BIO 103	Introduction to Human Biology*	4
ENG 111	Composition I	3
<b>Term credit total:</b>		<b>7</b>

**Second Term**

<b>Course</b>	<b>Course Title</b>	<b>Credits</b>
PSY 100	General Psychology	3
SOC 101	Introduction to Social Change	3
<b>Term credit total:</b>		<b>6</b>

**Third Term**

<b>Course</b>	<b>Course Title</b>	<b>Credits</b>
PNC 101	Fundamentals of Practical Nursing I	6
PSY 200	Developmental Psychology	3
<b>Term credit total:</b>		<b>9</b>

**Fourth Term**

<b>Course</b>	<b>Course Title</b>	<b>Credits</b>
PNC 102	Fundamentals of Practical Nursing II	8
<b>Term credit total:</b>		<b>18</b>

**Fifth Term**

<b>Course</b>	<b>Course Title</b>	<b>Credits</b>
PNC 103	Fundamentals of Practical Nursing III	8
<b>Term credit total:</b>		<b>8</b>

**Sixth Term**

<b>Course</b>	<b>Course Title</b>	<b>Credits</b>
PNC 104	Fundamentals of Practical Nursing IV	8
<b>Term credit total:</b>		<b>8</b>

\* 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 coursework with liberal arts courses offered during the day or evening session.

## COURSE DESCRIPTIONS

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

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

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

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

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

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



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

<b>BIO 102</b>	<b>General Biology II</b>	<b>4 credits — Spring</b>
<p>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.</p> <p>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.</p> <p><i>Prerequisite: BIO 101</i></p>		

<b>BIO 103</b>	<b>Introduction to Human Biology</b>	<b>4 credits</b>
<p>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.</p> <p>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.</p>		

<b>BIO 119</b>	<b>Introductory Kinesiology</b>	<b>1 credit — Fall</b>
<p>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.</p>		

<b>BIO 203</b>	<b>Microbiology</b>	<b>4 credits</b>
<p>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.</p> <p><i>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.</i></p>		

<b>BIO 209</b>	<b>Anatomy and Physiology I</b>	<b>4 credits</b>
<p>The first semester of a two-semester sequence introduces the fundamental principles of human anatomy and physiology. The course emphasizes anatomical terminology, homeostasis, and its disruptions in disease pathology. Students explore the structural organization from the chemical to the organ system level, focusing on tissue types, cellular functions and the integration of organ systems. Additionally. The course details the anatomy and function of the integumentary, skeletal, muscular, and nervous systems, including their roles in homeostasis and commonly associated disorders. The laboratory section reinforces topics through interactive exercises.</p> <p><i>Prerequisite: High school Biology and Chemistry with a grade of 80 (B-) or higher, 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.</i></p>		

<b>BIO 210</b>	<b>Anatomy and Physiology II</b>	<b>4 credits</b>
<p>The second semester of a two-semester sequence that introduces the fundamental principles of human anatomy and physiology. The course emphasizes anatomical terminology, homeostasis, and its disruptions in disease pathology. Students explore the anatomy, function, and integration of many organ systems. The course has a particular focus on the endocrine, cardiovascular (blood, heart, circulation, lymphatic system), respiratory, urinary/excretory, digestive. And reproductive systems. Additionally, the course details the roles of these systems in homeostasis and commonly associated disorders. The laboratory sections reinforces topics through interactive exercises.</p> <p><i>Prerequisite: BIO 209 with a grade of C or better. If this course is required for a health related program, a final grade of C or better is required.</i></p>		

<b>BIO 300</b>	<b>Applied Kinesiology</b>	<b>3 credits</b>
<p>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.</p> <p><i>Prerequisite: BIO 209</i></p>		

<b>BIO 320</b>	<b>Neurobiology</b>	<b>4 credits</b>
<p>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.</p> <p><i>Prerequisite: BIO 210</i></p>		

<b>BIO 330</b>	<b>Gross Anatomy</b>	<b>4 credits</b>
<p>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.</p> <p><i>Prerequisite: BIO 210</i></p>		

<b>BIO 340</b>	<b>Genetics</b>	<b>3 credits</b>
<p>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.</p> <p><i>Prerequisite: College-level biology course</i></p>		

<b>BUS 120</b>	<b>Personal Finance</b>	<b>3 credits — Spring</b>
<p>This course provides students with a comprehensive knowledge base in various aspects of personal finance. It is designed to develop techniques for planning, budgeting, spending and saving in order to achieve personal goals. Students will develop their conceptual understanding of personal finance topics and the mathematics skills necessary in order to apply the concepts to real-life situations. Topics include budgeting, developing a savings plan, minimizing taxes, controlling spending and credit use, purchasing strategies, owning and financing a home, determining insurance needs, investment goals and strategies and planning for retirement. Modeling and analysis of real-world problems are emphasized. Assignments will include assessments of personal finance concepts, applying mathematical solutions to personal finance problems, analyzing and evaluating real-world problems and crafting suitable solutions.</p>		

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

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

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

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

<b>BUS 240</b>	<b>Introduction to Human Resource Management</b>	<b>3 credits — Spring</b>
An analysis of the basic functions of the human resource department. Topics will include policies and practices governing recruitment, selection, training and placement of human resources in a modern business organization, creation of job descriptions and employee evaluation techniques. An overview of major governmental legislation regulating employment practices will also be covered.		

<b>BUS 265</b>	<b>Entrepreneurship and Business Planning</b>	<b>3 credits</b>
This course introduces the student to the hyper-growth, highly-specialized entrepreneurship industry, including generating business ideas, starting the company, building the team, writing a business plan, funding sales and marketing, as well developing presentation skills. The focus will be on designing and writing a business plan. (This course also serves as the capstone for the required business core.)		

<b>BUS 310</b>	<b>Effective Leadership in 21st Century Organizations</b>	<b>3 credits — Fall</b>
The demands of the 21st century require new approaches to organizational leadership. This course will explore the challenges and dilemmas that leaders will confront in this dynamic era. Students will examine a comprehensive, relevant and practical perspective on leadership and Sciences, as well as analyze concepts such as leading as an interactive process, managing with innovation and creativity, and embracing new leadership principles.		

<b>CHM 100</b>	<b>General Chemistry I</b>	<b>4 credits</b>
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 bonding and reactions, stoichiometry and the mole, properties of gases and liquids, and acid-based chemistry. A two-hour lab is included.		
Note: If this course is to be used as a prerequisite for Anatomy and Physiology and/or a health-related program, a grade of C or better is required.		
<i>Prerequisite: MAT 101 or equivalent</i>		

<b>CHM 101</b>	<b>General Chemistry II</b>	<b>4 credits — Spring</b>
<p>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.</p> <p>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.</p> <p><i>Prerequisite: CHM 100</i></p>		

<b>CHM 211</b>	<b>Organic Chemistry I</b>	<b>4 credits — Fall</b>
<p>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.</p> <p><i>Prerequisite: CHM 101</i></p>		

<b>CHM 212</b>	<b>Organic Chemistry II</b>	<b>4 credits — Spring</b>
<p>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.</p> <p><i>Prerequisite: CHM 211</i></p>		

<b>CHM 301</b>	<b>Environmental Health</b>	<b>3 credits — Fall</b>
<p>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.</p> <p><i>Prerequisite: College-level CHM or BIO</i></p>		

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

<b>COM 300</b>	<b>Strategic Communication</b>	<b>3 credits</b>
<p>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.</p> <p><i>Prerequisite: COM 100</i></p>		

<b>COM 320</b>	<b>Social Media: Theory and Practice</b>	<b>3 credits</b>
<p>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.</p> <p><i>Prerequisite: COM 100</i></p>		

<b>COM 420</b>	<b>Independent Study</b>	<b>1-6 credits</b>
<p>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.</p>		

<b>COM 450</b>	<b>Capstone I: Professional Competencies for the 21st Century</b>	<b>3 credits — Fall</b>
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.		

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

<b>CSC 111</b>	<b>Computer Technology Concepts and Applied Skills</b>	<b>3 credits</b>
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 learning management system software and other topics.		

<b>CSC 308</b>	<b>Healthcare Informatics</b>	<b>3 credits</b>
This course provides knowledge and understanding of the applications of computer technology and informatics in the health care delivery system. Computer basics, electronic communication within the health care agency, bedside computer technology, client education systems, decision support and integrated hospital information systems will be covered in this computer applications course.		

<b>CUL 310</b>	<b>Cultural Studies I</b>	<b>3 credits — Fall</b>
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.		
<i>Prerequisite: SOC 101</i>		

<b>CUL 320</b>	<b>Cultures, Health and Healing</b>	<b>3 credits</b>
<p>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.</p> <p><i>Prerequisite: SOC 101</i></p>		

<b>CUL 410</b>	<b>Cultural Studies II</b>	<b>3 credits — Spring</b>
<p>Using the foundation established in CUL 310, this course will look at a topic related to cultural studies within a global context selected on the basis of current issues, student interest and need at the particular time the course is offered. The chosen topic explore domains such as terrorism, genocide, sexual rights, poverty, film and music, social networks and global ecology.</p> <p><i>Prerequisite: CUL 310</i></p>		

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

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

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

<b>ENG 111</b>	<b>Composition I</b>	<b>3 credits</b>
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This course will focus on composition and rhetoric for academic and professional purposes. Students will practice writing as a multistage process from invention to drafting to revision. The course will also provide instruction on the location and ethical use of information from a variety of sources.

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

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

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

<b>ENG 209</b>	<b>Shakespeare</b>	<b>3 credits</b>
An introduction to the fascinating world found in Shakespeare's works. We will enter this world by exploring some of Shakespeare's sonnets followed by some of his plays focusing on a tragedy, history and comedy, emphasizing for each Shakespeare's use of language and dramatic techniques as well as his timeless explorations of human behavior. Our readings will be supplemented with filmed productions of the plays that bring the words and characters to life.		
<i>Prerequisite: ENG 111</i>		

<b>ENG 211</b>	<b>Critical Inquiry and Writing</b>	<b>3 credits</b>
This course will focus on research-based argumentation for academic and professional purposes. Students will practice writing as a multistage process from invention to drafting to		

revision. The course will also place emphasis on the location, critical evaluation, and ethical use of information from a variety of sources.

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

<b>ENG 220</b>	<b>Independent Study</b>	<b>1-3 credits</b>
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.		

<b>ENG 300</b>	<b>Advanced Composition</b>	<b>3 credits</b>
This course will focus on research-based argumentation and the development of a variety of writing practices and rhetorical strategies for academic and professional purposes. Students will practice writing as a multistage process from invention to drafting to peer review to revision. The course will also place emphasis on the location, critical evaluation, and ethical use of information from a variety of sources.		
<i>Prerequisite: ENG 211, with a grade of C or better</i>		

<b>ENG 305</b>	<b>Modern Stories in Context</b>	<b>3 credits</b>
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.		
<i>Prerequisite: ENG 211</i>		

<b>ENG 310</b>	<b>Professional Writing</b>	<b>3 credits</b>
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. This course is intended primarily for juniors and seniors.

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

<b>ENG 315</b>	<b>Health, Wellness, and Writing</b>	<b>3 credits</b>
<p>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.</p>		
<p><i>Prerequisite: ENG 211, with a grade of C or higher</i></p>		

<b>ENG 410</b>	<b>Technical and Professional Communication</b>	<b>3 credits</b>
<p>This course is designed to provide students with a solid basis for communicating as professionals to a variety of discourse communities. Contemporary professionals must be skilled in a broad range of communication mediums to be successful individually and as a team member in the workplace; therefore, this course will focus on developing competencies in written, oral and technology based communication ,with a focus on not only the technical skills but on professional and cooperative communication.</p>		
<p><i>Prerequisite: ENG 211, with a grade of C or better</i></p>		

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

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

<b>HCM 120</b>	<b>The U.S. Healthcare System</b>	<b>3 credits — Fall</b>
<p>This course is designed to provide an overview of the U.S. healthcare system. The course focuses on the history and development of healthcare, how it is structured and how different components of the system interact and affect each other. Areas of study include an introduction to the business of healthcare, the healthcare workforce, and healthcare</p>		

delivery. Attention is also paid to contemporary issues and trends in the healthcare industry in areas such as medical technology, pharmaceuticals, research, prevention and international healthcare.

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

<b>HCM 320</b>	<b>Healthcare Marketing</b>	<b>3 credits — Spring</b>
<p>This course involves analysis, evaluation and implementation of marketing strategies within healthcare organizations. The course is designed to develop skills in segmenting customer and medical markets, brand products and services, as well as communication strategies and pricing approaches. Methods and models of marketing fundamentals will be introduced.</p> <p><i>Prerequisite: HCM 120</i></p>		

<b>HCM 325</b>	<b>Financial Management in Healthcare</b>	<b>3 credits — Spring</b>
<p>This course is designed to develop a working knowledge of accounting and financial Sciences, vocabulary, concepts and techniques as they apply to healthcare organizations. Focus will be on applying the principles and practices of cash flow projections, budgeting, cost control, and methods for analyzing and using financial accounting information for decision-making, organizational planning and risk assessment.</p> <p><i>Prerequisites: BUS 202 and BUS 203</i></p>		

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

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

<b>HCM 350</b>	<b>Health Care Law and Policy</b>	<b>3 credits — Fall</b>
<p>This course gives students the opportunity to learn about the laws, government policies and guidelines, and ethical considerations related to the operation of health care systems. Topics include fraud and abuse, patient privacy and confidentiality, professional practice law and ethics. Within this context, students will explore HIPAA, informed consent, health IT compliance, anti-trust issues and organizational structures in healthcare. A brief history of the legal system, laws relating to drug administration, medical records as a legal document, patients' authorization, informed consent, medical practice acts and areas of potential liability for the healthcare professional are also covered.</p> <p><i>Prerequisite: HCM 120 or HOS 150 or permission of instructor</i></p>		

<b>HCM 420</b>	<b>Independent Study</b>	<b>1–6 credits</b>
<p>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.</p>		

<b>HCM 435</b>	<b>Healthcare Governance, Mission &amp; Strategy</b>	<b>3 credits — Spring</b>
<p>Over ninety percent of US hospital and healthcare organizations are established and operated as public charities. When students have an understanding of the organization, structure and governance of non-profit healthcare organizations, they will better understand the challenges that these organizations face and their strategic responses. This course will expose students to how the structure as a public charity creates the need for healthcare organizations to develop community benefit plans and mission and goal statements that are consistent with a charity. The course will also explore the roles of a board of directors and administrators of the organization.</p> <p><i>Prerequisite: HCM 120</i></p>		

<b>HIS 102</b>	<b>Western Civilization I</b>	<b>3 credits — Fall</b>
<p>This course surveys the history of the Western tradition from its origin in the ancient civilization of the east, Greece and Rome, through the Middle Ages to early modern times.</p>		

<b>HIS 103</b>	<b>Western Civilization II</b>	<b>3 credits — Spring</b>
<p>A continuation of Western Civilization I from early modern times to the present.</p>		

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

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

<b>HOS 150</b>	<b>Introduction to the Health Professions</b>	<b>2 credits — Fall</b>
A survey course that introduces the student to professions in the health care field. Specific professions will be explored through the use of lectures, discussions and guest speakers. General concepts relating to health care will be covered, including ethics, interdisciplinary communication, organization of health care institutions, professionalism, patient/resident rights and the continuum of health and illness.		

<b>HOS 300</b>	<b>Fundamentals of Occupational Science</b>	<b>3 credits — Spring</b>
This course introduces the fundamental concepts of occupational science with a supporting focus on the history and philosophy behind the discipline. The concept of occupation will be explored through theory, assessments, policies and practices which support the field. Observation, interview and narrative will be used as tools to better understand the meaning of occupation. The focus of this course is on understanding occupation and context at the level of the individual and group settings.		
<i>Prerequisite: HCM 120 or HOS 150</i>		

<b>HOS 410</b>	<b>Epidemiology</b>	<b>3 credits — Spring</b>
This course provides an introduction to basic epidemiologic principles, including measurements of disease occurrence, study designs and calculation of risk. Lecture material is supplemented with exercises and discussion of examples from the epidemiologic literature and presentations of epidemiologic studies by guest speakers. The course is organized around several core themes, including the importance of disease prevention programs that address multiple health risks, the link between poverty and disease susceptibility, and the challenge of evaluating health benefits and cost-effectiveness. The course readings discuss current issues such as genetic determinism as a paradigm in wellness promotion, adolescent health promotion, teen pregnancy prevention strategies, racial differences in cancer epidemiology, strategies for reducing youth violence, HIV/ AIDS prevention, domestic violence education and prevention strategies, and the future of women's health research.		
<i>Prerequisite: MAT 200</i>		

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

<b>HUM 101</b>	<b>Introduction to Humanities I</b>	<b>3 credits</b>
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.		

<b>HUM 102</b>	<b>Introduction to Humanities II</b>	<b>3 credits</b>
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.		

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

<b>INT 403/406</b>	<b>Arts and Sciences Internship</b>	<b>3/6 credits</b>
Arts and Sciences internships are provided in two formats. The student can either take the 6-credit 240-hour internship options, or they can take the 3-credit 120-hour internship option where the other three credits are made up by taking the COM 450 Capstone I: Professional Competencies for the 21 <sup>st</sup> Century. The internship hours consist of supervised work experience with professional practitioners in an agency, company, organization, institution or school. The internship is designed to provide a diverse array of program-relevant experiential learning activities that enhance the student's communication skills, cognitive and processional skills and offer the opportunity to apply knowledge and skills in the professional environment to augment their subject matter knowledge. The internship is graded pass/fail.		
<i>Prerequisite: Senior standing in an Arts and Sciences bachelor's program and in good academic standing. Students who do not meet the academic standing requirements must take 6 credits of upper-level coursework by advisement.</i>		

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

<b>MAT 106</b>	<b>College Algebra</b>	<b>3 credits</b>
<p>This course provides students a firm foundation in college algebra through a systematic exploration and application of concepts. The course assumes familiarity with foundational algebraic vocabulary, symbols and notation. Students investigate how to reason and problem-solve, applying algebraic strategies to real-life situations. Students learn to think mathematically in the areas of the real number system, linear, quadratic, polynomial, rational equations and inequalities, radicals, absolute value, and complex numbers, as well as functions and their graphs.</p> <p><i>Prerequisite: Equivalent of 3 units of college preparatory mathematics at the high school level.</i></p>		

<b>MAT 110</b>	<b>Pre-Calculus</b>	<b>3 credits</b>
<p>This course provides students with a firm foundation in advanced algebra topics, including functions and their properties, through a systematic exploration and application of concept, thereby preparing students for the study of calculus. An emphasis on mathematical modeling makes meaningful connections to real- world problems. Students explore and investigate, algebraically and graphically, the characteristics of linear equations and inequalities, as well as polynomial, quadratic, exponential, logarithmic and trigonometric functions. Students also investigate and apply the principles of matrices, conic sections, sequences, as well as the introductory groundwork surrounding working with the concepts of limits and the difference quotient.</p> <p><i>Prerequisite: College Algebra (MAT 106), or the equivalent of 3 units of college preparatory mathematics at the high school level.</i></p>		

<b>MAT 200</b>	<b>Statistics</b>	<b>3 credits</b>
<p>This course familiarizes students with the major concepts and tools for collecting, organizing, analyzing and drawing conclusions from data. The principles of descriptive and inferential statistics are covered. Students work with concepts surrounding statistical data collection, develop skill working with descriptive statistical computations, investigate central tendency, variability, measures of locations of scores within distributions and the role of probability related to sampling. Students also consider rules of sampling in planning and conducting a research study. In addition, students employ the principles and computations of inferential</p>		



statistics, including hypothesis testing, to establish formal, quantitative relationships between samples and populations in order to answer questions and draw conclusions about populations and their parameters. This course uses statistical software such as MS Excel.

*Prerequisite: MAT 101 or the equivalent of 3 units of college preparatory mathematics at the high school level.*

<b>MAT 230</b>	<b>Mathematics of Finance</b>	<b>3 credits</b>
Provides a foundation in mathematical and algebraic operations as applied to the solution of business problems. Includes fundamental statistical methods, ratio, proportion and percent, simple interest and discount, bank discount, compound interest, annuities and investment applications to business financial operations.		
<i>Prerequisite: MAT 101 or equivalent</i>		

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

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

<b>NUR 120</b>	<b>Fundamentals of Nursing</b>	<b>8 credits</b>
The focus of this course is the assessment and awareness of lifestyle behaviors and their effect on adults. Challenges to health will be explored using the nursing process. Skills that are essential to health promotion or health assessment will be integrated throughout the course and applied in laboratory class and clinical practice. Emphasis will be placed on the role of the RN in the caring environment. This course requires theoretical understanding, clinical and laboratory experience.		
<i>Prerequisites: BIO 209 and PSY 100; day students, however, may take these concurrently with NUR 120. Evening students must have completed BIO 209 and all psychology courses prior to NUR 120</i>		

<b>NUR 130</b>	<b>Care of Individuals Across the Lifespan</b>	<b>8 credits</b>
The focus is on the family and common health problems. The course will expand and adapt assessment skills to include pregnancy, newborns and children. Common health problems will be explored utilizing the nursing process, and skills to meet the needs of clients across		

the life span will be developed. These skills will be applied in class and clinical practice. Emphasis will be placed on the role of the RN in the caring environment. This course requires theory, clinical and laboratory experiences.

*Prerequisites: NUR 110 and NUR 120. Evening Option: BIO 210; Day Option: BIO 210; PSY 200 may be taken concurrently.*

<b>NUR 195</b>	<b>Advanced Placement Review Course</b>	<b>0 credits</b>
<p>A review course for those who have a current LPN license and wish to enter the Associate Degree in Nursing Program with advanced placement status. Successful completion allows the student to advance directly into NUR 130. The course consists of a 6-week review of the content for NUR 110 and NUR 120 and requires the student to successfully pass written, dosage and skills exams. Class size is based on available space in the Nursing Program. The course bears no credit load and will not qualify for financial aid eligibility or enrollment status. A copy of the LPN license and documentation of current experience as an LPN must be submitted with the application. This course is open to nursing transfer students upon approval by the ADN Program Director. Students may not repeat this course.</p> <p><i>Prerequisites: BIO 209, PSY 100, and ENG 111.</i></p> <p><i>Co-requisites: BIO 210 and 2 required liberal arts courses such as RES 201 and ENG 211.</i></p>		

<b>NUR 220</b>	<b>Independent Study</b>	<b>1–3 credits</b>
<p>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.</p>		

<b>NUR 240</b>	<b>Care of Clients with Physical and Psychological Human Needs</b>	<b>8 credits</b>
<p>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.</p> <p><i>Prerequisites: NUR 130, BIO 203, BIO 210, and PSY 200.</i></p> <p><i>Prerequisites for advanced placement students: BIO 210, PSY 200, and ENG 111.</i></p> <p><i>Corequisite: BIO 203.</i></p>		

<b>NUR 250</b>	<b>Care of the Complex Client</b>	<b>8 credits</b>
<p>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.</p> <p><i>Prerequisite: NUR 240</i></p>		

<b>NUR 260</b>	<b>Transition to Nursing Practice</b>	<b>3 credits</b>
<p>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.</p> <p><i>Prerequisites: NUR 240</i></p>		

<b>NUR 310</b>	<b>Pathophysiology</b>	<b>3 credits</b>
<p>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.</p> <p><i>Prerequisite: BIO 210</i></p>		

<b>NUR 326</b>	<b>Holistic Pharmacology</b>	<b>3 credits</b>
<p>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</p> <p><i>Prerequisites: BIO 210 and BIO 203</i></p>		

<b>NUR 330</b>	<b>Nursing Theory and Contemporary Trends</b>	<b>3 credits</b>
<p>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</p>		

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.

<b>NUR 345</b>	<b>Research to Promote Evidence-Based Practice in Nursing</b>	<b>3 credits</b>
<p>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.</p> <p><i>Prerequisite: MAT 200</i></p>		

<b>NUR 355</b>	<b>Comprehensive Health Assessment and Promotion Across the Lifespan</b>	<b>4 credits</b>
<p>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.</p> <p><i>Prerequisites: NUR 310 and NUR 326</i></p>		

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

<b>NUR 418</b>	<b>Healthcare Policy and Advocacy for Vulnerable Populations</b>	<b>3 credits</b>
<p>This course will examine the key concepts of healthcare policy and discuss ways in which politics and policy development influence population health care based on evidence. Students will gain the knowledge and skills to engage in ethical decision-making, policymaking, and reform, which are central to patient care. Students will explore vulnerable populations at risk for disparate health care access due to economic, cultural, or ethnic factors. The importance of nurses as leaders and advocates, who have a strong voice in influencing politics and shaping policy is emphasized.</p> <p><i>Prerequisites: PHI 300 and NUR 345</i></p> <p><i>Corequisite: NUR 428</i></p>		

<b>NUR 420</b>	<b>Independent Study</b>	<b>1–6 credits</b>
<p>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.</p>		

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

<b>NUR 428</b>	<b>Community and Global Perspectives in Nursing and Epidemiology</b>	<b>4 credits</b>
<p>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.</p>		

*Prerequisites: NUR 310, NUR 326, and NUR 345*

*Corequisite: NUR 418*

<b>NUR 430</b>	<b>Teaching and Learning</b>	<b>3 credits</b>
<p>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.</p> <p><i>Prerequisite: NUR 330</i></p> <p><i>Corequisite: NUR 445</i></p>		

<b>NUR 445</b>	<b>Transformational Leadership and Management</b>	<b>4 credits</b>
<p>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.</p> <p><i>Prerequisites: PSY 300, NUR 330, NUR 345, and NUR 418</i></p> <p><i>Corequisite: NUR 430</i></p>		

<b>NUR 460</b>	<b>Nursing Specialty and Synthesis</b>	<b>6 credits</b>
<p>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.</p>		

*Prerequisites: All nursing and non-nursing courses in the online Bachelor of Science in Nursing Completion program (BSO).*

<b>OCT 112</b>	<b>Occupational Therapy Skills and Application I</b>	<b>1 credit — Fall</b>
<p>This course introduces students to occupation-based activity analysis and the adaptation of tasks using tools, materials, and assistive technology. Students apply teaching and learning principles, develop instructional materials, and demonstrate therapeutic use of self. Emphasis is placed on analyzing performance skills, client factors, and context to support client-centered, safe, and effective interventions.</p>		

<b>OCT 114</b>	<b>Foundations of Occupational Therapy I</b>	<b>3 credits — Fall</b>
<p>This course introduces students to the foundational knowledge and responsibilities of occupational therapy practice, including its history, philosophy, ethics, and professional roles. Emphasis is placed on occupation-based interventions, activity analysis, and the therapeutic use of self. Students will explore the interaction between client factors, performance skills, and contextual influences, while developing professional reasoning, communication, and ethical supervision skills while using professional literature to make evidence-based decisions. Instruction includes health literacy, community mobility, functional training, and the use of assistive technology. Students will also gain insight into policy, licensure, and interprofessional collaboration to support client participation across diverse settings.</p>		

<b>OCT 116</b>	<b>Occupational Therapy Skills and Application II</b>	<b>1 credit — Spring</b>
<p>This course builds upon foundational concepts to advance students' skills in observation, activity analysis, and group facilitation across various age groups. Emphasis is placed on developing occupation-based interventions using clinical reasoning to address client factors, performance skills, and patterns. Students assess, grade, and adapt activities while applying safety protocols and ergonomic principles. The course highlights the role of occupation in promoting health, wellness, and prevention, and reinforce evidence-based strategies that are client-centered, culturally responsive, and reflective of current practice.</p>		
<p><i>Prerequisites: C+ or better in OCT 112 and OCT 114</i></p>		

<b>OCT 117</b>	<b>Introduction to Fieldwork</b>	<b>1 credit — Spring</b>
<p>This course introduces students to occupational therapy service delivery across diverse practice areas and settings through early fieldwork experiences. Students enhance their understanding of interdisciplinary roles, develop professional identity, and explore the distinct value of occupation in promoting health and wellness. Through guest lectures, community site visits, observations, session plans, case-based learning, and collaborative discussions, students demonstrate effective communication, team-based care principles, and safe practices in various environments. Emphasis is placed on advocacy, emerging practice opportunities, teaching and learning methods, and the use of technology to support participation and client-centered outcomes.</p>		

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

<b>OCT 120</b>	<b>Occupational Performance Across the Lifespan</b>	<b>3 credits — Spring</b>
<p>This course introduces students to human development and occupational performance from infancy through older adulthood. It emphasizes the structure and function of the human body, including biological and physical sciences. Students explore typical and atypical development, guided by developmental psychology and concepts of human behavior from behavioral and social sciences. The course also addresses how social determinants of health, disease processes, and chronic conditions impact occupational performance, highlighting the role of occupation in supporting health, wellness, and participation across the lifespan.</p> <p><i>Prerequisites: PSY 100 and C+ or better in OCT 112 and OCT 114</i></p>		

<b>OCT 121</b>	<b>Foundations of Occupational Therapy II</b>	<b>3 credits — Spring</b>
<p>This course builds on concepts from OCT114 and advances students' understanding of occupational therapy theory, evidence-based practice, and intervention techniques. Students will explore how both quantitative and qualitative research studies inform occupational therapy practice. Key focus areas include safe and effective client care, vital sign monitoring, functional and community mobility, dysphagia management, physical agent modalities, assistive technology, and orthotics/prosthetics. Learners will demonstrate professional reasoning, collaborate in discharge planning, and address contextual, policy, and reimbursement factors. Documentation, referral processes, and interprofessional collaboration are also emphasized to support progression in the OTA program.</p> <p><i>Prerequisites: SCI 100 and C+ or better in OCT 112, OCT 114</i></p>		

<b>OCT 210</b>	<b>Fieldwork I - Psychosocial</b>	<b>1 credit — Summer</b>
<p>This course prepares students to apply foundational and evidence-based knowledge of occupational therapy to support health, wellness, and occupational performance. Emphasis is placed on professional reasoning, safety, effective communication, and the use of occupation-based interventions across diverse populations and settings. Students will demonstrate skills in observation, assessment, intervention planning, documentation, and group dynamics, incorporating sociocultural and psychosocial considerations. The course also explores research application, policy, ethics, reimbursement systems, and collaboration with interprofessional teams to enhance client outcomes.</p> <p><i>Prerequisites: SCI 100; PSY 100, and C+ or better in all OCT 100-level courses</i></p>		

<b>OCT 211</b>	<b>Preparing for Practice</b>	<b>1 credit — Summer</b>
<p>This course prepares students to apply foundational and evidence-based knowledge of occupational therapy to support health, wellness, and occupational performance. Emphasis is placed on the promotion of the profession, professional reasoning, safety, and effective communication while understanding roles and functions, supervision, and professional</p>		



development. Students will demonstrate skills in assessment, intervention planning, documentation, and group dynamics, incorporating sociocultural and psychosocial considerations. The course also explores research application, policy, and reimbursement systems. The official documents of the American Occupational Therapy Association (AOTA), scientific journals, and web resources are utilized to explore principles of ethical and evidence-based practice. Students will gain an understanding of the credentialing processes to meet professional and legal criteria to practice.

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

<b>OCT 213</b>	<b>Occupational Therapy in Developmental Disabilities Practice</b>	<b>3 credits — Fall</b>
<p>This course introduces students to conditions that disrupt normal development and prepares them to provide occupational therapy services across the lifespan in early childhood, school-based, and community settings. Students explore diagnoses, OT theory, frames of reference, and treatment techniques through lectures and hands-on labs. They apply instructional design principles by developing objectives, materials, assessments, and professional presentations with self-reflection. Emphasis is placed on contributing to evaluations, implementing client-centered, evidence-based interventions, and using adaptive equipment, assistive technology, and ergonomic strategies. Students also engage in discharge planning, monitor outcomes, identify referral needs, utilize telehealth and documentation systems, and collaborate within interprofessional teams across diverse practice environments.</p> <p><i>Prerequisites: BIO 209, BIO 210, SCI 100, and C+ or better in all OCT 100-level courses</i></p>		

<b>OCT 214</b>	<b>Occupational Therapy in Physical Dysfunction Practice</b>	<b>3 credits — Fall</b>
<p>Occupational therapy assistant students will demonstrate sound clinical judgment and adhere to safety regulations, including the monitoring of vital signs to ensure client stability. Students will engage in intradisciplinary collaboration to design and implement client-centered, evidence-based interventions across populations, focusing on enhancing safety, health, wellness, and occupational performance. Students provide direct interventions such as therapeutic activities, virtual interventions, and wellness strategies while addressing dysphagia, chronic conditions, and mobility. They safely apply therapeutic modalities, assistive technologies, orthotics, and prosthetics to support participation. Training in transfers, wheelchair use, and mobility devices is emphasized. Students assess and adapt environments using ergonomic principles, contribute to discharge planning, and identify community-based programming needs. They demonstrate knowledge in care coordination, case management, and interdisciplinary collaboration in both traditional and emerging practice settings. Students will understand reimbursement systems, coding, and documentation requirements to effectively justify and communicate the need for occupational therapy services.</p>		

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

<b>OCT 215</b>	<b>Occupational Therapy in Psychosocial Dysfunction Practice</b>	<b>4 credits — Summer</b>
<p>Students will gain a comprehensive understanding of occupational therapy practice by exploring the effects of disease, disability, trauma, and psychosocial factors on occupational performance. The course emphasizes the psychosocial dimensions of health and occupation, including the impact of mental health conditions, emotional well-being, social environments, and behavioral challenges on clients' engagement in meaningful activities. Students will demonstrate skills in evaluation, intervention planning, documentation, discharge processes, and the therapeutic use of self. Emphasis is placed on applying evidence-based teaching and learning principles, utilizing current technology, and collaborating within interprofessional teams. Students will also develop leadership, advocacy, and business acumen, while adhering to ethical and professional standards established by AOTA.</p> <p><i>Prerequisites: SCI 100 and C+ or better in all OCT 100-level courses</i></p>		

<b>OCT 216/217</b>	<b>Fieldwork II</b>	<b>6 credits each</b>
<p>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.</p> <p><i>Prerequisite: BIO 209, BIO210, ENG 111, SCI 100, and completion of all courses in the OTA degree program with a C+ or better in all OTA courses.</i></p>		

<b>OCT 220</b>	<b>Independent Study</b>	<b>1–3 credits</b>
<p>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.</p>		

*Prerequisites: OCT 111 and 112*

<b>PBH 101</b>	<b>Introduction to Public Health</b>	<b>3 credits</b>
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.		

<b>PBH 200</b>	<b>Seminar in Public Health</b>	<b>3 credits</b>
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.		

<b>PBH 210</b>	<b>Introduction to Data</b>	<b>3 credits</b>
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.		
<i>Prerequisite: PBH 101</i>		

<b>PBH 375</b>	<b>Applied Public Health Research</b>	<b>3 credits</b>
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 and PSY 350*

<b>PBH 400</b>	<b>Professional Development in Public Health</b>	<b>3 credits</b>
<p>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.</p>		

<b>PBH 410</b>	<b>Public Health Service Learning</b>	<b>3 credits</b>
<p>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.</p> <p><i>Prerequisite: Students must have senior status or have completed more than 75% of the BS Public Health curriculum.</i></p>		

<b>PBH 420</b>	<b>Social Determinants of Health</b>	<b>3 credits</b>
<p>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</p>		

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*

<b>PBH 425</b>	<b>Program Planning, Implementation &amp; Evaluation</b>	<b>3 credits</b>
<p>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.</p> <p><i>Prerequisites: PBH 101, PSY 350, and PBH 375</i></p>		

<b>PBH 450</b>	<b>Capstone</b>	<b>3 credits</b>
<p>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.</p> <p><i>Prerequisite: Students must have senior status or have completed more than 75% of the BS Public Health curriculum.</i></p>		

<b>PHI 101</b>	<b>Introduction to Philosophy</b>	<b>3 credits — Fall</b>
<p>An introduction to the major philosophers and ideas of Western philosophy, including the classical, medieval, and modern periods.</p>		

<b>PHI 300</b>	<b>Health Care Ethics</b>	<b>3 credits</b>
<p>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.</p>		

This is a required course to earn the CASAC certificate of completion.

*Prerequisite: Any PHI or RES course*

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

<b>PHY 102</b>	<b>General Physics II</b>	<b>4 credits — Spring</b>
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.		
<i>Prerequisite: PHY 101</i>		

<b>PNC 101</b>	<b>Fundamentals of Practical Nursing I</b>	<b>6 credits</b>
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.		
<i>Prerequisites: BIO 103 or BIO 209</i>		
<i>Corequisites: ENG 111, PSY 100</i>		

<b>PNC 102</b>	<b>Fundamentals of Practical Nursing II</b>	<b>8 credits</b>
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.		
<i>Prerequisites: BIO 103 or BIO 209 and PNC 101</i>		
<i>Corequisites: BIO 210, PSY 200, SOC 101</i>		

<b>PNC 103</b>	<b>Fundamentals of Practical Nursing III</b>	<b>8 credits</b>
During this course the nursing process will continue to be utilized by focusing on mental health issues. Clinical applications in mental health nursing and therapeutic communication		

skills are emphasized. Advanced psychomotor skills are practiced and evaluated in the laboratory. Clinical experience will be provided in a variety of settings. Emphasis will be placed on the role of the LPN in a caring environment and its impact on client care.

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

<b>PNC 104</b>	<b>Fundamentals of Practical Nursing IV</b>	<b>8 credits</b>
<p>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.</p>		
<p><i>Prerequisites: PNC 103 and all required non-nursing courses</i></p>		

<b>POL 101</b>	<b>The American Political System</b>	<b>3 credits</b>
<p>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.</p>		

<b>POL 102</b>	<b>State and Local Government</b>	<b>3 credits</b>
<p>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.</p>		

<b>POL 202</b>	<b>Public Administration</b>	<b>3 credits</b>
<p>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.</p>		

<b>POL 310</b>	<b>International Relations</b>	<b>3 credits</b>
<p>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.</p>		
<p><i>Prerequisite: POL 101</i></p>		

<b>POL 320</b>	<b>Constitutional Law</b>	<b>3 credits</b>
<p>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.</p> <p><i>Prerequisite: POL 101</i></p>		

<b>POL 420</b>	<b>Independent Study</b>	<b>1–6 credits</b>
<p>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.</p>		

<b>PSY 100</b>	<b>General Psychology</b>	<b>3 credits</b>
<p>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.</p> <p><i>This is a required course to earn the CASAC certificate of completion.</i></p>		

<b>PSY 102</b>	<b>Exploratory Psychology</b>	<b>3 credits</b>
<p>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.</p>		

<b>PSY 200</b>	<b>Developmental Psychology</b>	<b>3 credits</b>
<p>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.</p> <p><i>This is a required course to earn the CASAC certificate of completion.</i></p> <p><i>Prerequisite: PSY 100 with a grade of C or better</i></p>		

<b>PSY 202</b>	<b>Adolescent Psychology</b>	<b>3 credits</b>
<p>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.</p>		



*Prerequisite: PSY 100*

<b>PSY 203</b>	<b>Child Psychology</b>	<b>3 credits</b>
<p>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.</p> <p><i>Prerequisite: PSY 100</i></p>		

<b>PSY 204</b>	<b>Psychology of Abnormal Behavior</b>	<b>3 credits — Fall</b>
<p>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.</p> <p><i>Prerequisite: PSY 100</i></p>		

<b>PSY 205</b>	<b>Psychology of Interpersonal Relations</b>	<b>3 credits</b>
<p>The application of basic principles and concepts of interpersonal relationships. Topics include verbal and nonverbal communication, personality styles and levels of maturity.</p> <p><i>Prerequisite: PSY 100</i></p>		

<b>PSY 209</b>	<b>Psychology of Aging</b>	<b>3 credits — Spring</b>
<p>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.</p> <p><i>Prerequisite: PSY 100</i></p>		

<b>PSY 225</b>	<b>Health Psychology</b>	<b>3 credits</b>
<p>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.</p> <p><i>This is a required course to earn the CASAC certificate of completion.</i></p> <p><i>Prerequisite: PSY 100</i></p>		

<b>PSY 232</b>	<b>Positive Psychology</b>	<b>3 credits — Fall</b>
<p>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,</p>		

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*

<b>PSY 237</b>	<b>Alcoholism and Substance Use Treatment</b>	<b>3 credits</b>
<p>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.</p> <p><i>This is a required course to earn the CASAC certificate of completion.</i></p> <p><i>Prerequisite: PSY 100 with a grade of C or better</i></p>		

<b>PSY 247</b>	<b>Deviation and Therapy CASAC</b>	<b>3 credits</b>
<p>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.</p> <p><i>This is a required course to earn the CASAC certificate of completion.</i></p> <p><i>Prerequisite: PSY 100 with a grade of C or better</i></p>		

<b>PSY 250</b>	<b>CASAC in Psychology</b>	<b>1 credit</b>
<p>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.</p> <p><i>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</i></p>		

*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.*

<b>PSY 270</b>	<b>Social Psychology</b>	<b>3 credits</b>
<p>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.</p> <p><i>Prerequisite: PSY 100</i></p>		

<b>PSY 300</b>	<b>Organizational Change</b>	<b>3 credits</b>
<p>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.</p> <p><i>Prerequisite: Any PSY 200-level course</i></p>		

<b>PSY 305</b>	<b>Psychology of Food and Eating</b>	<b>3 credits</b>
<p>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.</p> <p><i>Prerequisite: PSY 100</i></p>		

<b>PSY 315</b>	<b>Psychology of Criminal Behavior</b>	<b>3 credits</b>
<p>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</p>		

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*

<b>PSY 320</b>	<b>Psychology and the Media</b>	<b>3 credits</b>
<p>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.</p> <p><i>Prerequisite: Any PSY 200-level course</i></p>		

<b>PSY 317</b>	<b>Case Management CASAC</b>	<b>3 credits</b>
<p>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.</p> <p><i>This is a required course to earn the CASAC certificate of completion.</i></p> <p><i>Prerequisites: PSY 237 and PSY 247 or permission of the instructor</i></p>		

<b>PSY 340</b>	<b>Cognitive Psychology</b>	<b>3 credits — Spring</b>
<p>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.</p> <p><i>Prerequisite: Any PSY 200-level course</i></p>		

<b>PSY 350</b>	<b>Research Methods I</b>	<b>3 credits — Fall</b>
<p>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.</p>		

*Prerequisites: PSY 100 and MAT 200*

<b>PSY 360</b>	<b>Research Methods II</b>	<b>3 credits — Spring</b>
<p>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.</p> <p><i>Prerequisite: PSY 350</i></p>		

<b>PSY 407</b>	<b>Internship in Psychology CASAC</b>	<b>6 credits</b>
<p>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.</p> <p><i>This is a required course to earn the CASAC certificate of completion.</i></p> <p><i>Prerequisites: Students must be in their final semester of the CASAC Certificate of Completion and in good academic standing.</i></p>		

<b>PSY 420</b>	<b>Independent Study</b>	<b>1–6 credits</b>
<p>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.</p>		

<b>PSY 430</b>	<b>History and Systems of Psychology</b>	<b>3 credits</b>
<p>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.</p> <p><i>Prerequisite: Students must be in their final year of the Psychology program.</i></p>		

<b>RAD 101</b>	<b>Introduction to Radiologic Technology and Patient Care</b>	<b>2 credits</b>
<p>This course is designed to prepare the student for clinical practice by providing an overview of the foundations in radiography and the practitioner's role in the health care delivery system. Principles, practices, and policies of health care organizations are examined and discussed in addition to the professional responsibilities of a radiographer. The student will be introduced to the various modalities in Medical Imaging and the equipment found within. Patient safety, infection control, professionalism and communication will be discussed. The student will learn medical terminology and how to obtain and document pertinent medical history.</p>		

<b>RAD 102</b>	<b>Image Production and Evaluation</b>	<b>3 credits</b>
<p>A study of the technical factors, procedures and equipment used to produce radiographs. Students will learn about digital processing and exposure factors with a focus on radiographic image quality. Students will learn mathematical formulas to assist in appropriate radiation exposure. Students will generate images in the clinical Radiologic Technology lab to use for evaluation.</p>		

<b>RAD 103(L)</b>	<b>Radiographic Positioning and Procedures I</b>	<b>4 credits</b>
<p>This course provides the student with radiographic positioning for the chest, abdomen, upper extremity, and urinary system in both a classroom and laboratory setting. Students practice positioning skills in the laboratory and demonstrate proficiency by written testing and skills demonstration in a laboratory setting. Each unit includes radiographic image evaluation modules which correlate knowledge and skills from several didactic units, laboratory assignments and clinical education. Through the image evaluation component students learn to identify radiographic anatomy, evaluate diagnostic quality, identify images that are of poor radiographic quality as well as determine the appropriate corrective actions for unacceptable images. In this course the student also studies both the structure and physiology of the human body as they relate to radiographic procedures covered in this semester. This course focuses on the thoracic and abdominal structures, the urinary system and skeletal anatomy of the upper extremity.</p>		

<b>RAD 104(L)</b>	<b>Radiographic Positioning and Procedures II</b>	<b>4 credits</b>
<p>This course provides a continuation of radiographic positioning focusing on more advanced positioning studies to include spine, thorax, and skull. Students practice positioning skills in the laboratory and demonstrate proficiency by written testing and skills demonstration in a laboratory setting. Each unit includes radiographic image evaluation modules which correlate knowledge and skills from several didactic units, laboratory assignments and clinical education. Through the image evaluation component students learn to identify radiographic anatomy, evaluate diagnostic quality, identify images that are of poor radiographic quality as well as determine the appropriate corrective actions for unacceptable images. In this course the student also studies both the structure and physiology of the human body as they relate to radiographic procedures covered in this semester.</p>		

*Prerequisites:* RAD 101; RAD 102; RAD 103/103L; RAD 110

<b>RAD 110</b>	<b>Clinical Education I</b>	<b>3 credits</b>
This course provides practical clinical application of knowledge and skills and involves clinical experience in general radiographic areas and contrast studies. It is taken concurrently with the didactic components of the semester. Sixteen hours per week of clinical practice and instruction will be provided at Albany Medical Center.		

<b>RAD 112</b>	<b>Radiographic Physics</b>	<b>3 credits</b>
This course will provide basic knowledge of the principles of x-ray generation. The x-ray circuit, radiographic equipment, diagnostic x-ray tubes, fluoroscopy units, and an overview of quality control will be discussed. Principles of exposure and image production to include exposure factors, receptor exposure, differential absorption, spatial resolution, shape distortion, magnification, beam restriction, beam filtration, scatter radiation, grids and exposures factors will be discussed. Digital imaging acquisition and processing will be discussed as well as quality management and image display.		
<i>Prerequisites:</i> RAD 101; RAD 102; RAD 103/103L; RAD 110		

<b>RAD 115</b>	<b>Radiographic Pathology and Health</b>	<b>3 credits</b>
This course is designed to provide the student with a basic knowledge of the disease process of body systems, related radiographic examinations and terminology. The effects of radiation on normal cell biology, acute and chronic effects of radiation on tissue, organs and whole-body systems and as well as in utero and genetic effects will be discussed.		
<i>Prerequisites:</i> RAD 101; RAD 102; RAD 103/103L; RAD 110		

<b>RAD 120</b>	<b>Clinical Education II</b>	<b>3 credits</b>
This course provides continuing practical clinical application of knowledge and skills and involves clinical experience in general radiographic areas and contrast studies. It is taken concurrently with the didactic components of the semester. Sixteen hours per week of clinical practice and instruction will be provided at Albany Medical Center.		
<i>Prerequisites:</i> RAD 101; RAD 102; RAD 103/103L; RAD 110		

<b>RAD 201</b>	<b>Health Informatics and Quality Management</b>	<b>2 credits</b>
This course is designed to provide students with an introduction into the fields of Health Informatics and Quality Management as they pertain to Medical Imaging. The Health Informatics topic will focus on the imaging chain from image creation and acquisition to image distribution, storage, retrieval, advanced image processing, and communication. In the Quality Management portion, the student will learn about the proper functioning of equipment and compliance with government and accreditation standards. Medical Imaging		

professionals should understand these activities and their role in the quality management (QM) process. The discussion is designed to expand the QM skills of the technologist to include digital imaging systems and the application of QM principles in an imaging department.

*Prerequisites:* RAD 103/103L; RAD 104/104L; RAD 110; RAD 112; RAD 115; RAD 120; RAD 130

<b>RAD 211</b>	<b>Sectional Anatomy for the Radiographer</b>	<b>2 credits</b>
This course provides the student with an overview of human anatomy, viewed in body sections, as it is related to imaging. Anatomical structures are viewed in axial, coronal, longitudinal and sagittal planes. Emphasis is placed on the head, neck, thorax and abdomen and its physical relevance using CT and MR imaging.		
<i>Prerequisites:</i> RAD 103/103L; RAD 104/104L; RAD 110; RAD 112; RAD 115; RAD 120; RAD 230		

<b>RAD 220</b>	<b>Advanced Topics in Medical Imaging</b>	<b>6 credits</b>
This course provides studies of various imaging modalities including MRI, CT, interventional radiology, and mammography, as well as advanced anatomical positioning. A group research project and presentation are the focus of the course. Career development and pathways will be discussed.		
<i>Prerequisites:</i> RAD 110; RAD 120; RAD 201; RAD 211; RAD 230; RAD 240		

<b>RAD 230</b>	<b>Clinical Education III</b>	<b>6 credits</b>
The semester provides continuing practical clinical application of knowledge and skills and involves clinical experience in general radiographic areas and contrast studies. Portable radiography and Operating Room exposure will be a focus of the course content. Forty hours per week of clinical practice and instruction will be provided at Albany Medical Center.		
<i>Prerequisites:</i> RAD 104/104L; RAD 112; RAD 115; RAD 120		

<b>RAD 240</b>	<b>Clinical Education IV</b>	<b>6 credits</b>
This course provides continuing practical clinical application of knowledge and skills and involves clinical experience in general radiographic areas and contrast studies. Imaging modality observations will be introduced. It is taken concurrently with the didactic components of the semester. Twenty-four hours per week of clinical practice and instruction will be provided at Albany Medical Center.		
<i>Prerequisite:</i> RAD 230		

<b>RAD 250</b>	<b>Clinical Education V</b>	<b>3 credits</b>
This course provides continuing practical clinical application of knowledge and skills and involves clinical experience in general radiographic areas and contrast studies. Imaging		



modality observations will continue. It is taken concurrently with the didactic components of the semester. Twenty-four hours per week of clinical practice and instruction will be provided at Albany Medical Center.

*Prerequisite:* RAD 240

<b>RES 101</b>	<b>Introduction to the Bible</b>	<b>3 credits</b>
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.		

<b>RES 102</b>	<b>Introduction to Old Testament Studies</b>	<b>3 credits</b>
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.		

<b>RES 103</b>	<b>Spirituality of Life and Death</b>	<b>3 credits</b>
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.		

<b>RES 105</b>	<b>Introduction to New Testament Studies</b>	<b>3 credits</b>
This course is designed to introduce students to the New Testament and will examine the origins and structure, as well as the context in which it was written. The different literary genres of the New Testament will be considered and the basic theology of the different books examined. A number of passages will be studied in depth, using different techniques of criticism and inquiry. The course will conclude with an examination of the use and relevance of the New Testament today in the life of the Church and the faith of believers. As Maria College is a Catholic college, the content will be set in this theological framework, but all views and beliefs will be respected and encouraged in discussion. All topics are studied at a basic level and will assume little prior knowledge.		

<b>RES 114</b>	<b>World Religions</b>	<b>3 credits</b>
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A study of the history and beliefs of the major world religions, past and present.

<b>RES 201</b>	<b>Foundations of Social Justice</b>	<b>3 credits</b>
<p>This course will provide students with the knowledge and appreciation of the mission and values of Maria College. Students will examine contemporary social justice issues with specific, but not exclusive, reference to the Critical Concerns of the Sisters of Mercy of the Americas: care for the earth, justice and care for women, immigration, anti-racism and non-violence. To enable students to critically reflect on these social justice concerns, they will examine philosophical and theological theories within the Catholic, religious and secular traditions. Students will apply the principles of Catholic Social Teaching as a motivation and context for service and advocacy. Students will receive a foundation in theological reflection to facilitate deeper learning from service opportunities in future courses.</p>		

<b>RES 207</b>	<b>Women and Religion</b>	<b>3 credits</b>
<p>This class focuses on the various religious experience of women, with particular attention to the ways in which these experiences have contributed to, and challenged, social, political and religious institutions. Whilst it will incorporate the contribution from a range of religions and spiritualities, examples will primarily come from the Christian tradition. Students will examine women's spiritual lives across time in both religious and secular cultures.</p>		

<b>RES 211</b>	<b>Introduction to Cosmology: Developments in Theology and Spirituality</b>	<b>3 credits</b>
<p>This course will give students a knowledge and appreciation of new developments in theology and spirituality through the lens of Cosmology. Scientific and theological study of the wonders of the universe is an emerging reality and has implications for how we see and understand ourselves and God. This course is designed to enable students to examine their own religious and philosophical beliefs regarding the nature of God and the nature and purpose of life, with a view toward understanding how we should live in a global/cosmic reality. The course examines the relationship between science and religion as interdependent tools for the ongoing pursuit of knowledge and truth in accord with the mission of Maria College. The course will apply this understanding to the study of care of the Earth, one of the Critical Concerns of the Sisters of Mercy of the Americas.</p>		

<b>RES 220</b>	<b>Independent Study</b>	<b>1–3 credits</b>
<p>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.</p>		

<b>RES 230</b>	<b>Religion in America</b>	<b>3 credits</b>
<p>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</p>		

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.

<b>SCI 100</b>	<b>Medical Terminology</b>	<b>3 credits</b>
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		

<b>SOC 101</b>	<b>Introduction to Social Change</b>	<b>3 credits</b>
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.		
<i>Cross-listed as PSY 101</i>		

<b>SOC 109</b>	<b>Introduction to Criminal Justice</b>	<b>3 credits</b>
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.		

<b>SOC 300</b>	<b>Medical Sociology</b>	<b>3 credits — Spring</b>
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.		
<i>Prerequisite: SOC 101 or permission of instructor</i>		
<i>Cross-listed as PSY 302</i>		

<b>SOC 410</b>	<b>Health Promotion across the Life Span</b>	<b>3 credits</b>
This course explores sociological and public health concepts in the study of health throughout 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.		
<i>Prerequisites: SOC 101 and ENG 300</i>		

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

<b>SPA 102</b>	<b>Contemporary Spanish II</b>	<b>3 credits</b>
A continuation of Spanish I, with an emphasis on listening, comprehension, speaking, reading and writing.		
<i>Prerequisite: SPA 101 or equivalent</i>		

<b>SPA 201</b>	<b>Intermediate Spanish</b>	<b>3 credits</b>
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.		
<i>Prerequisite: SPA 102</i>		

<b>SUR 101</b>	<b>Surgical Technology I: Fundamentals</b>	<b>8 credits — Fall</b>
This course is a comprehensive study of the operative environment, professional roles, communication techniques and ethical responsibilities. Lecture topics will include historical perspectives of perioperative services, and medical terminology. This course will also provide the theoretical knowledge for the application of essential operative skills during the perioperative phase. This course will introduce students to the practice of surgical technology with a focus on those skills necessary for function in the first scrub role. This course will have a lecture and campus lab component.		

<b>SUR 102</b>	<b>Surgical Technology II: Anesthesia &amp; Intra-op</b>	<b>10 credits — Spring</b>
This course provides an introduction to surgical pharmacology, anesthesia, and wound healing physiology. It also discusses the medical legal aspects of perioperative practice in relation to patient's rights and surgical hazards. This course will also offer an introduction to surgical procedures. This course will have a lecture, campus lab component, and clinical experience.		

*Prerequisite: SUR 101*

<b>SUR 201</b>	<b>Surgical Technology III: Surgical Procedures</b>	<b>8 credits — Fall</b>
<p>This course serves an orientation to various surgical specialties including: gynecology, urology, ears nose and throat surgery, plastic and hand surgery, pediatric surgery, eye surgery, thoracic, and vascular surgery. This course will introduce students to each anatomical system with a focused review of pathology/pathophysiology specific to the procedures performed. The instrumentation specific to each specialty will also be discussed.</p> <p><i>Prerequisite: SUR 102</i></p>		

<b>SUR 202</b>	<b>Surgical Technology IV: Advanced Surgical Procedures</b>	<b>12 credits — Spring</b>
<p>This course serves as an orientation to various other surgical specialties including: Neurosurgery, orthopedic, cardiac, trauma, and emergency surgery. This course will introduce students to each anatomical system with a focused review of pathology specific to the procedures performed. The instrumentation specific to each specialty will be discussed. This course also contains a clinical component. This course will also help the student prepare for certification and life in the work force. This course will review content for the certification exam and offer students the tools needed to succeed in the workforce. The students will be exposed to resume writing and interview techniques.</p> <p><i>Prerequisite: SUR 201</i></p>		

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