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This catalog is true and correct in content and policy.

Kathleen Mancini
The College of Saint Rose, sponsored by the Sisters of Saint Joseph of Carondelet, Albany Province, is chartered by the Board of Regents of New York State. All of its degrees and programs are registered and its professional programs fully approved by the Board of Regents through the New York State Education Department.

The College of Saint Rose is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104. (267-284-5000) The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

The College's Advisory Committee on Campus Safety will provide upon request all campus crime statistics as reported to the United States Department of Education (USDE). These statistics can be found at the USDE website http://ope.ed.gov/security or can be obtained from the College’s Director of Safety and Security at 518-454-5187 or on the College’s website www.strose.edu/safety.

The College of Saint Rose Admissions Policy for Applications with Prior Criminal Convictions and/or Disciplinary Dismissals may be obtained from the College's Admissions Office, (518) 454-5150, or on the College's Student Handbook available on the College's website here.
DIRECTIONS TO THE COLLEGE OF SAINT ROSE

The College of Saint Rose is located between Western and Madison Avenues in Albany. Directions are provided to the Office of Graduate Admissions and Continuing Education, DeSales Hall, 919 Madison Avenue. Visitor parking is available directly behind DeSales Hall to the right of the stop sign at the end of the driveway.

**From the North:** Take the Northway (I-87 South) to I-90 east. Proceed east on I-90 to exit 4 (Route 85 - Slingerlands/Voorheesville). Continue west on Route 85 taking the Western Avenue exit. At the end of the ramp, turn right on to Daytona Avenue. Take your next right on to Western Avenue (Route 20). Continue east on Route 20, bearing right onto Madison Avenue. The Office of Graduate and Continuing Education Admissions will be on your left, just before the intersection of Madison and Partridge Street. The driveway to the parking lot is just before the building, also on the left. At the stop sign in the driveway, turn right for visitors’ parking.

**From the South:** Take the New York State Thruway to exit 23. Proceed north on I-787 to Exit 4 (Madison Avenue - Route 20 west). Follow the ramp straight towards the traffic light and sign for Broadway. Take a left at the light and a left at the next light onto Broadway. Take your next right onto Madison Ave. (Route 20 west). Continue west on Madison Avenue for approximately 2 miles. The Office of Graduate and Continuing Education Admissions will be on your right, just after the intersection of Madison and Partridge Street. The driveway to the parking lot is just after the building, also on the right. At the stop sign in the driveway, turn right for visitors’ parking.

**From the East:** Take the Massachusetts Turnpike to the New York State Thruway, exiting at B-1 (I-90 West). Proceed on I-90 west to exit 6A (I-787 Albany/Troy) ramping to the left onto I-787S Albany. Proceed south on I-787 to Exit 3B (Route 20 west Madison Avenue/Port of Albany). Follow the ramp straight onto Madison Ave. (Route 20 west). Continue west on Madison Avenue for approximately 2 miles. The Office of Graduate and Continuing Education Admissions will be on your right, just after the intersection of Madison and Partridge Street. The driveway to the parking lot is just after the building, also on the right. At the stop sign in the driveway, turn right for visitors’ parking.

**From the West:** Take the New York State Thruway to exit 24 and proceed on I-90 east to exit 4 (Route 85 - Slingerlands/Voorheesville). Continue west on Route 85 taking the Western Avenue exit. At the end of the ramp, turn right onto Daytona Avenue. Take your next right on to Western Avenue (Route 20). Continue east on Route 20, bearing right onto Madison Avenue. The Office of Graduate and Continuing Education Admissions will be on your left, just before the intersection of Madison and Partridge Street. The driveway to the parking lot is just before the building, also on the left. At the stop sign in the driveway, turn right for visitors’ parking.

**Facilities**

Information about the College's facilities can be found here: https://www.strose.edu/about/consumer-information/program-related-facilities/.
The College of Saint Rose is a dynamic, comprehensive college of approximately 4,000 students where teaching is the first priority. Located in the heart of New York State’s Capital District, the College is an independent and coeducational. Through a strong liberal education curriculum and progressive academic programs, the College serves traditional students and working professionals in undergraduate, master’s and certificate programs. It is one of five colleges in the United States sponsored by the Congregation of the Sisters of Saint Joseph of Carondelet.

**History**

The College of Saint Rose was founded in 1920 by the Sisters of Saint Joseph of Carondelet as a Roman Catholic College for women. Its founders selected the name of Saint Rose to honor the first woman saint in the Americas. The primary academic purpose of the College was the full development of the person through a strong liberal arts curriculum. Initially, emphasis was placed on the professional training of teachers, and this emphasis was expanded in the early years to preparation for business and other professions.

As needs in the Albany area increased, the College expanded and revised its programs to meet those needs. An evening division was developed in 1946 to meet the needs of World War II veterans and was reinstated in 1974 to respond to continuing education needs. In 1949, a graduate school was added to provide master’s degree programs. Men were admitted to both the original evening and the graduate division and, in 1969, the College became fully coeducational.

In 1970, the Board of Trustees was expanded to include laypersons in addition to the Sisters of Saint Joseph. With the formal transfer of control to this Board, The College of Saint Rose became an independent college sponsored by the Sisters of Saint Joseph of Carondelet, Albany Province.

**Mission Statement**

The College of Saint Rose community engages highly motivated undergraduate and graduate students in rigorous educational experiences. In the progressive tradition of the founding Sisters of St. Joseph of Carondelet, we welcome men and women from all religious and cultural backgrounds. In addition to developing their intellectual capacities, students have the opportunity to cultivate their creative and spiritual gifts in a diverse learning community that fosters integrity, interdependence, and mutual respect.

The College delivers distinctive and comprehensive liberal arts and professional programs that inspire our graduates to be productive adults, critical thinkers, and motivated, caring citizens. Our engagement with the urban environment expands the setting for educational opportunities and encourages the Saint Rose community’s energetic involvement and effective leadership in society.

Approved by the Board of Trustees, May 1994.

**Integrity Statement**

Honesty, trust, respect, fairness, responsibility, and the free exchange of ideas form the foundation of integrity that supports the entire community at The College of Saint Rose. Faculty, staff, administrators, and students embrace these ideals in all their interactions and communications. Members of the Saint Rose community are committed to developing and implementing clear and fair institutional policies, standards, and practices, applied equitably and humanely. In keeping with its mission, The College of Saint Rose creates a culture that continually fosters the development of personal integrity and promotes ethical behavior throughout the larger society.

Approved by the Board of Trustees, May 2005.

**Statement of Values**

The College of Saint Rose values an environment which:

- Promotes academic excellence
- Nurtures respect for and commitment to lifelong learning
- Strives to achieve a caring, diverse community
- Fosters the development of the whole person
- Empowers individuals to improve themselves and the world around them
- Reveres its Catholic history and heritage and respects other traditions.

Adopted by the Board of Trustees, May 1994.

**Objectives**

Graduate-level education at The College of Saint Rose is designed to build upon and go beyond undergraduate work. It aims to move students to advanced levels in their chosen fields. Such specialization involves a quantitative and qualitative increase in knowledge; the ability to critique and synthesize; familiarity with the principles, problems, ethical issues, and histories of the chosen disciplines; and the development of the attitudes and skills particular to the fields of study. Our graduate programs encourage this specialization by providing students with advanced-level coursework and with opportunities to conduct and report on original research. The programs also challenge students to balance their professional development with an increased awareness of and concern for the needs of society.

**Accreditation and Memberships**

The College of Saint Rose, sponsored by the Sisters of Saint Joseph of Carondelet, Albany Province, is chartered by the Board of Regents of New York State. All of its degrees and programs are registered and its professional programs are fully approved by the Board of Regents through the New York State Education Department.

The College of Saint Rose is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104 (267-284-5000). The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.
The specialized accrediting agencies noted below are recognized by the U.S. Secretary of Education and/or the Council for Higher Education Accreditation:

• The School of Business at The College of Saint Rose, inclusive of its degree programs at the bachelor's and master's level, is accredited by the Accreditation Council for Business Schools and Programs.

• The Communication Sciences and Disorders Program at the master's level is accredited by The Council on Academic Accreditation in Audiology and Speech-Language Pathology.

• The Department of Art and Design at The College of Saint Rose is accredited by the National Association of Schools of Art and Design.

• The Department of Music at The College of Saint Rose is accredited by the National Association of Schools of Music.

• Programs offered by The College of Saint Rose for the preparation of all school professionals, leading to initial and advanced certifications, are accredited by the Association for the Advancement of Quality Educator Preparation (AAQEP).

• The bachelor's and master’s degree programs in Social Work is accredited by the Council for Social Work Education, a specialized accrediting agency recognized by the Council for Higher Education Accreditation.

• The specialist’s level School Psychology Program at The College of Saint Rose is approved by the National Association of School Psychologists.

**Right to Modify**

This publication and its provisions do not constitute, and should not be regarded as, a contract between the College and any party or parties. Information in this catalog pertains to the 2020-2022 academic years. The College reserves the right to change any requirements, regulations, policies, or procedures including fees, schedules, courses and programs. Updates to this information may be found on the College’s website at www.strose.edu. Questions can be directed to the Registrar's Office at (518) 458-5464.
Title IX Information

The Title IX Coordinator has been charged with managing the College's response to reports of gender inequity and discrimination, which includes reports of sexual assault, sexual harassment, dating violence, domestic violence, and stalking. Informed by current federal and state law and guidance, the Coordinator aims to ensure that the College's responses promptly and effectively stop problem behavior, prevent its recurrence, and remedy its effects.

The Title IX Coordinator’s responsibilities include:

• Overseeing the College’s response to gender discrimination, which includes all forms of sexual violence, to ensure prompt and equitable resolution of all complaints.

• Providing a central place to report an incident and overseeing the reporting process.

• Providing information about College policies and procedures.

• Providing referrals to campus and community resources and victim advocates.

• Facilitating accommodations to address safety concerns and to support victims and complainants so that academic and professional pursuits may continue unimpeded.

• Collaborating with community partners to assist with a resolution that balances the needs of the individuals involved with those of the larger community.

• Keeping records to ensure patterns of behavior are identified.

• Overseeing investigations of misconduct to ensure fairness, impartiality, and equity.

• Coordinating and providing training, education, and prevention programs for the entire College community.

The Title IX Coordinator is here to receive and respond to gender equity and sexual violence concerns. The Title IX team’s mission is to eliminate, prevent, and redress known instances of gender based misconduct or violence with fair and efficient processes that are intended to support the entire College Community.

Amanda Bastiani
Associate Director of Violence Prevention and Non-Discrimination Education/Title IX Coordinator
Events and Athletic Center, Room 212
420 Western Ave
Albany, NY
bastiana@strose.edu
(518) 458-5308

Rita McLaughlin
Director of Student Conduct/Deputy Title IX Coordinator
Events and Athletic Center, Room 210
420 Western Ave
Albany, NY
mclaughr@strose.edu
(518) 454-5170

Jeffrey Knapp
Associate Vice President for Human Resources/Deputy Title IX Coordinator
Cabrini Hall
399 Western Ave
Albany, NY
knapp@strose.edu
(518) 454-5138

Individuals have the right to seek resolution through other sources, for example, the New York State Division of Human Rights (http://www.dhr.ny.gov/how-file-complaint), the Equal Employment Opportunity Commission (https://www.eeoc.gov/employees/charge.cfm), or Office of Civil Rights of the United States Department of Education (http://www2.ed.gov/about/offices/list/ocr/docs/howto.html?src=rt or 1-800-421-3481).
GRADUATE ADMISSIONS

Admission Requirements
Applicants should understand that graduate study is not simply an extension of an undergraduate program; rather, it demands scholarship of a higher order and emphasizes research, creativity, student initiative, and responsibility.

Eligibility for admission to The College of Saint Rose graduate programs is typically based upon the following minimum requirements:

1. Submission of a completed application, a resume and Statement of Purpose of approximately 300 words detailing the applicant’s goals for graduate study.
2. Evidence of the possession of a U.S. baccalaureate degree or equivalent from an accredited institution through submission of official transcripts from all post-secondary education.
3. Academic and professional qualifications for graduate study, as indicated by two letters of recommendation. The Communication Sciences & Disorders and School Psychology programs require three letters of recommendation.
4. A grade point average of 3.0 (on a 4.0 scale), overall and in the undergraduate major.
5. Other admission criteria specified by academic programs such as submission of writing samples, portfolios, test scores, and participation in interviews or admissions workshops.

Applicants to The College of Saint Rose are responsible for completing their applications by submitting all required components. Prospective students can access the online application and application instructions at www.strose.edu/gradapply.

Faculty review of applications is conducted once all required components of the application have been received. Faculty admissions committees consider evidence of strengths that may complement academic histories. Availability of space in the program of interest may be an additional consideration when faculty make admission decisions.

Applicants will be notified by the Office of Graduate Admissions after a decision has been made on their application. Applicants admitted to graduate study will receive communication containing the name of their academic advisor, registration instructions, and other helpful information. Students are responsible for following the advisement and registration instructions included with admission letters.

All materials submitted in support of applications become the property of the College and constitute part of the applicant’s permanent record. Application materials will be destroyed for property of the College and constitute part of the applicant's permanent record. Application materials will be destroyed for

Communication Sciences and Disorders
Applicants to the Master’s in Communication Sciences and Disorders are required to submit their application to the CSDCAS website online at https://csdcas.liaisoncas.com.

Admission of International Students
The College of Saint Rose encourages applications from international students. The College is authorized under federal law to enroll non-immigrant alien students in full-time master’s degree programs. Special application materials for international applicants are available from the Office of Graduate Admissions or at the Saint Rose website (www.strose.edu/gradapply).

In addition to satisfying the admission criteria required by specific academic programs, prospective international students must also fulfill these requirements:

1. International students and students whose native language is not English must present evidence of proficiency in English. The College recognizes three methods to meet this requirement: (1) satisfactory scores on the TOEFL exam (80 on the iBT version), www.toefl.org; (2) satisfactory scores on the IELTS exam (6.0 on the academic version), www.ielts.org; or (3) satisfactory scores on the PTE exam (56 on the academic version); or (4) successful completion of an ELS language center program through level 112, www.els.edu.
2. Applicants must submit transcripts from each college or university attended. These documents must be official, and each must bear the official seal of the academic institution. Graduate program faculty will evaluate submitted transcripts from all post-secondary institutions attended. Prospective students may be required to submit an educational equivalency report from WES (World Education Service) or another evaluation service. English translations and explanations of each grading system are also required.
3. Prospective MBA, Business Analytics, and Accounting students may be required to submit scores for the Graduate Management Admissions Test (GMAT) or Graduate Record Exam (GRE) based on the applicant’s GPA. Also, applicants who do not hold the equivalent of a United States master’s degree, doctorate or law degree may be required to provide GMAT scores. For information, visit www.mba.com (GMAT) and www.ets.org/gre (GRE).
4. Applicants to the Communication Sciences & Disorders program must provide official scores on the Graduate Record Exam (GRE). Information for how to register for this exam is available at http://www.ets.org/gre.
5. Applicants to programs in Teacher Education, Literacy, and Special Education must provide official scores on the Graduate Record Exam (GRE) or Miller Analogies Test (MAT) as required by the New York State Education Department. For more information visit http://www.ets.org/gre (GRE) and https://www.pearsonassessments.com/postsecondaryeducation/graduate_admissions/mat.html (MAT). Students with edTPA scores may provide those in lieu of GRE or MAT scores.
6. Bridge Programs to the MBA, Business Analytics, and MS in Information Technology programs are available for applicants with three-year bachelor’s degrees. Admitted applicants will receive a listing of program-specific and liberal education undergraduate courses they must complete prior to undertaking
graduate courses. Applicants must satisfy all other admission requirements for graduate study at Saint Rose.

7. International students seeking an I-20, which is used to obtain an F (student) visa, are required to submit a Certification of Finances before the document can be prepared. Evidence of support must be signed by the person(s) who will be responsible for all the student’s academic and living expenses and must be accompanied by official bank statements.

Certain graduate programs have specific deadlines, while others accept applications on a rolling basis. For deadline information, please consult www.strose.edu/gradapply. All application material should be received by the Office of Graduate Admissions well in advance of the deadline for the semester in which the student is applying.

Admitted international students are required to pay the enrollment deposit prior to issuance of the “Certificate of Eligibility for Nonimmigrant Student Status” (I-20). Evidence of support must be signed by the person(s) who will be responsible for all the student’s academic and living expenses and must be accompanied by official bank statements.

Classification of Students

Individuals are admitted to graduate study as matriculated (degree or graduate certificate) or non-matriculated (non-degree) students. (NOTE: Not all programs accept non-degree students.)*

1. Applicants who meet all requirements for admission to degree programs, and who have been approved by the faculty, may be admitted as degree- or certificate-seeking matriculated students.

2. Students who have enrolled in graduate study but are not pursuing degree or certificate programs are non-degree, non-matriculated students. Students applying for this status submit applications, official transcripts from all post-secondary institutions attended and a brief statement of purpose. Those who register as non-degree students must recognize that courses taken may or may not be credited toward degrees if they eventually enter degree programs. Decisions about applying credits earned prior to matriculation to degrees will be reached by the faculty of programs to which students apply.

Specific application requirements for each status, matriculated and non-matriculated, are listed in the application instructions at www.strose.edu/gradapply.

*See program specifications for clarification and exceptions.

Application to Matriculate

Students who wish to change from non-matriculation to matriculation status must satisfy all admission requirements for the programs to which they apply. An Application for Matriculation (change of status) form may be obtained from the Office of Graduate Admissions. Students complete this form, following all instructions, and return it with all other required documentation to the Office of Graduate Admissions. Once the materials are received, students will be evaluated by program faculty for degree status.

Change of Program

Students who wish to change from one program to another should complete the Change of Program application, submit a new Statement of Purpose and an official transcript from The College of Saint Rose Registrar, and also be in good academic standing. Students will be notified if new letters of recommendation are required. Students must complete all admission requirements for the new program, and will be evaluated for admission by its faculty.

“Change of Program” forms are available from the Office of Graduate Admissions or online at https://www.strose.edu/admissions/graduate-students/apply/.

Completed forms should be returned to the Office of Graduate Admissions. Once materials are received, a student’s request will be evaluated for program change.

Deadlines

An application is considered complete when all required application materials have been received by the deadline. Adhering to the preferred and firm application deadlines will provide the best opportunities for receiving graduate funding.

The Office of Graduate Admissions makes every effort to process applications for graduate study received after the deadline dates, with the exception of Communication Sciences and Disorders, which will not be processed after the published deadlines. However, there is no guarantee that applications received after deadlines can be processed quickly enough to ensure matriculation or registration for the term requested.

Preferred Application Deadlines

<table>
<thead>
<tr>
<th>Semester</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Semester</td>
<td>April 15</td>
</tr>
<tr>
<td>Spring Semester</td>
<td>October 15</td>
</tr>
<tr>
<td>Summer Semester</td>
<td>March 15</td>
</tr>
</tbody>
</table>

Communication Sciences and Disorders Application Deadlines

The following deadlines apply only to the Communication Sciences and Disorders program:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer/Fall Semester</td>
<td>January 15</td>
</tr>
<tr>
<td>Spring Semester</td>
<td>September 15</td>
</tr>
</tbody>
</table>

Counseling Application Deadlines

The following deadlines apply to all programs within the Counseling Department:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Semester</td>
<td>April 15</td>
</tr>
</tbody>
</table>
Spring Semester          October 15

School Psychology Application Deadline
The following deadline applies only to the School Psychology program. Applications to the School Psychology program are considered for Fall admission only.

Fall Semester          February 1

Social Work Application Deadlines
The following deadlines apply only to the Social Work program:

Fall Semester          February 1

Spring Semester          October 15

Deferment
Admitted students may defer for up to one year for most programs by completing an Intent to Enroll Form and paying the Graduate Enrollment Deposit by the deposit deadline. Instructions for completing both steps are available at www.strose.edu/gradaccept.

Deposit
All students admitted for matriculated study, excluding those pursuing degree programs through the Center for Integrated Teacher Education (CITE), must pay a one-time, non-refundable graduate enrollment deposit. Deadlines and deposit information is available on www.strose.edu/gradaccept.
### Student Finances
The College does not charge its students for the entire cost of their education; the fees listed in this catalog represent only a portion of the average cost per student. The balance of this cost is borne by gifts from alumni, friends, businesses and foundations. The College reserves the right to change established fees and services, and to determine the effective date of such changes without prior notice.

### Educational Expenses 2020-2021

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition per credit hour</td>
<td>$799.00</td>
</tr>
<tr>
<td>Tuition per credit hour, regular audit</td>
<td>$424.00</td>
</tr>
<tr>
<td>Tuition per course, alumni audit</td>
<td>$125.00</td>
</tr>
<tr>
<td>Tuition per course, senior citizen audit (age 62+)</td>
<td>No tuition</td>
</tr>
</tbody>
</table>

#### Miscellaneous Fee (non-refundable)

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Sciences and Disorders (specific courses)</td>
<td>Variable</td>
</tr>
<tr>
<td>Comprehensive Exam fee</td>
<td>$60.00</td>
</tr>
<tr>
<td>Graduate Deposit (all program except CSD)</td>
<td>$150.00</td>
</tr>
<tr>
<td>Health Services fee - full time students</td>
<td>$83.00</td>
</tr>
<tr>
<td>Health Services fee - part time students</td>
<td>$47.00</td>
</tr>
<tr>
<td>Incomplete Grade fee</td>
<td>$85.00</td>
</tr>
<tr>
<td>International Student Orientation fee</td>
<td>$455.00</td>
</tr>
<tr>
<td>Late fee on unpaid balance (per month)</td>
<td>$85.00</td>
</tr>
<tr>
<td>Returned check</td>
<td>$50.00</td>
</tr>
<tr>
<td>Student Records fee</td>
<td>$98.00</td>
</tr>
<tr>
<td>Technology fee for full time students</td>
<td>$282.00</td>
</tr>
<tr>
<td>Technology fee for part time students</td>
<td>$34 per credit</td>
</tr>
</tbody>
</table>

### Payment of Accounts
Tuition and fees are due and payable in the Bursar’s office in advance of the semester start date. Semester billing notices are sent to students at their Saint Rose email address, and will include the semester payment due date. Students registering within three weeks of the semester start date should make full payment at the time of registration.

A tuition deposit of $150 is required of new students upon acceptance. This non-refundable deposit will be applied against the student’s first semester charges.

Students will not receive transcripts or diplomas until all bills are paid in full. Students who have outstanding financial obligations may not register for courses until these obligations have been resolved.

The College accepts Discover, MasterCard, Visa, cash and check payments. Monthly payment plans are also offered each semester. Please refer to the College website at www.strose.edu for specific information regarding payment plans, refund schedules, and optional tuition refund insurance.

### Withdrawal and Refunds
No adjustment or refund is made for late entrance to courses, for absence after courses begin or for dismissal during the semester.

Prior to withdrawing from any courses, students are strongly advised to consult with the Financial Aid Office, in order to have a clear understanding of potential changes in financial aid eligibility. If a student is withdrawing from the College, he/she should provide written notice to the Dean of the appropriate school. In addition, the student will need to submit a signed withdrawal form to the Registrar's Office. Tuition refunds are computed from the date on which the Registrar's Office receives written notice of the withdrawal. Because medical withdrawals fall under our general withdrawal policy and refund schedule, optional tuition refund insurance is offered to students, and is designed to minimize financial losses if a student is forced to withdraw from all classes due to a serious illness or accident.

Refunds for tuition and credit-hour-based fees are calculated on a credit-hour basis and are made according to the following schedule:

- **During the first week**: 100%
- **After first week of semester**: 80%
- **After second week of semester**: 60%
- **After third week of semester**: 40%
- **After fourth week of semester**: 25%
Withdrawal after five weeks  No refund
(Please refer to the current academic calendar for the summer refund schedule.)

Financial Aid
The College of Saint Rose has long been committed to the premise that a quality education should be within the reach of qualified students. To this end, the College serves its student body through a comprehensive program of federal, state, and institutional financial aid. While the basic responsibility for financing education lies with the students and their families, scholarships, loans, and/or assistantships can supplement insufficient family resources. The amount of aid available through the College is limited and is awarded on the basis of academic merit. All financial assistance from the College is subject to adjustment if the recipients are later granted aid from other sources. Financial aid awards are contingent upon students’ maintaining good academic standing and satisfactory academic progress.

Application Procedures and Deadlines
Candidates for need-based financial assistance must submit the Free Application for Federal Student Aid (FAFSA). This is best accomplished through the website at www.fafsa.gov. To receive an Award Letter and to have student loans and other aid processed in a timely manner, the College has established March 1 as the priority deadline for financial aid applicants for the subsequent summer and fall semesters, and November 1 for those entering the College in a spring semester.

Verification
The U.S. Department of Education automatically selects approximately one-third of all applications for Federal Student Aid for a review process called Verification. Also, the College may select an application for Verification if additional information is needed to accurately determine financial aid eligibility. Verification is the process of reconciling data reported on the FAFSA with documentation such as income tax records.

If an application is selected for Verification, the College is required by law to obtain copies of the Federal Tax Return Transcript and W-2 Wage and Tax Statements for the applicant and the applicant’s spouse, if applicable. Failure to submit the requested documents will prevent an applicant from receiving disbursements of institutional and federal financial aid awards.

The Verification process must be completed within sixty (60) days of notification. If the Verification process is not completed in this time frame, the applicant will be considered ineligible for federal or institutional financial aid, including federal student loans. As a result of the Verification process, the data reported on the FAFSA may need to be adjusted. In this case, the Office of Financial Aid will electronically submit corrections to the FAFSA. If financial aid eligibility changes as a result of the Verification process, the Office of Financial Aid will notify the applicant.

Satisfactory Academic Progress for Federal Financial Aid Programs
The College requires graduate students to maintain a cumulative grade point average of at least 3.0 in order to remain in the program. This same academic standard will be applied to a student’s eligibility to participate in the federal student aid programs described below. Graduate students must also pursue their degrees by, in general, completing the courses for which they register. Graduate students must complete at least 60 percent of all credits attempted in order to continue to receive aid in subsequent semesters.

Students may appeal, in writing, to the Office for Financial Aid the loss of financial aid eligibility due to unsatisfactory academic progress.

William D. Ford Federal Direct Loan Program
Unsubsidized Federal Direct Loan
Graduate students who are enrolled in at least six graduate credits per semester are eligible to borrow up to $20,500 per academic year in an Unsubsidized Federal Direct Stafford Loan. With the unsubsidized loan, the borrower is responsible for the interest that accrues on the loan even during periods of enrollment.

Students who are borrowing funds for the first time must complete a Federal Direct Loan Entrance Counseling before receiving loan proceeds. The Entrance Counseling is designed to inform borrowers of the rights and responsibilities inherent in borrowing from this Program. The Office of Financial Aid will notify borrowers of the procedures for completing the Entrance Counseling.

The amount of the loan funding that arrives at the College will be less than the amount for which you have applied as the Federal Government retains an origination fee.

All new Federal Direct Loan borrowers must complete a Master Promissory Note (MPN). The Office of Financial Aid will notify borrowers of the procedures for completing the MPN. The MPN is valid for up to ten years of educational borrowing.

Loans covering more than one semester must be disbursed in multiple disbursements. If the loan is intended for the Fall and Spring semesters, the first half of the loan proceeds will be disbursed at the beginning of the Fall semester and the second half at the beginning of the Spring semester. If the loan is intended for one semester only, the loan will be disbursed at the beginning of the term.

The College is required to reaffirm applicants’ eligibility for the Federal Direct Loan prior to disbursing the proceeds to students’ accounts. If, at the time that the College receives the loan disbursement, eligibility has changed for any reason, the College may be required to return some or all of the proceeds to the lender. In such cases, the borrower will be responsible for the student account balance that may result.

When borrowers cease to be enrolled for at least six credits, they are required to complete an Exit Interview. The Exit Counseling is a final reminder of borrowers’ rights and responsibilities as they prepare to enter repayment. The Office for Financial Aid will inform borrowers of the procedures for completing the Exit Interview process.

Keep in mind, however, the borrower is responsible for the interest that accrues on the Unsubsidized Federal Direct Loan while in school, during the grace period and when in deferment.
Federal Direct Graduate PLUS Loan
Creditworthy graduate students who incur educational expenses that are not covered by their Federal Unsubsidized Direct Loan may be eligible to borrow a Federal Direct Graduate PLUS Loan. A Graduate PLUS Loan can cost less than a private loan. You must first apply to borrow the maximum in Federal Unsubsidized Direct Loan before you apply for the Graduate PLUS Loan. The amount you may borrow is the difference between the Cost of Attendance and the other financial aid you have been awarded.

To initiate the Federal Direct Graduate PLUS Loan process, the student must complete the Federal Direct Graduate PLUS Loan Request Form and submit it to the Office of Financial Aid. Students who are borrowing funds for the first time must complete a Federal Direct Graduate PLUS Loan Entrance Counseling. The Entrance Counseling is designed to inform borrowers of the rights and responsibilities inherent in borrowing from this Program. The Office of Financial Aid will notify borrowers of the procedures for completing the Entrance Counseling.

All new Federal Direct Graduate PLUS Loan borrowers must complete a Master Promissory Note (MPN). The Office for Financial Aid will notify borrowers of the procedures for completing the MPN. The MPN is valid for up to ten years of educational borrowing.

Loans covering more than one semester must be disbursed in multiple disbursements. If the loan is intended for the Fall and Spring semesters, the first half of the loan proceeds will be disbursed at the beginning of the Fall semester and the second half at the beginning of the Spring semester. If the loan is intended for one semester only, the loan will be disbursed at the beginning of the term.

The amount of the Graduate PLUS Loan funding that arrives at the College will be less than the amount for which you have applied as the Federal Government retains an origination fee.

The College is required to reaffirm applicants’ eligibility for the Federal Direct Graduate PLUS Loan prior to disbursing the proceeds to students’ accounts. If, at the time that the College receives the loan disbursement, eligibility has changed for any reason, the College may be required to return some or all of the proceeds to the lender. In such cases, the borrower will be responsible for the student account balance that may result.

When borrowers cease to be enrolled for at least six credits, they are required to complete an Exit Counseling. The Exit Counseling is a final reminder of borrowers’ rights and responsibilities as they prepare to enter repayment. The Office for Financial Aid will inform borrowers of the procedures for completing the Exit Counseling process.

Alternative Loan Programs
There are several alternative loan programs available for students who need additional funds to finance their education. These are private loan products from banks and other lending institutions that are available for educational purposes. Students who are registered for fewer than six credits will not qualify for federal loans but may be eligible for alternative loans. Students may contact the Office of Financial Aid for information regarding alternative loans. Together with other grants or loans, alternative loans may not exceed the student’s cost of attendance as established by the Office for Financial Aid.

Veterans’ Benefits
Special funding is available to eligible veterans, their dependents and beneficiaries. Students may contact the nearest local Veterans Administration office for specific information. On-campus certification is completed by the Registrar’s office. Students should notify the Office for Financial Aid if they will be receiving Veterans’ Benefits, as these benefits must be considered when evaluating the students for other aid sources.

Vocational and Educational Services for Individuals with Disabilities
Students who qualify for this program should contact the local office of Adult Career & Continuing ED Services, a division of the New York State Education Department (Access-VR): http://www.acces.nysed.gov/vr. Students should notify the Office for Financial Aid if they will be receiving Access-VR assistance, as these benefits must be considered when evaluating the students for other aid sources.

Other Assistance
In addition to the sources previously mentioned, students should investigate scholarship and loan funds available through community, fraternal, religious, industrial or union groups. Students are encouraged to contact local organizations for further information concerning these possibilities.

Graduate Scholarships
The College of Saint Rose awards a number of scholarships to graduate students. The selection process is competitive for all graduate scholarships. Unless otherwise stated, no application is necessary.

Newly accepted graduate students may apply for Graduate Scholarships. These partial tuition scholarships are awarded on the basis of merit and require a separate application, which is available at www.strose.edu/admissions/graduate-students/tuition-aid/graduate-scholarships. Saint Rose also offers guaranteed grants for specific cohorts of students. Details are available at www.strose.edu/admissions/graduate-students/tuition-aid/guaranteed-grants.

The following rules apply to scholarships and grants unless otherwise noted:
Graduate students must be enrolled as a matriculated student. Graduate students awarded either a scholarship or grant must enroll in a minimum of six credits each semester. Scholarships and grants are awarded for the Fall and Spring semesters only and for up to four consecutive semesters. Scholarship and grant award amounts and types may change yearly.

Endowed Scholarships

Barbara Anne Carr ’54, G’59 Endowed Scholarship in Counseling
The Carr Scholarship is awarded in the fall semester to a full or part-time student pursuing a Master’s degree in Counseling, School Psychology, or Educational Psychology. The scholarship recipient must remain continuously enrolled and maintain a minimum grade point average of 3.0 for the duration of study. Preference will be
given to full-time students and those who have demonstrated financial need.

Michael R. Donohue Endowed Scholarship
This scholarship is given to an employee of St. Coleman's who is enrolled as a full or part-time graduate student studying Special Education.

John J. Gargiulo Memorial Scholarship in Business
This scholarship is awarded to full-time undergraduate or graduate students majoring in Business. Selection is based on academic achievement, leadership and community service.

Bernice S. Kahn G'73 Endowed Scholarship in Communication Sciences and Disorders
This scholarship is given to full or part-time undergraduate or graduate students studying Communication Sciences and Disorders. Eligible students have a strong background in volunteer services. Additionally, preference will be given to non-traditional or returning students. Selection is made by Financial Aid and the Communication Sciences and Disorders faculty.

Mary H. Langan/CPCD Endowed Scholarship
This scholarship was established for employees of Center for Disability Services who enroll as full or part-time undergraduate or graduate students.

Mary H. Langan/Langan Group Endowed Scholarship
This scholarship is available to an employee of the Langan Group, spouse of an employee or child of an employee who enroll as a full or part-time undergraduate or graduate student. The Langan Group includes Langan Motor Car, Langan Audi West, Langan Audi East, Capital Cities Imported Cars, and Northway Motor Car Corporation. An application can be obtained through the Office of Financial Aid or your Human Resources Department at Langan.

Sacred Heart Scholarship
This scholarship is awarded to a new or returning full-time graduate student who has been unconditionally admitted. The scholarship is non-renewable. Selection is made on the basis of undergraduate achievement and financial need.

Second Chance Scholarship
This scholarship is awarded to students who have faced a challenge that interrupted the completion of their education, and are now endeavoring to complete their degrees. The recipient is selected by a panel evaluating applications, financial need, and past academic achievement. Please contact the Office of Financial Aid for application materials.

Teamsters Endowed Scholarship
This scholarship is given to full or part-time undergraduate or graduate students who are members of Teamsters Local #294 or the spouse, child or grandchild of a member. An application is available on the Teamsters website: teamsterslocal294.org and Office of Financial Aid.

Peter M. and Anne M. Tully Endowed MBA Scholarship
The Tully Scholarship is awarded to a student pursuing a Master of Business Administration degree. Preference will be given to a student employed by a business based in the Capital Region; however, the recipient cannot be participating in an employee tuition reimbursement program. Candidates for this award have demonstrated financial need and will be evaluated on the basis of prior academic achievement.

The George and Caroline Winkler Scholarship
This scholarship is awarded to a full-time graduate student enrolled in the Master’s program in Communication Sciences and Disorders. Selection is made on the basis of undergraduate academic performance and recommendations from former instructors.

Graduate Assistantships
The College of Saint Rose sponsors approximately 120 graduate assistantship (GA) positions each academic year in order to provide qualified full-time graduate students with financial assistance and opportunities to augment their educational experiences. A GA appointment offers a student the opportunity to engage in meaningful professional development activities in administrative or research areas while working with faculty and administrators.

The selection process is competitively based and may include an interview. Graduate assistantships are awarded for the academic year (fall and spring semesters), require a minimum commitment of 150 hours of work per semester semester and be enrolled in a minimum of 9 credits per semester. The award amount is valued at $6,400.00 per year ($3,200 per semester), which is posted to the student's account as a grant upon completion of each semester's required work hours. A graduate assistantship award may affect a student's financial aid eligibility status; therefore, it is strongly recommended that prior to accepting the award, students consult with the Office of Financial Aid.

The Graduate Assistantship Program is administered by the Office of Graduate Admissions. Complete information including eligibility requirements, policies and procedures, and application requirements can be accessed at https://www.strose.edu/admissions/graduate-students/tuition-aid/graduate-assistantship-program.
ACADEMIC AND STUDENT SERVICES

The College of Saint Rose provides academic and student-centered services to support and enhance graduate students’ experiences during their stay on the campus. Services are provided through the day and evening on weekdays to accommodate the busy schedules of all students.

Academic Success Center - The Center for Student Success
The Academic Success Center (ASC) partners with students and faculty to enhance student academic skills outside of the classroom and provide equal access to information presented in the classroom. Our focus is to support students in becoming independent learners and to assist in the achievement of individual learning goals. We are committed to working with students to promote their academic success and ultimate goal of graduation.

Drop-in Tutoring
The Academic Success Center (ASC) offers students open-group tutoring sessions in the academic areas of math, accounting, business, computers, and the natural sciences (biology, chemistry, and physics). These sessions do not require an appointment. Since tutoring schedules change every semester, students are encouraged to stop by the Academic Success Center or check the ASC website to get the updated information.

Study Clusters
Tutorial study clusters give students the opportunity to work through rigorous course work, with the support of classmates and a peer tutor. Students experiencing difficulty with a particular course may contact the Academic Success Center to inquire about creating a study cluster.

Science and Math Skill Development
The Academic Success Center offers learning-enrichment programs and academic support for students who seek to improve their math placement scores or get extra help with science or math. Students meet one-on-one or in small groups, and appointments are encouraged. Students may call or stop by the Academic Success Center to speak with the Assistant Director/Student Development Specialist.

Students in the Childhood Education, Special Education, and other Education programs may contact the Assistant Director/Student Development Specialist for content support and strategies to increase familiarity with New York State Learning Standards and best practices in the sciences and mathematics.

The Writing Center
The Writing Center welcomes all student writers, from first-year students to those in graduate programs, from students who find writing challenging to strong writers looking to be even more effective. Every writer can benefit from feedback and individual attention. Tutors are trained to support both native speakers of English and English Language Learners in the development and enhancement of writing skills. During half-hour and hour-long tutoring sessions, trained tutors assist students with any stages of the writing process: selecting a topic, brainstorming, outlining, drafting, organization, research, documentation, and revision. The Writing Center also offers on-line tutoring. Please call us for more information.

Services for Students with Disabilities
Academic accommodations for students with documented disabilities are provided in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act.

Registering: In order to receive accommodations, students must self-identify and meet with the Director of Services for Students with Disabilities. Students requesting services need to present current and appropriate documentation of a disability. Prospective students are encouraged to meet with this office early in the application process to obtain a copy of the documentation guidelines and to learn about the services provided. Formal registration with the office is required for each semester that the student is requesting accommodations.

All services and referrals offered by the office are kept confidential in accordance with professional, ethical and legal guidelines.

Alumni Association
The College of Saint Rose Alumni Association welcomes all alumni as lifetime members upon graduation. Founded in 1924 and incorporated in 1949, the Association boasts more than 43,000 members to date. Under the leadership of an elected board, comprised of five officers and sixteen directors, the Alumni Association provides alumni with opportunities for connecting with current students, networking with leaders in their professional fields, and participating in career and personal enrichment activities. Many alumni also become involved with their local chapter of the association, joining Saint Rose graduates in planning and hosting alumni events right in their own neighborhoods.

Alumni enjoy a wide variety of exciting activities through the Office of Alumni Relations and the Alumni Association, including: class reunions, constituency reunions (gatherings of former teammates, club members, etc.), get-togethers for recent alumni, student/alumni networking programs, regional sporting events, and a variety of other events hosted on the Saint Rose campus and around the country. Together with the Office of Alumni Relations, the Alumni Association Board represents the interests of the alumni body to the College and develops initiatives designed to promote alumni engagement with their alma mater. The Office of Alumni Relations is located on the first floor of Moran Hall, 979 Madison Avenue. The Alumni Relations team can be reached at (518) 454-5105 or via e-mail at alumni@strose.edu.

Career Center
The Career Center assists students and alumni throughout the career development process. Our staff provides advisement, resources and programs on major and career exploration, part-time jobs and internships, resumes and cover letters, interviewing, networking and job search strategies, graduate school and post-
graduation employment. Services and resources include individual appointments and walk-ins, a career management system, employer recruiting program, job and internship postings, networking opportunities and programs, print and online career resources, as well as a variety of career-related programs and events.

We strongly encourage all students to login to HireStRose, our online career management system, to access:

- **Jobs and Internships**: full-time, part-time, on-campus, off-campus, internships, volunteer, caregiving, tutoring, Saint Rose work-study, and graduate assistantship positions
- **Events**: Career Carnival, Career Development Month, Career Roundtables, Education Expo, Etiquette Dinner, Graduate School Workshops, LinkedIn Headshots, Resume Critique Week, plus more
- **Recruiting**: employers interested in connecting with Saint Rose students and alumni via Information Tables, Information Sessions, Resume Collections, and On-Campus Interviews
- **Resource Library**: Career Center Handbook, Business Review Portal, eBook Collection, Vault, What Can I Do With This Major, plus more
- **Outcomes**: employment, internship, and continuing education information for Saint Rose alumni. It is never too early or too late to explore career interests and options, gain experience through employment and/or internship opportunities, develop a network or begin the job search. Students should make an appointment with the Career Center, (Saint Joseph Hall, Third Floor), call (518) 454-5141, email career@strose.edu, or refer to the Career Center’s website at www.strose.edu/careercenter.

**Center for International Programs**

The Center for Global Affairs aims to foster global connectedness at The College of Saint Rose through its various services and functions. The Center: (1) recruits and admits international students to undergraduate and graduate programs, (2) supports international students and scholars through programs, services, and activities, (3) promotes and facilitates study abroad for Saint Rose students, and (4) administers the English as a Second Language offerings of the College.

**I. INTERNATIONAL STUDENT RECRUITMENT**

Please see the Admissions section of this catalog for full details on admission standards and application processes for international students.

**II. INTERNATIONAL STUDENT SERVICES AND PROGRAMS**

The Center for Global Affairs helps international students adjust to their new cultural, personal, and educational environment to facilitate a successful experience at The College of Saint Rose. The Office assists students with maintaining good immigration status, conducts orientation for international students, and coordinates social activities throughout the academic year.

**III. STUDY ABROAD**

Students who are interested in studying abroad can choose from a variety of experiences: Faculty Led Programs, Semester/Year Long Study, and Summer Sessions. More information can be found here.

**IV. ENGLISH AS A SECOND LANGUAGE (ESL) PROGRAM**

The Center for Global Affairs also manages the College’s English as a Second Language program. This program is designed primarily for admitted applicants who have not yet met the English proficiency requirements for enrolling in degree programs, however those simply seeking to improve their English are also welcome.

Courses in the ESL Program can be found with the undergraduate course listings online. Typically, ESL courses are offered in Fall and Spring semesters.

**Counseling and Psychological Services Center**

The Counseling and Psychological Services Center is available for students who may, at one time or another, experience difficult periods in their lives. Counseling is a process of exploring oneself and one’s experiences with trained professionals in a safe, private, and confidential manner. A wide range of personal, family, relationship, or academic issues can be explored with the assistance of counselors at the center.

Center services include: individual and couples counseling; support groups; consultations; educational workshops on a variety of wellness/prevention topics; and confidential referrals to other sources for help. Counseling services are free and open to all current full-time students of the College. Day appointments are scheduled Monday through Friday from 8:30am to 4:30pm. The Counseling Center is located at 947 Madison Avenue.

**Dining Services**

**Main Dining Hall**

The Main Dining Room is our friendly, comfortable, all you care to eat location. It is the perfect place to catch up with friends. Watch your made to order meal be prepared. Venture to one of our multi-stations serving international fare and home-style entrees, or choose one of your favorites from the grill, deli or salad bar.

For more information about other dining options: http://strose.campusdish.com/Locations.aspx.

**Emery Educational and Clinical Services Center**

The Emery Educational and Clinical Services Center offers a wide array of speech-language evaluations and treatment and audio-visual evaluations, literacy tutoring and psychoeducational consultation. Additional programs include the Council of Effective Communication for individuals who stutter, a voice modification program for individuals in the transgender community, a traumatic brain injury program, accent modification and early intervention and preschool speech-language services. Individuals with speech and language goals are offered individual and group therapy services, designed to meet their individual needs. The Center also offers morning and afternoon nursery school programs for 3 & 4 year old children as well as social skills groups for children and adolescents with autism spectrum disorders.
Events and Athletics Center
The Events and Athletics Center is home to campus dining, Starbucks, the campus store, Student Association, the Daniel P. Nolan gymnasium, the fitness center, the mail & print center, and the Office of Student Development.

Health Services
Health Services provides nursing coverage and various clinical services five days a week during the academic year to full-time and part-time registered for six or more credits.

A physician or nurse practitioner is on campus to see and treat students during the week. Walk-in clinic hours are posted at the beginning of each semester. There is no additional charge for services provided in the Health Service, but students assume financial responsibility for all outside medical services such as visits to specialists, prescription drugs, ambulance transportation, emergency room visits and laboratory work sent off campus.

New York State Law requires all students born on or after January 1, 1957 registering for six or more credits to prove immunity to measles, mumps, and rubella.

Required Immunizations Consist of:

Measles (Rubella)
- The student must submit proof of two doses of live measles vaccine given after 1967: The first dose given no more than 4 days prior to the student’s first birthday and the second at least 28 days after the first dose; or
- The student must submit serological proof of immunity to measles. This means a lab report from an approved medical laboratory confirming immunity; or
- The student must submit a statement from the diagnosing physician, physician assistant, or nurse practitioner that the student has had measles disease.

Mumps
- The student must submit proof of one dose of live mumps vaccine given after 1968 and no more than 4 days prior to the student’s first birthday; or
- The student must submit serological proof of immunity to mumps. This means a lab report from an approved medical laboratory confirming immunity; or
- The student must submit a statement from the diagnosing physician, physician assistant, or nurse practitioner that the student has had mumps disease.

Rubella (German Measles)
- The student must submit proof of one dose of live rubella vaccine given after 1968 and no more than 4 days prior to the student’s first birthday; or
- The student must submit serological proof of immunity to rubella. This means a lab report from an approved medical laboratory confirming immunity (since rubella rashes resemble rashes of other diseases, it is impossible to diagnose reliably on clinical grounds alone. Serological evidence is the only permissible alternative to immunization).

The law allows certain exemptions for compliance and will waive, either permanently or temporarily, immunization requirement for students with special circumstances. These may include pregnancy, certain allergies and specific religious beliefs. Clarification of possible waivers or answers to other immunization or health questions can be obtained by calling Health Services at (518) 454-5244.

Meningitis
The meningitis vaccine is not required, however, all students registering for six or more credits, regardless of their date of birth, must submit one of the following:
- Certificate of immunization for meningococcal meningitis disease within the previous five years; or
- An acknowledgement of meningococcal disease risks and refusal of meningococcal meningitis immunization signed by the student or student’s parent or guardian if under 18.

New York State law requires documentation of the immunizations described above. A student’s continued ability to register and attend classes rests on providing the required documents.

Health Evaluation and Tuberculosis Screening
Health Evaluation and TB screening/PPD are required for all international students, students living on campus, and student athletes.
- The health evaluation must have been completed within one year of arrival on campus.
- If a PPD is necessary, it must have been done within six months of arrival on campus.

Medical History
All students are required to complete and return the Report of Medical History. Health forms must be submitted to the Health Services office in accordance with the following timelines:
- New York State Residents by September 16th for the fall semester and February 6th for the spring semester.
- International and Out-of-State Students by October 1st for the fall semester and February 21st for the spring semester.

Students who fail to submit the necessary forms in accordance with the timelines above will be assessed a nonrefundable $100.00 late fee. If students are not in compliance within 30 days from the start of the semester for New York State Residents and 45 days for International and Out-of-State Students they will be subject to immediate exclusion from their courses and removal from residence halls, when applicable.

Students will be considered “in process” and will be allowed to attend classes if he/she has presented a Certificate of Immunization that shows the student is in the process of completing the immunization requirements of PHL Section 2165. To be in process the student must have received at least one dose of the MMR vaccine and have an appointment to return to a health practitioner for the second dose within ninety (90) days. A student will also be

Certificate of Immunization for Meningococcal Meningitis
- Refusal of meningococcal meningitis immunization signed by the student or student’s parent or guardian if under 18.

New York State law requires documentation of the immunizations described above. A student’s continued ability to register and attend classes rests on providing the required documents.
considered “in process” if they have had blood titers drawn and are awaiting results to prove immunity to measles, mumps and rubella.

A student can be considered “in process” of complying with PHL Section 2167 regarding meningococcal disease through a thirty (30) day grace period. If the student is not in process and/or goes beyond the 30 day grace period, he/she will be subject to exclusion from classes.

Students who provide proof of honorable discharge from the armed services within ten years from the date of application to an institution shall qualify as in process, enabling a student to attend the institution pending actual receipt of immunization records from the armed services by the end of that semester. To enroll in future semesters, the student must supply the immunization records from the armed services.

Students who fail to comply with the timelines in this Policy will be excluded from attending classes and residing in their residence hall, when applicable, until such time as all immunization records are complete in Health Services. Faculty will be notified that the student is not permitted to attend class, complete coursework, or submit assignments until the student is in full compliance with this Policy. Once in full compliance, the student will be required to pay a $200 fee to be permitted to return to class and their residence hall, when applicable, and then the faculty member will be notified accordingly.

Correspondence related to insufficient records will be communicated via Saint Rose student email accounts and phone numbers provided by the student in the Banner system. Health forms are available on the Saint Rose website at www.strose.edu. Call (518) 454-5244 with any specific health concerns or questions.

Immunization records are kept for a period of six years. A copy of a student’s health records will be released by Health Services only upon written request from the student. Records are released in person or through the US Postal Service; we are unable to fax or email medical records. Please allow twenty-four hours to process a request for immunization records.

Health Insurance

The College of Saint Rose recognizes the importance of available, affordable health care. The College of Saint Rose is pleased to offer all Undergraduate and Graduate Students a voluntary comprehensive form of accident and sickness insurance. Please visit www.haylor.com/student and click on The College of Saint Rose icon for more information.

Housing Resources

Off-campus housing in The College of Saint Rose vicinity is privately owned and operated, including apartments and private rooms. Information regarding availability can be obtained in the Office of Residence Life or at www.csr.och101.com. Students looking to live off-campus, but in a community atmosphere, might consider University Heights College Suites, located just a short distance from campus at 100 Union Avenue in Albany. College Suites offers housing to students from The College of Saint Rose, Albany College of Pharmacy, Albany Law School, Albany Medical College, and Sage College of Albany. Additional information regarding College Suites may be found at www.uhcologesuites.com. The College continues to review its housing on an annual basis and will offer on-campus housing based on availability.

Identification cards will be issued to new students by the One Card Office, which is located in the Student Solution Center on the third floor of Saint Joseph Hall. The initial identification card is free of charge. Any and all other replacements (lost, stolen, or damaged) incur a replacement cost of $30.00 that is charged to the student's account. To replace an ID card, the student must appear in person to the One Card Office.

ID cards should be carried at all times and must be produced upon request from staff or faculty. Students will need their ID cards in order to gain access into campus buildings after 5:00 p.m. Students forfeit their ID card upon withdrawal from the College. Cards must be turned in to the One Card Office.

The Neil Hellman Library

The Library contains over 222,000 volumes, 550 periodical subscriptions, over 312,000 microforms, and subscriptions to 55 web-based journal packages, which provide access to over 70,000 magazines, journals, and newspapers. The Library also provides access to over 92,000 electronic book. Membership in the Capital District Library Council and the Online Computer Library Center (OCLC) network provide access to materials from libraries worldwide through interlibrary loan.

The Library provides computers for student use. In addition to public workstations located throughout the building, the Library has laptop computers that students can check out and use throughout the building. A wireless network provides Internet access through all four floors of the Library. All computers have browsers and Microsoft Office software installed, and students can print from anywhere in the building. The Library's subscription databases and other electronic resources are available to students from anywhere on or off campus.

Librarians are available whenever the Library is open to help with any library or research needs. Personal, one-on-one reference help and research guidance is available on an appointment basis.

During the fall and spring semesters, the Library is open over 83 hours per week.

Monday – Thursday 8:15 a.m. – 11:00 p.m.
Curriculum Library tours are provided in collaboration with professors throughout the semesters. Reference services are provided by librarians, reference assistants, and staff.

**The Patricia Standish Curriculum Library**

The Patricia Standish Curriculum Library houses over 12,000 resources and hands-on materials to support undergraduate and graduate studies within The School of Education. The Curriculum Library is located on the second floor of the Thelma P. Lally School of Education building.

The collection includes a circulating reference collection of ideas for lesson plans and therapy sessions, picture books, juvenile fiction, young adult fiction, big books, information books, kits, textbooks, readers, New York State Standards and Curriculum Guides, the Touhey Collection of Multicultural materials, and standardized tests. Curriculum Library tours are provided in collaboration with professors throughout the semesters. Reference services are provided by librarians, reference assistants, and staff.

**Hours (Fall and Spring Semesters):**

- Monday–Thursday: 8:30 a.m. – 9:00 p.m.
- Friday: 8:30 a.m. – 5:00 p.m.
- Saturday: 11:00 a.m. – 4:00 p.m.
- Sunday: 12:00 p.m. – 5:00 p.m.

*The Library offers extended hours during the final examination period each semester.*

**Parking**

The College has various parking lots located within and around the campus. Vehicles must be registered with the College, and a hang-tag permit must be displayed on the vehicle to park in College-owned and leased lots. The permit cost is $105.00 for resident students and $55.00 for commuter students. Permits are issued each academic year from the Office of Safety and Security headquarters at 340 Western Avenue or online at: http://www.strose.edu/parking. There is a one (1) permit limit per individual. A copy of the Parking Regulations and Information is issued when the hang-tag permit is issued. Vehicles without hang-tag permits or parked in unauthorized areas will be ticketed and may be immobilized or towed at the owner’s expense. The College assumes no responsibility or liability for vehicles or their contents parked in College-owned or leased parking lots.

The College reserves the right to change established fees and services, and to determine the effective date of such changes without prior notice.

**Student Conduct and Safety**

The Office of Student Conduct is responsible for the overall administration and management of the College’s disciplinary process for cases of non-academic student misconduct. The Office of Student Conduct works to ensure just and prompt resolution of allegations of misconduct.

In addition to resolving allegations of misconduct, the Office of Student Conduct reviews, revises and interprets campus policies and procedures. The Office works closely with other College departments to prevent misconduct and create an environment that fosters integrity while promoting an ethic of care and concern.

To view the Student Handbook: https://www.strose.edu/student-life/policies-important-info/student-conduct-safety/.

**Office of Intercultural Leadership**

The Office of Intercultural Leadership assists students with their adjustment to college life and to the broader community. The Office provides training, mentorship, and enrichment for students, staff, and faculty on diversity and inclusion initiatives across campus. In addition, they work with the College community to develop curricular and co-curricular activities that promote a positive and successful living and learning environment for students.

**Office of Spiritual Life**

The Office of Spiritual Life promotes the Mission of the College and consists of the offices of Campus Ministry, Community Service, and Mission Experience. Campus Ministry is located in the Hubbard Interfaith Sanctuary and promotes the personal and spiritual growth of the campus community. Rooted in the Roman Catholic tradition, Campus Ministry provides interfaith and ecumenical programs of prayer, liturgy and celebration to invite the spiritual growth of people of different faiths. Yearly retreats, volunteer opportunities, workshops and individual counseling and direction are offered to students who wish to develop their spiritual lives.

The Offices of Community Service and Mission Experience are located at 950 Madison Avenue. Community Service encourages and supports involvement in community outreach and service programs. A large network of local agencies provides students with ample opportunities for service. Community Service also works with faculty to develop service learning opportunities for various courses. The Office of Mission Experience develops opportunities for student leadership and for international service.

People of all spiritual and religious beliefs and traditions are welcome to make our community at the College rich in spiritual insight and experience. All are encouraged to work for justice and peace.

The Office of Mission Experience develops opportunities for student leadership and for international service.
Student Clubs and Organizations
The College of Saint Rose recognizes the importance of co-curricular activities. Participation in a club or organization affords students the opportunity to develop important leadership and interpersonal skills. It also provides some significant “hands-on” experience to complement students’ academic records. There are over 35 clubs and organizations recognized by the Student Association. Students can learn more about the clubs that are available by calling (518) 454-5198 or by visiting the Student Association office in the Events and Athletics Center. There is also an Activities Fair held in early September where representatives from various clubs will be present. More information can be found here: http://www.strose.edu/officesandresources/student_life/clubs_or ganizations/article1942.

Student Solution Center
The Student Solution Center on the third and fourth floors of Saint Joseph Hall should be the first stop for students with registration, billing and payments, or financial aid questions. The staff in this area has been educated to answer most questions students may have about these and many other issues. The telephone number is: (518) 458-5464.

Technology Resources
The College of Saint Rose offers a variety of computer lab resources for student use. Some of the labs are dedicated as open labs, and several of them are open twenty-four hours a day, seven days a week. There are also several specialized computer labs including Education, Mathematics, Music, Graphic Design, Public Communications, and Physics. Additionally, there are nineteen classroom computer labs and most other classrooms are smart classrooms which feature an instructor’s computer workstation with multimedia capabilities and video projection equipment. Computer labs offer a variety of current software including Microsoft Office Pro, SPSS, Maple, and curriculum-specific programs. Most computer labs on campus have laser printers or multi-function devices for student use. Students get a quota of free prints each semester with additional prints costing a fee. The Neil Hellman Library has numerous computers located throughout the building for student use.

The College has implemented a wireless network that provides access throughout the campus. Students who need to access the wireless network with their own notebook computers, smart phones or other devices have to register their device on the network. Students who need assistance with this should bring their equipment to the Help Desk in Saint Joseph Hall for configuration. The Neil Hellman Library has wireless notebook computers that students can sign out for use in the library.

All computers on campus are connected to the campus network and have full access to the Internet. The College also supports a learning management system (LMS) which allows students to have access to course-related materials accessible from any web browser on or off campus. All students are given an account that gives them access to computers, e-mail and the learning management system. Students must abide by the College’s Acceptable Use Policy and Copyright Policy when using any technology resources.

Computer lab locations, technology policies and additional information related to technology resources can be found at the Information Technology Services website, http://its.strose.edu.

All students are provided with a Saint Rose email account.

Veteran Students
The Bursar’s Office manages the financial aspects of Veteran Educational Benefits, while the Registrar’s Office provides the VA with enrollment certifications. Questions about eligibility and tuition/housing coverage should be directed to the Department of Veterans Affairs at: www.gibill.va.gov or call 1-888-442-4551.

Once you receive your eligibility from the VA, please contact the Registrar’s Office Veteran School Certifying Official at 518-458-5464 or registrar@strose.edu in order to initiate the use of your veteran educational benefits at The College of Saint Rose.

Veteran and veteran family students at The College of Saint Rose have ongoing responsibilities to Veterans Affairs (VA), and the School Certifying Official (SCO) at Saint Rose. These groups closely monitor enrollment status and academic progress. It is the responsibility of the student using veteran educational benefits to follow the policies and guidelines outlined by the VA and The College of Saint Rose.

Section 103 - VA Pending Payment Compliance
In accordance with Title 38 US Code 3679 subsection (e), this school adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while payment to the institution is pending from the VA. This school will not:

• Prevent nor delay the student’s enrollment;
• Assess a late penalty fee to the student;
• Require the student to secure alternative or additional funding;
• Deny the student access to any resources available to other students who have satisfied their tuition and fee bills to the institution, including but not limited to access to classes, libraries, or other institutional facilities.

However, to qualify for this provision, such students will be required to produce the Certificate of Eligibility by the first day of class.
ACADEMIC POLICIES AND PROCEDURES

Progress toward Degree or Advanced Certificate
Students accepted to degree or advanced certificate programs are expected to work with continuity and to register for courses in those programs until all requirements are completed. Ordinarily, students register each semester for a minimum of three credit hours. Full-time students carry a minimum of nine hours of credit per semester. All courses to be counted toward the degree must be completed within six years. Students in the School of Business may take a maximum of 15 credits per summer. Students in the Schools of Education and Mathematics & Sciences may take a maximum of 12 credits per summer.

Policy on Academic Standards
The following academic standards apply to all graduate degree and certificate programs of The College of Saint Rose. Students should refer to appropriate sections of this catalog for additional School and program-specific requirements.

- A student must maintain a minimum cumulative grade point average of 3.00 (on a 4.00 scale) in their program to be in good academic standing.
- After earning a grade of “C” for the first time, a student will receive a letter of warning from the school dean. If the student’s cumulative grade point average is below 3.00 in their program, the letter will inform the student that he/she must return to good academic standing by the completion of the next 6 credits.
- After earning a grade of “F,” the student will receive a letter of dismissal from the school dean.
- For courses graded on a pass/fail basis, only (credit) courses in which a grade of “P” is earned will be applicable to the degree.
- A student may only repeat a course once in which a grade of less than “B” has been received.
- A student may repeat once a zero-credit comprehensive exam or workshop in which a grade of “F” has been received.
- The grading policy of the School in which a student’s major program resides prevails.
- The Registrar will complete a check of grades each semester to determine eligibility to continue matriculation.
- A student must have a minimum cumulative grade point average of 3.00 (on a 4.00 scale) in their program in order to graduate from that program.

Substitution of Program Requirements
Appeals for a substitution of any of the program requirements in this catalog must be submitted in writing to the appropriate school dean.

Final Evaluation
Final evaluation procedures and requirements are specified in the sections describing each program. Programs requiring comprehensive examinations ordinarily offer these examinations toward the end of the spring, summer and fall semesters. Students should consult the semester course schedule for examination dates. Students must register for the exams unless otherwise specified in the sections describing the programs. Students must either have completed all course work or be registered for their final credits in order to register for comprehensive examinations, the comprehensive seminar or the final directed research project.

Registration for these experiences must be completed by the stated deadlines published in the academic calendar. Should a student be unsuccessful in passing a comprehensive examination, he/she may retake that examination only once, and the second attempt cannot be made within the same semester as the first. The consequence of a second failure of the comprehensive examination is dismissal from the program and inability to earn a master’s degree in the program for which the examination is a requirement.

Students must apply for graduation from their master’s degree or certificate of advanced study by filing an application with the Registrar’s Office. Applications should be submitted the semester prior to degree completion according to the date listed in the academic calendar. Applications are available online through the College’s Secure Site. The Registrar’s Office will review records and qualifications for graduation and inform applicants of their status.

Thesis
Students may, and are encouraged to, write theses in partial fulfillment of the requirements for the master’s degree. Theses, modest but significant investigations of problems or topics in students’ major areas, provide appropriate culmination of the course work for programs. Although traditionally of a formal nature, theses proposals may be more nontraditional and creative in their approaches if supported by the program faculty.

A Guide to the Preparation of Master’s Theses is available in The Office of Graduate and Continuing Education Admissions and in the offices of school deans. There are suggested formats and evaluation checklists for three types of theses proposals: qualitative research, quantitative research, and liberal arts theses. Each format reflects a different method of research or theses writing, although all three encourage writers to provide the information needed by readers of the proposal. Liberal arts theses are conducted primarily in the library rather than in the field and, usually, are creations of artifacts (novel, art work, etc.) as theses projects.

A student’s thesis committee is comprised of the thesis director (a faculty member from one’s department) and at least one other committee member referred to as the reader. The student’s thesis proposal must be approved by all members of this committee. The student will, then, ordinarily work closely with the thesis director during the writing of the thesis, consulting with other faculty members on the thesis committee as appropriate.

After the proposal is approved by the thesis committee, the student submits the Thesis Research Proposal Form, with the original signatures of the committee members, to the Registrar’s office and
registers for thesis research credit. Such research ordinarily carries six credits and may be spread over two semesters. For each semester during which the student’s thesis is in progress, an “I” (Incomplete) grade will be awarded and an “I” grade fee will be assessed.

Two copies of the completed thesis, with signatures from the thesis committee, ready for binding, must be delivered to the Serial Librarian at the Neil Hellman Library one week prior to Commencement. A receipt from the Librarian must then be brought to the thesis director, who submits the final grade and forwards the receipt to the appropriate school dean. Completed theses are the property of The College of Saint Rose. Publication, in whole or in part, requires permission of the College secured through the office of the appropriate school dean.

Secure Site: Student Self-Service
Students can access information about their courses, grades, academic progress (Degree Works), and financial aid through the Secure Site. On the Saint Rose homepage, click “Gateways” and then “Login.” Select “Secure Site.” Click “Login to Secure Area.”

The College of Saint Rose Web Administrative Information Services are available from 6:00 AM to 1:00 AM, seven days a week. Access to these services is intended for authorized students who wish to view personal information as well as perform administrative functions related to course registration, grading, transcripts, financial aid, and account status. Students may only access personal information with a user identification number and a PIN. An alternate PIN is necessary for registration online. The alternate PIN for registration is time-sensitive and semester-specific. It is emailed to graduate students each semester, after their first semester. Security of this service is of utmost concern to the College. Students should not share their identification numbers and PINs with others for security reasons.

Change of Address
Students must indicate a change of address each time their address changes. This can be done online through the Secure Site, or in-person at the Registrar’s Office.

Change of Name
Students must submit legal documentation of their name change to the Registrar’s Office. Acceptable documents including but, not limited to: government-issued ID card, marriage license, divorce decree.

Registration
In preparation for the upcoming semester, one day each semester is set aside for students to meet with their faculty academic advisors to discuss academic progress and make recommendations for registration for the next semester. Graduate students are encouraged to schedule these meetings but are not required to do so. Registration for the upcoming semester is held in November for spring courses and in April for summer and fall courses. Please refer to the Academic Calendar for the specific dates each semester. We use a lottery system for registration priority. A computerized, random selection, based on the total number of credits, including anticipated credits accumulated by the end of the current semester, determines registration priority. Registration letters are sent out each semester to your Saint Rose email account. Matriculated students who are not enrolled for the current semester must contact the Registrar’s Office at (518) 438-5464 or registrar@strose.edu to obtain their registration email for the returning semester.

Students may register via the Secure Site or in the Registrar’s Office on or after their designated time. Students may register and add/drop courses online through the first week of each semester. Registration closes at the end of business on the last day of add/drop.

Adding or Dropping a Course
Students may only add or drop a course prior to the published dates in the Academic Calendar. Courses dropped during this period will not show on the student’s record.

Withdrawing from a Course
Students may withdraw from one or more of their courses according to official deadlines posted on the Academic Calendar. Courses from which a student has withdrawn will be recorded as W. Students who merely stop attending a course and fail to withdraw from that course will incur a grade of F. The procedure to withdraw from a course is initiated at the Registrar’s Office. If applicable, the official date when a student withdraws from a course is the basis to determine refunds or tuition adjustment. Prior to withdrawing from a course, students should review policies regulating refunds, full-time status, grading penalty, financial aid and immigration status.

Withdrawing from the College
Students who wish to withdraw from all course work at the College must notify the Dean of their school in writing. The grade W will be recorded for official withdrawals that occur prior to the posted mid-semester deadline. Withdrawals after mid-semester are subject to the grade of F. Students should review policies relating to refunds, grade penalty, financial aid and immigration status prior to withdrawing from the College.

Students receiving financial aid or scholarships must complete the exiting process with the Office of Financial Aid.

Withdrawal Appeal Due to Extenuating Circumstances
Students at The College of Saint Rose (“the College”) periodically face unusual or extenuating circumstances that prevent them from completing a course or term or otherwise complying with institutional withdrawal deadlines. Tuition insurance is recommended prior to enrollment to cover students for medical withdrawal reasons.

If a student is interested in appealing a withdrawal date that would result in a retroactive change to a student’s registration status, a committee will meet to review that appeal. The committee consists of staff members from the departments of Registrar, Bursar, Financial Aid and Finance. All appeals must be submitted within 90 days of the end of the semester for which the student is appealing and must include supporting documentation demonstrating extenuating circumstances that support the student’s appeal. Appeals older than 90 days or those submitted without supporting documentation will not be reviewed. If the appeal is approved, changes will be made retroactive to the last date of attendance or applicable date as demonstrated by the provided documentation as deemed appropriate. The student’s academic
record will reflect “W” grades for all courses in the term under review. Tuition charges will be adjusted according to the College’s posted refund schedule on the website in accordance of the final date of withdrawal. If the event is related to a medical condition, then it is the student's responsibility to make an informed decision, which may require consultation with a physician prior to enrolling in future coursework.

Appeals and supporting documentation shall be sent to the Registrar’s Office. Supporting documentation includes but is not limited to:

- Medical – A dated and signed letter, on letterhead, from the physician explaining the student's illness with recommendation for withdrawal; medical bills; and/or other medical documentation.
- Death of immediate family member – A death certificate or obituary from the newspaper must be provided. Pamphlets from the funeral will not be accepted.
- Other – Additional circumstances will be considered based upon documentation that is submitted.

Note: The Committee cannot change regulations regarding the amount of federal aid that must be returned when a student does not fulfill program requirements. Students are encouraged to read information about withdrawing from classes on the College’s website and call or visit the Financial Aid Office to determine specific implications for anticipated registrations changes. In many cases, if a student withdraws from classes, the student’s federal, state, and/or institutional awards may be adjusted and all unpaid tuition resulting from the cancellation will become due immediately.

The Registrar’s Office may be contacted as follows:
The College of Saint Rose
Office of the Registrar
432 Western Avenue
Albany, NY 12203
Email: registrar@strose.edu
Fax: 518-454-2012
Phone: 518-454-5211

Resumption of Study
If approved, students will resume their studies under the catalog in effect at the time of resumption. All courses to be counted toward the degree or advanced certificate must be completed within six years.

Students in Good Academic Standing:

Students who have officially withdrawn or who have not attended the College for a period of two years must complete an Application for Graduate Resumption of Study, available through the Registrar’s office website. In addition to the application, students must also submit a Statement of Purpose and an official Saint Rose transcript. Students may be required to submit additional information (such as writing samples, letters of recommendation, or test scores) or to interview with faculty. Students must first contact the Graduate Coordinator/Department Chair of their program and then the Dean of their School for approval to be readmitted to the College.

Appeals and supporting documentation shall be sent to the Registrar’s Office. Supporting documentation includes but is not limited to:

- Medical – A dated and signed letter, on letterhead, from the physician explaining the student's illness with recommendation for withdrawal; medical bills; and/or other medical documentation.
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Students Not in Good Academic Standing:

Students who have been academically dismissed need to complete an Application for Graduate Resumption of Study, available through the Registrar’s office website. In addition to the application, students must also submit a Statement of Purpose and an official Saint Rose transcript. Students may be required to submit additional information (such as writing samples, letters of recommendation, or test scores) or to interview with faculty. Students must first contact the Graduate Coordinator/Department Chair of their program and then the Dean of their School to petition to be readmitted to the College.

Students who would like to enter a new program, different than the one they were dismissed from, must follow the admissions procedures for the new program. The School that dismissed the student will be consulted as part of the admissions process.

Students not in Good Judicial Standing:

Students who have been judicially suspended, but who are in good academic standing may petition to be readmitted to the College at the time designated in their letter of sanction. Students need to complete an Application for Graduate Resumption of Study, available through the Registrar’s office website. In addition to the application, students must also submit a Statement of Purpose, an official Saint Rose transcript, and documentation that certifies they are able to rejoin the campus community as a contributing member. Students may be required to submit additional information (such as writing samples, letters of recommendation, or test scores) or to interview with faculty. Students must first get approval from the Assistant Vice President for Student Affairs to proceed with the resumption process. If approved by the AVP for Student Affairs, students must then contact the Graduate Coordinator/Department Chair of their program and followed by the Dean of their School to petition to be readmitted to the College.

Servicemembers:

Students who perform uniformed services in the Armed Forces for a period of more than 30 consecutive days under a call or order to active duty are eligible for withdrawal status and to be readmitted to the College with the same academic status at the point of the departure.

- Students are required to give official notice to the Veteran Certification Official in the Registrar’s Office.
- The cumulative length of absences from the institution by reason of service cannot exceed five years.
- Notice of intent to return must be provided not later than three years after the completion of the period of service.
- Students need to give notice of their return using the College Resumption of Study form and process, by the applicable time limit.

For further details and FAQ of this Higher Education policy please visit the U.S. Department of Education website: https://www2.ed.gov/policy/highered/guid/readmission.
Independent Study
Opportunities for independent study are available to currently enrolled students.

Independent study is available to matriculated students. An independent study may take the form of research, tutorials, directed readings, or special projects under the direction of full-time faculty members with whom students consult periodically during the semester. Each independent study must have a faculty advisor and requires a formal application to be on file in the Registrar’s office at the time of registration or by the deadline posted on the academic calendar (approximately two weeks from the first day of classes).

Students who wish to pursue independent study have the responsibility to secure approvals and consent from a faculty member in the academic discipline, realizing that a faculty member may not always be able to accommodate requests.

Transfer Credit
Students may request that previously earned graduate credits (whether earned at The College of Saint Rose or at another accredited institution*) be applied to up to one-third of their program (plus 1-2 credits). Individual departments may limit credit requests by advisement; students should consult the program descriptions found in this catalog for specific details. Specific courses may be approved for transfer by the faculty reviewer during the admissions process and the department chair/program coordinator. Transfer credit is allowed only for courses in which students have received a grade “B” or better and are within the six-year time limit allowed for completion of a graduate program. Graduate level courses taken to meet Bachelor’s degree requirements are not applicable for transfer into a graduate program. Students may not transfer courses after matriculation at Saint Rose without obtaining prior permission from their faculty advisor and the department chair/program coordinator. The Graduate Transfer Credit Form (available on our website) and an official copy of your transcript must be on file in the Registrar’s office before any transfer credit will be awarded.

*Credit must be from a U.S. regionally accredited institution. If credit is from an international institution, the institution must hold equivalent accreditation as determined by the faculty. Faculty may require a WES or ECE transcript evaluation for international transfer credit to be considered.

Experiential Learning Credit
Graduate students in certain programs may be given credit for post-baccalaureate experiential learning which appropriately meets both the objectives of their degree programs and the general criteria established by the Graduate Academic Committee as explained below.

Experiential learning is defined as “learning acquired through work experience, life experience, service experience and other special accomplishments which occur outside a classroom” (Adopted from the 1977 statement by the Council of Graduate Schools in the United States).

The following criteria must be met to ensure the academic integrity of credit granted for experiential learning:

1. The experience must be significant and pertinent to the degree program.
2. The experience must have taken place since the earning of the undergraduate degree and must result in graduate-level learning.
3. The experience must be validated. Validation is met by students’ presentation of written documentary evidence describing the nature, extent, and quality of learning experiences, as well as the specific times, places, and circumstances in which they occurred.
   a. In the case of experience gained before matriculation for the master’s degree, students’ materials must be given documented review and confirmation by persons determined by the graduate faculty to be appropriate professionals who have witnessed the students’ accomplishments and can attest to the significance and graduate quality of the learning experiences.
   b. In the case of experience gained after matriculation for the master’s degree, students’ learning will be supervised by appropriate non-faculty professionals in the areas of the experiences. Students’ faculty advisors will monitor the planning, establishment of goals, expenditure of time and effort, and resultant learning. On-site evaluation of the experiences will be made by appropriate faculty members where the learning experience is presently observable. Written account and evaluation of the several phases of the experiences will be submitted by the evaluating faculty members to the advisor for keeping in the students’ academic files.
4. All documented evidence and reviews of students’ learning experiences must meet the approval of the department chair and program faculty before the granting of credit.
Credit for experiential learning is not granted until all degree requirements are met. Students who are interested in applying for credit for experience should begin this procedure well in advance of graduation, but not before earning at least 12 credits with a grade of “B” or better. The usual number of credits to be granted for experiential learning is three. A maximum of six credits may be granted. Each program makes its own determination of the application of experiential learning toward completion of degree requirements. Students in teaching certification programs should be aware that credit for experience is not ordinarily a possibility. A fee of $100 for evaluation is charged for each graduate credit assessed. Additional information can be obtained through the Graduate Admissions office.

Undergraduate and Graduate Study
Undergraduate students who are senior status and have an overall GPA of 3.0 or above are eligible to take graduate courses. If eligible, students may register for a maximum of 12 graduate credits. The graduate credits may be applied to the undergraduate degree. To secure permission, students should complete the “Permission for an Undergraduate Student to take Graduate Courses” form, available from the Registrar's Office. It requires permission of the student’s academic advisor, the graduate coordinator/department chair for the graduate courses the student wishes to take, and a financial aid counselor (if student received financial aid).

Graduate Grading System
Graduate students at The College of Saint Rose must use Standard English. They must also organize and express ideas clearly with sensitivity both to the audience and to the specific requirements of the task.

GRADE A = 4.0

Subject Matter
Superior mastery of the subject matter marked by a high level of independence and depth in research

Insight & Understanding
An exceptional command of interrelationships within the subject and depth in approaching problems

Expression
High level of fluency in oral and written expression. Ease and accuracy in using all writing conventions

GRADE A- = 3.75

Subject Matter
Excellent mastery of the subject of the material and in oral and written matter marked by depth in approaching expression. Ease and relative independence and depth in research

Insight & Understanding
Excellent command of the subject of the material and depth in approaching problems

Expression
High level of fluency in oral and written expression. Ease and accuracy in using all writing conventions

GRADE B+ = 3.5

Subject Matter
Clear mastery of the subject matter and demonstration of independence and depth in approaching assignments

Insight & Understanding
Command of the material and depth in approaching problems

Expression
Fluency in oral and written expression. Correct use of all writing conventions

GRADE B = 3.0

Subject Matter
Acceptable knowledge of the subject matter and ability to plan and complete work with independence and depth

Insight & Understanding
Adequate command of the material and demonstration of the ability to engage in problem-solving

Expression
Clarity and correctness in oral and written expression. Adequate use of all writing conventions

GRADE C = 2.0

Subject Matter
Superficial knowledge of the subject matter

Insight & Understanding
Limited understanding of principles and limited ability to apply them

Expression
Some deficiency in oral and written expression. Inadequate use of writing conventions

Other Grades

P/Pass Equivalent to a grade of B or better
F/Failure Unacceptable performance on an assignment/s or the course. No academic credit
W Withdrawal
X Audit
I Incomplete
R Repeated Course
An Incomplete (I) grade, which is awarded only with the special permission of instructors and in consultation with students, becomes an F if it has not been completed within one month after the beginning of the following semester. Summers are not included. Incomplete grades carry a $80 fee.

When students repeat courses for the purpose of raising grades, the credits will be counted once in the total number of credits required for their degrees. The prior grades are replaced by Rs.

Students who register to audit courses may not subsequently request credit for those courses.

### Change of Grade Policy

Grade changes are the sole responsibility of the instructor assigned to the course. The basis of grade changes is restricted to clerical error, computation error, academic grievance or academic dishonesty. Grade changes which fall within these policy guidelines are to be accepted as if they were the original grade. Grade changes should be completed by the end of the following semester.

### Academic Grievance Procedure

To resolve academic grievances, students should complete this procedure no later than 60 days after the first day of the next regular (fall or spring) semester. (A summary checklist for this procedure is available on the Registrar’s office website under “Forms, Applications and Instructions.”):

1. A student with a grievance must first identify the grievance and discuss the matter at issue with the faculty member who is the party to the grievance. Students who cannot locate the faculty member to discuss the grievance should meet directly with the chair of the relevant department. If a grievance arises against a department chair then the school’s faculty will select a faculty colleague to meet with the student.

2. If no resolution of the grievance was achieved during that first step, then, second, the student must request, in writing, a meeting with the chair of the relevant department (or an appointed representative in the case of grievances against a department chair) and the faculty member who is party to the grievance (and the student, him/herself). In the written statement, the student will make clear to the department chair that there is a grievance matter, and that the issue was unresolved in a meeting with the faculty member. The meeting will be set by the department chair for within two weeks of receiving the written request. At this meeting, the grievance issue(s) must be identified. The department chair will facilitate an attempt to resolve the grievance. Students and faculty members should complete the Academic Grievance Process form (available on-line under “Forms” on the Registrar’s office website) at the end of this meeting if the student intends to pursue the grievance to the next step.

3. If no resolution of the grievance is achieved at the second step, the student may make a request for a formal hearing of the grievance by the Academic Grievance Committee. The request must be in writing and presented to the chair of the Academic Grievance Committee within the 60 day time limit noted above. A detailed and clear statement with supporting evidence of the facts must accompany the hearing request. The Academic Grievance Committee will determine if the appeal is within its purview and if the facts warrant a hearing. Four affirmative votes of the Committee members are needed to call a formal grievance hearing.

The student has the responsibility to gather the appropriate signatures on the Academic Grievance Process Form at the end of each meeting of the grievance process. Additionally, the student must provide a signed copy of this completed form to the Academic Grievance Committee should the grievance not be resolved at steps 1 and 2 of the process. The Academic Grievance Process Form is available in the Registrar’s office and on the Registrar’s office website.

The student and faculty member, and witnesses with direct knowledge of events germane to the grievance for either party, are permitted at the formal hearing of the Academic Grievance Committee. All pertinent documents and supporting written statements will be admitted into evidence at this time, and those that are determined to be relevant by the committee will be considered carefully. The chair will moderate the proceedings. The grievant may be assisted during the hearing by an advisor selected from the College community (faculty, staff or student) but that advisor will not address the committee directly. While all parties to the grievance are free to consult with and receive advice from attorneys concerning the grievance, no party shall be represented by an attorney during the hearing itself.

The Committee’s recommendations, in writing and within a reasonable time frame, typically within ten days of the formal hearing, will be forwarded for final deposition to the appropriate school dean (or directly to the Provost in situations where no dean is available). The school dean will notify all parties concerned, in writing, of his/her decision and the recommendations of the Committee.

The Academic Grievance Committee will be comprised of four faculty representatives elected by each of the four schools and three students selected by the Student Association (which should keep in mind the fact that a traditional, nontraditional and graduate student should be included). Two alternate students will also be selected annually by the Student Association. No person on the Academic Grievance Board shall hear his/her own complaint. Confidentiality must be maintained at all times.

### Policy on Plagiarism and Other Infringements of Academic Honesty

**Definition:**

Students at The College of Saint Rose are expected to be honest in every aspect of their academic work. All work presented as a student’s own must be the product of her or his own efforts. Plagiarism, cheating, academic misconduct, or any other submission of another’s work as one’s own is unacceptable. Students working in groups are each individually responsible for the academic integrity of the entire group project.

**Plagiarism includes but is not limited to:**

- Purchasing, copying, down-loading, printing, or paraphrasing another’s book, article, paper, speech, exam, portfolio, creative work, argument, or any other work and presenting it as one’s own, either in whole or in part.
- Incorporating portions of another’s work without proper acknowledgement and documentation.
Academic misconduct includes but is not limited to:

- Using means other than academic achievement or merit to influence one’s academic evaluation.
- Knowingly providing assistance in a manner not authorized by the instructor in the creation of work to be submitted for academic evaluation, including papers, projects, and examinations. A student who writes a paper or does an assignment for another student is an accomplice and must be held accountable just as severely as the other. A student who knowingly permits another student to copy from her or his own paper, examinations, or project should be held as accountable as the student who submits the copied material.
- Receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for academic evaluation, including papers, projects, and examinations.
- Presenting as one’s own the ideas or words of another for academic evaluation without proper acknowledgement or documentation.
- Presenting the same, or substantially the same, papers or projects in two or more courses without the explicit permission of the instructor(s) involved.
- Obtaining and/or reporting research data in an unethical or intentionally misleading manner.

In sum, the work of others, regardless of origin, must be properly and accurately cited in an accepted style. Students avoid plagiarism by concentrating on their own words and ideas and by fully crediting others’ work when used. Students are advised to always indicate another writer’s exact words and ideas with appropriate references. Whenever in doubt, cite the source.

Procedures:

It is the responsibility of the course instructor to identify and act upon breaches of academic integrity according to her or his best judgment in conjunction with institutional guidelines.

- In cases where the instructor determines that a violation of academic integrity has been committed, she or he will attempt to inform the student and will inform the department chairperson* of the charge and the consequence. Within two weeks of notification, the student may request an opportunity to present her or his defense to the instructor.
- The course instructor will file a report in the Registrar’s office by either completing an Academic Dishonesty Report Form or by writing a letter.
- The report will be retained in a central file in the Registrar’s office. The Registrar’s Office will send a letter to the student’s Saint Rose email address notifying her or him when a first report has been filed.
- The Registrar’s Office will send a letter to the student’s Saint Rose email address notifying her or him when a first report has been filed.
- If as the result of academic dishonesty, an instructor awards a final course grade of F, the fail will be recorded immediately on the student’s record.
- A student may not withdraw to avoid an F which was awarded as a result of academic dishonesty.
- If the student elects to appeal the sanction by following the steps outlined in the College’s Academic Grievance procedure, the report will be kept by the Registrar in a “Pending File.”
- If the student’s appeal is successful, then the Registrar will remove the report from the files.
- If the student chooses not to appeal or if the appeal is not successful then the report will be retained in a central file in the Registrar’s office.
- The Registrar will refer repeated violations of the standards of academic integrity to the Provost.

A student who has more than one report filed in the Registrar’s Office regarding a violation of the standards of academic integrity may receive sanctions up to, and including, dismissal from the College as determined by the Provost.

*Department chairs will confer with a tenured colleague.

Time on Task

Time on task is the total learning time spent by a student in a college course, including both instructional time and time spent studying and completing course assignments (e.g., reading, research, writing, individual and group projects). All courses taken for credit at The College of Saint Rose conform to the New York State Education Department (NYSED) and Federal Regulations concerning the assignment of credit hours. Regardless of the delivery method or the particular learning activities employed, the amount of learning time in any college course should meet the guideline of the Carnegie unit, a total of 45 hours for one semester credit. The College of Saint Rose operates on a fifteen week semester in the fall and spring. Courses not meeting for fifteen weeks are adjusted accordingly to meet the same standards.

*In lecture/discussion courses requiring outside preparation, 1 hour of credit represents 50 minutes contact time each week in class and 2 hours of work outside of class. Therefore, a 3-credit lecture course requires 2.5 hours in class per week and approximately 6 hours outside of class for fifteen weeks.

*In online courses, 1 hour of credit requires approximately 3 hours of work per week for all learning tasks (i.e., reading, viewing, making, researching, writing, responding to discussion threads, collaborating, etc.). Therefore, a 3-credit online course requires approximately 9 hours per week for fifteen weeks to complete the necessary activities.

Attendance

It is the responsibility of the professor to state clearly the attendance policy that will be in effect for the course, and it is the student’s responsibility to be aware of that policy.

Cancellation of Classes

In the event that the College delays opening or closes due to an emergency or winter weather conditions, an announcement will be communicated by the media sources listed below, as well as on the College website (www.strose.edu) and on Blackboard (blackboard.strose.edu). Closing information will also be
communicated via the Rave Alert System and will be posted on the emergency closing phone line (518-458-5377). (If you have not enrolled for, but wish to receive, RAVE alerts via a text message, you may enroll through the Personal Information section in Banner Self-Service.)

The following delayed opening and closing options may be implemented by the College.

Closing – In the event of a closing, the announcement will indicate whether both classes and College offices are closed. If College offices are closed, employees in essential departments (for example, Facilities, Security, Campus Dining) will report.

Closing Early – Classes are cancelled and offices may be closed beginning at the time specified in the announcement. Classes scheduled to begin after the time specified will not meet. The announcement will indicate whether both classes and College offices are closed. Employees in essential departments will report.

Delayed Opening – Classes are cancelled and offices may be closed until the time specified in the announcement. Classes scheduled to begin prior to the time specified will not meet. If office opening is delayed, employees in essential departments will report.

The College attempts to make closing or delayed opening decisions as far in advance as possible, but delays in securing information or the timing of the arrival of a storm often makes meeting this goal a difficult challenge. For a full day closing or delayed opening, the College strives to ensure that the announcement is communicated no later than 6:30am.

In deciding whether or not to close or delay opening, the prime consideration is the safety of students/employees both in traveling to the College and in traveling around the campus. However, weather conditions in the Capital District can be quite variable. For example, while a cold rain may be falling on campus, areas to the north may be experiencing a significant ice storm. Students and employees should use their own judgment in determining whether or not their route to the College is safe to travel.

Station/Newspaper

<table>
<thead>
<tr>
<th>Station/Network</th>
<th>Channel/Station</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRGB</td>
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<td>WFLY</td>
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<td>WFLY</td>
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<td>(TV)</td>
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<tr>
<td>Capital News 9</td>
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<tr>
<td>WGNR</td>
<td>CHANNEL 23</td>
<td>(TV)</td>
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<tr>
<td>WGY</td>
<td>810 AM</td>
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</tbody>
</table>

The Daily Gazette
The Times Union
The Post Star
The Saratogian

Confidentiality of Student Records

The College of Saint Rose wishes to encourage trust and confidence among students, faculty, staff, and administration and, in particular, to affirm the right of privacy of each member of the College community.

Only those within the College who have a legitimate educational interest may have access to student records. Persons outside the College do not have access to the records of individuals unless the student gives written permission for the release of specific records or unless the knowledge of such information is necessary to protect the health or safety of other persons.

The College defines directory information as a student's

1. Name,
2. Local, home, and email addresses,
3. Local and home telephone numbers,
4. Major field of study,
5. Dates of attendance,
6. Anticipated degree and degree date,
7. Degrees, honors, and awards received,
8. Enrollment status (such as undergraduate, graduate, full-time, part-time),
9. Participation in officially recognized activities and sports,
10. Height and weight of members of athletic teams,
11. Undergraduate student grade level (first year, Sophomore, Junior, Senior),
12. Most recent educational agency or institution attended before the College, and
13. Photographic image.

Such “directory information” will be released by the College when such release is appropriate unless a student specifically requests that this information not be released.

In accordance with this policy, present and former students at The College of Saint Rose have access to their own records at the following locations:

- Records of academic progress – Registrar's Office
- Health records – Health Services
- Placement records (the provisions of law protect the confidentiality of letters of recommendation filed prior to January 1, 1975, as well as letters for which students have formally waived their rights to access) - Career Center
- Financial Aid information (excluding the Parent's Confidential Statement if the parents specify that the student may not have access to the statement) – Financial Aid Office
- Records of charges and payments – Bursar's Office
- Alumni records – Office of Alumni Relations
- Higher Education Opportunity Program testing records – AOE Office

The complete Notice of Student Rights with Respect to Education Records is available in the Student Handbook available on the College’s website: https://www.strose.edu/student-life/policies-important-info/.
If students wish to challenge any part of their record, they may do so informally by contacting the Vice President for Student Affairs. A formal hearing process is available as set forth in the Annual Notice to cover instances when the informal procedures are not satisfactory. The hearing will be conducted by a College official that does not have an interest in the outcome.

The Family Educational Rights and Privacy Act (FERPA) generally prohibits the disclosure of information about students and the inspection of student records without their permission to do so. “Directory information,” as defined by the institution, may be disclosed as long as notification to do so has been made available to students, and students are given the opportunity to request nondisclosure.

School deans, department chairs, and advisors often do have a “legitimate educational interest” in the examination of student records, which authorizes sharing of such information among faculty and staff when the information is reasonably necessary in order to fulfill the faculty member’s professional or assigned responsibilities.

**Transcript of Record**
A transcript is released only upon written request of the student. An official transcript, one bearing the seal and an authorized signature of The College of Saint Rose, is sent from the Registrar’s office directly to the official or institution specified. An official transcript issued to a student will be labeled “Issued to Student.” The College does not issue copies of transcripts on file from other institutions. Transcripts will not be issued to students who have outstanding financial obligations to the College. We are unable to fax transcripts.

**Honors Convocation**
Each spring, the College extends recognition to students who have demonstrated distinguished academic achievement. This recognition is acknowledged by a public Honors Convocation. The ceremony includes awards for Outstanding Seniors, Graduate Honors and other special awards which are determined by criteria set by department faculty.

**Conferring Degrees and Certificates**
The College of Saint Rose confers degrees, undergraduate certificates and certificates of advanced study three times a year in May, August and December. All students must submit a degree application to the Registrar’s Office through the Secure Site in order for their degrees and/or certificates to be conferred. May degree applications are due October 15; August degree applications are due February 15; and December degree applications are due April 15. Only students whose records have been reviewed and confirmed to meet all program requirements, as certified by the Registrar’s Office, will be awarded degrees and/or certificates. Diplomas will be mailed to graduates.

**Commencement Ceremony Participation**
There is one annual Commencement Ceremony held each May. Eligibility to participate in the Commencement Ceremony is determined by the Registrar’s Office. Students who are registered for courses that will allow for the successful completion of academic programs in the spring semester, as certified by the Registrar’s Office, will be invited to the May Commencement Ceremony. Students who expect to complete their program requirements in August, and are determined to be eligible by the Registrar’s Office, will be invited to the May Commencement Ceremony. December graduates will be invited to the next May Commencement Ceremony.

**2020-2022 Tentative Academic Calendar**

<table>
<thead>
<tr>
<th></th>
<th>Fall 2020</th>
<th>Fall 2021</th>
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</thead>
<tbody>
<tr>
<td>Classes Begin</td>
<td>Aug 24</td>
<td>Aug 30</td>
</tr>
<tr>
<td>Labor Day - No classes</td>
<td>Sept 7</td>
<td>Sept 6</td>
</tr>
<tr>
<td>Indigenous Peoples' Day</td>
<td>Oct 12</td>
<td>Oct 11</td>
</tr>
<tr>
<td>Advisement Day - No classes</td>
<td>Nov 3</td>
<td>Nov 2</td>
</tr>
<tr>
<td>Veterans' Day (observed) - No classes</td>
<td>Nov 16</td>
<td>Nov 15</td>
</tr>
<tr>
<td>Thanksgiving - No classes</td>
<td>Nov 25-27</td>
<td>Nov 24-26</td>
</tr>
<tr>
<td>Alternate Schedule (undergraduate only)</td>
<td>Dec 8-11</td>
<td>Dec 14-17</td>
</tr>
<tr>
<td>Classes End</td>
<td>Dec 11</td>
<td>Dec 17</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Spring 2021</th>
<th>Spring 2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes Begin</td>
<td>Jan 11</td>
<td>Jan 18</td>
</tr>
<tr>
<td>Martin Luther King Day - No classes</td>
<td>Jan 18</td>
<td>Jan 17</td>
</tr>
<tr>
<td>Mid-Winter Break - No classes</td>
<td>Mar 1-5</td>
<td>Mar 7-11</td>
</tr>
<tr>
<td>Advisement Day - No classes</td>
<td>Mar 23</td>
<td>Mar 22</td>
</tr>
<tr>
<td>Easter Holiday - No classes</td>
<td>Apr 2-5</td>
<td>Apr 15-18</td>
</tr>
<tr>
<td>Alternate Schedule (undergraduate only)</td>
<td>Apr 30 - May 5</td>
<td>May 6-11</td>
</tr>
<tr>
<td>Classes End</td>
<td>May 5</td>
<td>May 11</td>
</tr>
<tr>
<td>Commencement</td>
<td>May 8</td>
<td>May 14</td>
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<table>
<thead>
<tr>
<th></th>
<th>Summer 2021</th>
<th>Summer 2022</th>
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<tr>
<td>Begin Summer 1</td>
<td>May 17</td>
<td>May 23</td>
</tr>
<tr>
<td>Event</td>
<td>Date</td>
<td></td>
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<td>--------------------------------</td>
<td>------------</td>
<td></td>
</tr>
<tr>
<td>Memorial Day - No classes</td>
<td>May 30</td>
<td></td>
</tr>
<tr>
<td>End Summer 1</td>
<td>June 25</td>
<td></td>
</tr>
<tr>
<td>Begin Summer 2</td>
<td>June 28</td>
<td></td>
</tr>
<tr>
<td>Independence Day (observed)</td>
<td>July 5</td>
<td></td>
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<tr>
<td>- No classes</td>
<td>July 4</td>
<td></td>
</tr>
<tr>
<td>End Summer 2</td>
<td>Aug 6</td>
<td></td>
</tr>
</tbody>
</table>

*Consult semester course schedule for changes to this calendar.*
ACADEMIC PROGRAMS

Administration of Saint Rose Graduate Programs

The College of Saint Rose is chartered by the Board of Regents of the State of New York. All of its graduate degrees and programs, listed above, are registered and its professional programs fully approved by the Board of Regents through the New York State Education Department.

The College of Saint Rose is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104. (267-284-5000) The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

Graduate programs are administered by the Provost and Vice President for Academic Affairs, who is responsible for the overall coordination and development of academic programs and services. Essential to the administration of graduate studies is the Graduate Academic Committee, a committee composed of faculty, administrators, and students, which reviews and approves graduate curricula, admission criteria, and graduate program policies.

Regular meetings of program faculty ensure academic growth and program development. The College is committed to encouraging excellence through regularly scheduled program reviews, a course and teacher evaluation plan, follow-up contact with alumni, and the use of outside evaluators.

Programs of Graduate Study

The following degree programs are registered through the New York State Education Department (NYSED) and are offered to graduate students at The College of Saint Rose:

The Huether School of Business

<table>
<thead>
<tr>
<th>MAJOR</th>
<th>NYS HEGIS CODE</th>
<th>DEGREE</th>
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</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>0502</td>
<td>MS</td>
</tr>
<tr>
<td>Business Administration</td>
<td>0506</td>
<td>MBA</td>
</tr>
<tr>
<td>Business Administration with Albany Law School</td>
<td>0506</td>
<td>MBA</td>
</tr>
<tr>
<td>Business Analytics**</td>
<td>0503</td>
<td>MS</td>
</tr>
<tr>
<td>Business Analytics</td>
<td>0503</td>
<td>ADV CERT</td>
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</table>

Financial Planning**                           | 0504           | ADV CERT        |
Organizational Leadership and Change Management| 0506           | ADV CERT        |

The Thelma P. Lally School of Education

<table>
<thead>
<tr>
<th>MAJOR</th>
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<tbody>
<tr>
<td>Education (Grades 7-12)</td>
<td>0803</td>
<td>MSED</td>
</tr>
<tr>
<td>Adolescence Education (Grades 7-12)</td>
<td>0803</td>
<td>ADV CERT</td>
</tr>
<tr>
<td>Adolescence Education/Special Education (Grades 7-12)</td>
<td>0808</td>
<td>MSED</td>
</tr>
<tr>
<td>Bilingual Education Extension</td>
<td>0899</td>
<td>ADV CERT</td>
</tr>
<tr>
<td>Childhood Education/Special Education (Grades 1-6)</td>
<td>0808</td>
<td>MSED</td>
</tr>
<tr>
<td>Clinical Mental Health Counseling</td>
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<td>MSED</td>
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<tr>
<td>Clinical Mental Health Counseling</td>
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<td>ADV CERT</td>
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<tr>
<td>Communication Sciences and Disorders</td>
<td>1220</td>
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</tr>
<tr>
<td>Curriculum and Instruction</td>
<td>0829</td>
<td>MSED</td>
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<tr>
<td>Early Childhood and Childhood Education (Birth-Grade 6)</td>
<td>0802</td>
<td>MSED</td>
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<tr>
<td>Educational Leadership and Administration (SBL)</td>
<td>0828</td>
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<tr>
<td>Educational Psychology</td>
<td>0822</td>
<td>MSED</td>
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<tr>
<td>Higher Education Leadership and Administration**</td>
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<td>Literacy: Birth-Grade 12**</td>
<td>0830</td>
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<td>Literacy: Birth-Grade 6**</td>
<td>0830</td>
<td>ADV CERT</td>
</tr>
<tr>
<td>Literacy: Grades 5-12**</td>
<td>0830</td>
<td>ADV CERT</td>
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<tr>
<td>Organizational Leadership in Higher Education</td>
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<td>ADV CERT</td>
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<tr>
<td>Quality Control in Higher Education**</td>
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<td>ADV CERT</td>
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<td>School Building Leader</td>
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<td>ADV CERT</td>
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<td>School Counseling</td>
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<td>MSED</td>
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<td>School District Business Leader</td>
<td>0827</td>
<td>ADV CERT</td>
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<td>School District Leader</td>
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<td>ADV CERT</td>
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<tr>
<td>School Psychology</td>
<td>0826.02</td>
<td>MSED + ADV CERT</td>
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<tr>
<td>Special Education: Adolescence (Grades 7-12) Generalist</td>
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<td>MSED</td>
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<tr>
<td>Special Education: Certification in Special Education</td>
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<td>ADV CERT</td>
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<tr>
<td>Special Education: Childhood (Grades 1-6)</td>
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<td>MSED</td>
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<tr>
<td>Special Education: Childhood (Birth-Grade 6)</td>
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<td>MSED</td>
</tr>
<tr>
<td>Special Education: Collaborative Support Teacher in Special Education</td>
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<td>MSED</td>
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<td>Special Education: Early Childhood (Birth-Grade 2)</td>
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<tr>
<td>Special Education: Professional</td>
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<td>ADV CERT</td>
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<tr>
<td>Teaching English as a New Language</td>
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**No new applications are being accepted for these programs at The College Saint Rose.

### The School of Mathematics and Sciences

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<tr>
<th>MAJOR</th>
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<td>Computer Information Systems</td>
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<tr>
<td>Computer Science</td>
<td>0701</td>
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<tr>
<td>Information Technology**</td>
<td>0701</td>
<td>MS</td>
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<tr>
<td>Internet Programming</td>
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<tr>
<td>Social Work</td>
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</table>

**No new applications are being accepted for these programs at The College Saint Rose.

### The Huether School of Business

#### Programs of Graduate Study

<table>
<thead>
<tr>
<th>Degree</th>
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<tbody>
<tr>
<td>Accounting</td>
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<tr>
<td>Business Administration</td>
</tr>
<tr>
<td>Business Administration with Albany Law School</td>
</tr>
<tr>
<td>Business Analytics**</td>
</tr>
<tr>
<td>Business Analytics</td>
</tr>
<tr>
<td>Financial Planning**</td>
</tr>
<tr>
<td>Organizational Leadership and Change Management</td>
</tr>
</tbody>
</table>

**No new applications are being accepted for these programs at The College Saint Rose.

The Huether School of Business graduate business programs are professionally accredited by the Association of Collegiate Business Schools and Programs (A.C.B.S.P.), and incorporate current management theories and concepts with contemporary management realities. These programs provide our graduates with the skills and
knowledge necessary to effectively manage in a dynamic and increasingly competitive business environment.

Huether School of Business Mission

Through innovative programs and hands-on experiences we inspire students to become ethical business professionals who make significant contributions to fast-changing local and global communities.

Why Choose the Saint Rose Huether School of Business?

The graduate business programs at The College of Saint Rose:

- Maintain small classes (average class size is 18 students); an accessible, student-oriented teaching faculty; and a competitive, yet collegial, student body;
- Offer class schedules convenient for those who work full-time and want to pursue evening study, as well as daytime classes;
- Provide 11-week terms in fall, spring, and summer semesters (i.e., three full semesters), allowing students to make rapid progress toward their degree, while at the same time being able to spend the winter holidays with their families and vacation in July and August;
- Are designed so that working adults with active lifestyles can complete the part-time M.B.A. program in as little as two years;
- Open up a broad career spectrum in management through a curriculum designed to develop general competence in overall management principles; and
- Accommodate students with or without an undergraduate business degree.

The Huether School of Business Faculty

The College of Saint Rose graduate business faculty is comprised of men and women with significant business experience and strong relationships with the business community. Faculty members are involved with private sector companies and non-profit organizations, as well as government agencies, in a variety of ways, including active consulting. The majority holds Ph.D. or other terminal degrees. Most importantly, the College’s faculty are hired and promoted primarily on the basis of teaching excellence.

The Huether School of Business Policy on Academic Standards

The following academic standards apply to all graduate degree and certificate programs in the Huether School of Business. Students should refer to appropriate sections of this catalog for additional program-specific requirements.

- Only one grade of “C” may be applied toward a degree or certificate.

The Registrar will complete a check of grades each semester to determine eligibility to continue matriculation.

Accounting - MS

Program Overview:

The M.S. in Accounting degree is a 30-credit hour program that is designed to satisfy the requirements of the New York State Education Department for:

- The business and accounting requirements for the Certified Public Accountant (CPA) examination, and
- A master’s degree in Accounting.

Specific requirements for the M.S. in Accounting program:

- Assists students who have an undergraduate degree with a major or concentration in Accounting to pursue additional study to meet the 150-hour educational requirements for licensure as a Certified Public Accountant;
- Assists students who do not have an undergraduate degree in accounting to pursue a career in accounting and satisfy the educational requirements for licensure as a Certified Public Accountant;
- Emphasizes the development of conceptual knowledge and analytical skills through general graduate business courses; and
- Builds toward the integration of knowledge, skills, attitudes and abilities through the capstone course.

At the same time, the program aims to develop professionals who are:

- Perceptive (able to identify opportunities and recognize interrelationships);
- Decisive (able to develop opportunities into feasible strategies);
- Resourceful (able to translate strategies into productive and balanced projects); and
- Responsible (able to address social, ecological and ethical consequences of action taken).

The M.S. in Accounting Curriculum

1. The M.S. in Accounting program consists of 30 graduate credits. Students pursuing the M.S. in Accounting degree must satisfy two sets of requirements. The first consists of those business and accounting courses needed to qualify to take the CPA examination in New York State; the second consists of additional courses required of all candidates for the M.S. in Accounting degree.

2. Students must meet the regulations of the respective State Education Department in order to be eligible for licensure as a Certified Public Accountant within that specific state. It is each individual student’s responsibility to determine whether they meet the respective requirements.

3. The M.S. in Accounting program offered at The College of Saint Rose is registered by the New York State Board of Regents and the New York State Education Department's Office of the Professions. Additional information concerning this licensure-qualifying professional program may be obtained by contacting the appropriate board office.

New York State Regulations
The following undergraduate courses, taken at an accredited institution with a grade of C or better, are required to satisfy Master of Science requirements in business and accounting, as well as New York State licensure regulations to qualify to sit for the Uniform Certified Public Accountant Examination:

- Principles of Financial Accounting
- Intermediate Financial Accounting I and II
- Financial Accounting Theory Advanced Application
- Taxation
- Auditing and Attestation Services (junior, senior or graduate level)
- Finance
- Business Law I

In order to satisfy the Educational Requirements for Initial Licensure as a CPA in New York State, students may need to complete additional courses in business and/or other related subjects (minimum 36 credit hours required).

**Program Contacts:**
Dr. Dandan Wu
Accounting Graduate Program Coordinator
Email: wud@strose.edu

**Program Webpage:**
Accounting M.S.

**Program Requirements:**

**Academic Requirements for the M.S. in Accounting**

**Graduate Accounting Courses (15 Credits)**
- ACC 522 Budgeting & Cost Analysis 3
- ACC 529 Corporate Taxation 3
- ACC 570 Adv Theory Financial Acc’t 3
- ACC 571 Adv Computer Auditing 3
- ACC 572 Advance Taxation 3

**Graduate Business Courses (6 Credits)**
- MBA 640 Managerial Finance 3
- MBA 690 Strategic Management 3

**Graduate Electives in Accounting, Business, Business Analytics, or Computer Science (9 credits)**
- ACC 575 Fraud 3
- ACC 585 Forensic Accounting 3
- ACC 685 Financial Modeling in Excel 3
- Any 500 or 600 level MBA course
- Any 500 or 600 level BDA course
- Any 500 or 600 level CSC course

Students who have taken an undergraduate equivalent course cannot take the same course at the graduate level. This applies, but not limited, to: ACC 529, ACC 575, ACC 585, ACC 685.

**Culminating Academic Experiences:**

**Required Course**
- MBA 690 Strategic Management 3

**Professional Accreditation:**

The College of Saint Rose, sponsored by the Sisters of Saint Joseph of Carondelet, Albany Province, is chartered by the Board of Regents of New York State. All of its degrees and programs are registered and its professional programs are fully approved by the Board of Regents through the New York State Education Department.

The College of Saint Rose is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104 (267-284-5000). The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

This program is accredited by the Association of Collegiate Business Schools and Programs (ACBSP), a specialized accrediting agency recognized by the Council for Higher Education Accreditation. http://www.acbsp.org/

**Admissions and Financial Aid Information:**

**General Admission Information**

Eligibility for admission to The College of Saint Rose graduate programs is typically based upon the following minimum requirements:

1. Submission of a completed application, a resume, and Statement of Purpose of approximately 300 words detailing the applicant's goals for graduate study.

2. Evidence of the possession of a U.S. baccalaureate degree or equivalent from an accredited institution through submission of official transcripts from all post-secondary education.

3. Academic and professional qualifications for graduate study, as indicated by two letters of recommendation. The Communication Sciences & Disorders and School Psychology programs require three letters of recommendation.

4. A grade point average of 3.0 (on a 4.0 scale), overall and in the undergraduate major.

5. Other admission criteria specified by academic programs such as submission writing samples, portfolios, test scores, and participation in interviews or admissions workshops.

Applicants to The College of Saint Rose are responsible for completing their applications by submitting all required components. Prospective students can access the online application and application instructions at www.strose.edu/gradapply.

See Graduate Admissions section (p. 10) for more information.

**Financial Aid**

The College of Saint Rose has long been committed to the premise that a quality education should be within the reach of qualified students. To this end, the College serves its student body through a
comprehensive program of federal, state, and institutional financial aid. While the basic responsibility for financing education lies with the students and their families, scholarships, loans, and/or assistantships can supplement insufficient family resources. The amount of aid available through the College is limited and is awarded on the basis of academic merit. All financial assistance from the College is subject to adjustment if the recipients are later granted aid from other sources. Financial aid awards are contingent upon students’ maintaining good academic standing and satisfactory academic progress.

See Financial Aid section (p. 13) for more information.

**Additional Accounting Admissions Information:**
**Applying for Admission to the M.S. in Accounting Program**

Any person who has completed an undergraduate degree at an accredited college or university can apply for admission to The College of Saint Rose M.S. in Accounting Program. No prior course work in business or accounting is necessary for admission. However, a student pursuing the M.S. in Accounting who intends to obtain the initial licensure as a CPA in New York State may need to take additional courses to satisfy the educational requirements set by the State. Any prerequisite courses are required for assuring the student’s foundational understanding that is presumed at the graduate level. Course waivers follow the College’s policy and must be approved by the Accounting Graduate Program Coordinator.

The College of Saint Rose M.S. in Accounting program is intended for highly motivated individuals. Candidates are selected on the basis of potential for success in their graduate studies. This is determined by prior academic achievement as reflected by the undergraduate grade point average at all colleges attended. Applicants with an overall undergraduate GPA of 3.0 or higher do not need to submit a GMAT score. However, if the undergraduate GPA is below a 3.0, a GMAT score must be submitted for the application to be considered. Although evaluation of these objective criteria is an important aspect of the admission process, it is equally important for the candidate to prepare the application package carefully and thoughtfully. The admissions process also evaluates an applicant’s goals, writing skills, motivation and professional credentials. The final arbiter of admissions is a committee of faculty. It may consider other factors, such as graduate study and professional credentials. The GMAT requirement is waived for applicants holding a post-graduate degree. Candidates are reviewed by the admissions committee. The GMAT is required for applicants holding a post-graduate degree. When a complete application package and GMAT results are received, these materials are reviewed by the admissions committee. The GMAT is administered by the Educational Testing Service (ETS). The GMAT Bulletin explaining the test, dates and location can be obtained by visiting www.mba.com, or by calling ETS at 1-800-462-8669. Scores are valid for five years. Each M.S. in Accounting candidate must have access to a recent windows based computer and high speed internet access.

**Additional Admission Requirements**

1. Each student must be competent in word processing, spreadsheets and presentation software.

2. No more than two graduate courses taken at The College of Saint Rose by a non-degree student will be applied toward an M.S. in Accounting Degree.

3. Each student must maintain a minimum cumulative GPA of 3.0 to remain in good academic standing. Students who receive a “C” in a course receive an academic warning; a second “C” will result in dismissal from the program. A grade of “F” in a course will result in dismissal from the program. Students so dismissed can apply for readmission after skipping a semester and filing a request with the dean of the School of Business.

4. Some graduate classes have a significant online component. Each student must have access to a recent windows based computer and high speed internet access.

**Find Out More:**

- Mission and History
- Academic Policies
- Academic Integrity
- Academic Scholarship
- Faculty Directory
- Library
- Technology
- Career Center
- Academic Support Center
- Study Abroad
- Residence Life
- Student Life
- Health Service
- Spiritual Life
- Community Service
- Athletics

Under special conditions, applicants whose packages are incomplete or applicants registered to take the GMAT may be admitted as conditional-degree students at the option of the Accounting Graduate Program Coordinator. Individuals planning to seek degree status may take undergraduate prerequisites and not more than two courses under the non-degree status.

Applicants are strongly encouraged to visit The College of Saint Rose campus for a personal interview. The Graduate faculty is available to discuss the M.S. in Accounting Program throughout the year. Applicants may call The Huether School of Business at (518) 454-5272 for additional information and to arrange for an interview.

International students should also refer to information on Admission of International Students that follows.
Business Administration - MBA

Program Overview:
M.B.A. Program Objectives

Our M.B.A. program provides students with the skills and knowledge to become effective managers in today's rapidly changing and competitive business environment. Professionally accredited by the Association of Collegiate Business Schools and Programs, the program provides a solid foundation in the core business disciplines. Core courses emphasize the development of managerial skills, preparing students to lead, motivate, communicate, and interact effectively with customers, employees, and the community. Through electives, you have an opportunity to develop a more in-depth understanding of accounting, marketing, finance, human resources, or technology.

The College of Saint Rose M.B.A. graduate is expected to:

• Lead, motivate, and effectively communicate and interact with employees, customers and the community;
• Apply ethical considerations to decisions affecting the organization and the community;
• Analyze situations, recognize and define problems, gather and evaluate information and reach optimum conclusions and solutions;
• Be competent in planning, organizing, staffing, influencing, controlling and developing business and organizational strategy; and
• Be effective in oral, written and electronic communication.

Program Contacts:
Dr. John Dion
Graduate Coordinator of MBA Program
Email:
dionj@strose.edu

Program Webpage:
Business Administration M.B.A.

Program Requirements:
The M.B.A. Curriculum

1. The M.B.A. program consists of a minimum of 36 graduate credits.

2. If prerequisite coursework is required, the number of credits may increase to 42 credits. Students wishing to pursue one of the certificate options, in addition to the M.B.A., can expect to take an additional 6-15 credits (depending on the requirements of the specific certificate) in addition to the 36-42 credits required for the general M.B.A.

3. Any course may be waived depending on a student’s background. Up to nine credits may be waived for students who have completed the appropriate undergraduate courses with grades of “B” or better at an accredited institution within three years before admission. A waiver examination may be required. Applicants must submit the appropriate documentation and form for each course they wish to have waived. Decisions are made by the M.B.A. Program Coordinator in consultation with appropriate faculty after reviewing all of the student’s transcripts and credentials. If the waiver is approved, an elective course must be taken in its place.

4. The combination of transferred and waived courses cannot exceed a total of 12 credits. A minimum of 24 graduate credits must be taken in residence. (See Transfer Credit section (p. 26) of this catalog under Academic Policies and Procedures.)

5. All Saint Rose and transfer graduate courses taken for degree requirements must be completed within six years.

6. If required, MBA 511, MBA 508 and MBA 509 must be completed with a B or better. These prerequisite courses do not count toward the 36-credit degree requirement.

7. MBA 690 must be completed with a grade of “B” or better.

Academic Requirements:

Core Courses (27 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MBA 516</td>
<td>Mgmnt Com/Soc Res</td>
<td>3</td>
</tr>
<tr>
<td>MBA 517</td>
<td>Org. Beh &amp; Mgmt.</td>
<td>3</td>
</tr>
<tr>
<td>ACC 522</td>
<td>Budgeting &amp; Cost Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MBB 555</td>
<td>Managerial Economics</td>
<td>3</td>
</tr>
<tr>
<td>MBA 582</td>
<td>Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>MBA 635</td>
<td>Marketing Management</td>
<td>3</td>
</tr>
<tr>
<td>MBA 640</td>
<td>Managerial Finance</td>
<td>3</td>
</tr>
<tr>
<td>MBA 660</td>
<td>Prod &amp; Qual Mngmt</td>
<td>3</td>
</tr>
<tr>
<td>MBA 690</td>
<td>Strategic Management</td>
<td>3</td>
</tr>
<tr>
<td>MBA 690</td>
<td>(taken in the final semester)</td>
<td></td>
</tr>
</tbody>
</table>

Graduate Electives/Internship (9 Credits)
The usual number of elective courses is three. However, the actual number of elective courses taken will depend on the number of waived and/or transferred credits. Elective courses allow the student the flexibility of developing a functional specialization or broadening of his/her management background. They may be taken at any time.

Students in the Part-Time Program take three elective courses (9 credits). Students in the One-Year and Full-Time options MAY take 3 credits of Graduate Internship (MBA 699) in lieu of one of the elective courses. The remaining elective requirements (6 credits) may be satisfied by taking any two (2) elective courses.

M.B.A. Program Options
The College of Saint Rose offers three scheduling options:

• Full-Time M.B.A.
• Part-Time M.B.A.
• One-Year M.B.A.

Students may take up to five M.B.A. courses per semester. However, many M.B.A. students at The College of Saint Rose are working adults who complete the program as part-time students. For those students who plan to attend on a part-time basis or require scheduling flexibility, we offer the Part-Time (self-paced) M.B.A. The Full-Time and Part-Time programs share the same admissions requirements and courses, with one exception. To
maintain eligibility for the 3-credit internship, students must be continuously enrolled in a minimum of three courses per semester. The Graduate Internship is not available to part-time students without express written permission from the M.B.A. Program Coordinator and the Internship. Students may select from evening and weekend courses and may enroll in the daytime course sections of the One-Year M.B.A. on a space-available basis. For those students interested in completing the degree in twelve months of full-time study, we offer the One-Year M.B.A. This option is an intensive day and evening program with its own admission and program requirements.

Admissions requirements and prerequisites for each of the programs are listed in a later section of this catalog.

**Part-Time M.B.A.**

The Part-Time M.B.A. allows students to complete the degree at their own pace. A typical course load for a currently employed student is one to two courses a semester. However, students may enroll in additional courses if they do not have full-time work obligations.

**Full-Time Option**

It is possible for students to complete the program in less than two years while they are employed full-time. Though a student may take up to five courses in any semester, the student must maintain a minimum three-course load (9 credits per semester) in each semester enrolled to retain eligibility for the Graduate Internship.

**The One-Year M.B.A.**

The One-Year M.B.A. is designed to be completed in one academic year of full-time study and combines career development opportunities with intensive course work. Students typically complete an internship as part of this program option.

- The One-Year M.B.A. begins in late summer, and students complete the capstone course (MBA 690) and the internship early the following July. The degree date will be that August.
- Courses may be offered during the day or evening.
- **Graduate Internship:** The One-Year program includes the opportunity for a competitive 3-credit internship designed to integrate classroom learning with tangible business issues and situations and to provide students with significant professional experience.

**Suggested One-Year M.B.A. Course Scheduling Pattern**

**Fall**

<table>
<thead>
<tr>
<th>Course</th>
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</tr>
</thead>
<tbody>
<tr>
<td>MBA 516</td>
<td>Mgmt Com/Soc Res</td>
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</tr>
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<td>MBA 555</td>
<td>Managerial Economics</td>
<td>3</td>
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</tbody>
</table>

**Spring**

<table>
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<tbody>
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<td>3</td>
</tr>
<tr>
<td>MBA 640</td>
<td>Managerial Finance</td>
<td>3</td>
</tr>
<tr>
<td>MBA XXX</td>
<td>Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective may be taken in fall or summer terms

**Summer**

<table>
<thead>
<tr>
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<td>Strategic Management</td>
<td>3</td>
</tr>
<tr>
<td>MBA XXX</td>
<td>Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

MBA 699 Full-time Graduate Internship 3

**NOTE:** No course may be waived or substituted without prior authorization by the M.B.A. Program Coordinator.

**Technology**

The use of computers is an integral part of graduate business courses. Students will have classroom assignments that require proficiency with word processing, spreadsheets and presentation software applications. The College of Saint Rose computer facilities include computer laboratories with open-time access available to all students. Scanning and laser printing are available. Since students use computer applications throughout the graduate business program for assignments, analysis, presentations, and as a managerial tool, computer ownership is strongly recommended.

**Internship/Field Experience/Service:**

**Required Course**

<table>
<thead>
<tr>
<th>Course</th>
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<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 699</td>
<td>Full-time Graduate Internship</td>
<td>3</td>
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</table>

**Graduate Internship**

The One-Year program includes the opportunity for a competitive 3-credit internship designed to integrate classroom learning with tangible business issues and situations and to provide students with significant professional experience.

**Culminating Academic Experiences:**

**Required Course**

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**Professional Accreditation:**

The College of Saint Rose, sponsored by the Sisters of Saint Joseph of Carondelet, Albany Province, is chartered by the Board of Regents of New York State. All of its degrees and programs are registered and its professional programs are fully approved by the Board of Regents through the New York State Education Department.

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This program is accredited by the Association of Collegiate Business Schools and Programs (ACBSP), a specialized accrediting agency recognized by the Council for Higher Education Accreditation. http://www.acbsp.org/

**Admissions and Financial Aid Information:**

**General Admission Information**

Eligibility for admission to The College of Saint Rose graduate programs is typically based upon the following minimum requirements:

1. Submission of a completed application, a resume, and Statement of Purpose of approximately 300 words detailing the applicant’s goals for graduate study.
2. Evidence of the possession of a U.S. baccalaureate degree or equivalent from an accredited institution through submission of official transcripts from all post-secondary education.

3. Academic and professional qualifications for graduate study, as indicated by two letters of recommendation. The Communication Sciences & Disorders and School Psychology programs require three letters of recommendation.

4. A grade point average of 3.0 (on a 4.0 scale), overall and in the undergraduate major.

5. Other admission criteria specified by academic programs such as submission writing samples, portfolios, test scores, and participation in interviews or admissions workshops.

Applicants to The College of Saint Rose are responsible for completing their applications by submitting all required components. Prospective students can access the online application and application instructions at www.strose.edu/gradapply.

See Graduate Admissions section (p. 10) for more information.

Financial Aid

The College of Saint Rose has long been committed to the premise that a quality education should be within the reach of qualified students. To this end, the College serves its student body through a comprehensive program of federal, state, and institutional financial aid. While the basic responsibility for financing education lies with the students and their families, scholarships, loans, and/or assistantships can supplement insufficient family resources. The amount of aid available through the College is limited and is awarded on the basis of academic merit. All financial assistance from the College is subject to adjustment if the recipients are later awarded aid from other sources. Financial aid awards are contingent upon students’ maintaining good academic standing and satisfactory academic progress.

See Financial Aid section (p. 13) for more information.

Additional MBA Admission Information:

The M.B.A. Application Process

Applicants are evaluated on their potential for success in graduate studies. This is primarily determined by prior academic achievement (GPA) at all colleges attended. If an applicant has graduated with an undergraduate GPA of 3.0 or higher, submission of a GMAT (Graduate Management Admissions Test) score is not required. In addition, the GMAT requirement is waived for applicants holding undergraduate degrees. However, if an applicant’s overall undergraduate GPA is below a 3.0, a GMAT score must be submitted with the application.

Although evaluation of these objective criteria is an important aspect of the admission process, it is equally important for an applicant to prepare an application package carefully and thoughtfully as all relevant factors are considered in the admissions decision.

The admissions process also evaluates an applicant’s goals, writing skills, motivation, experiences and activities. Factors such as graduate study and professional credentials may be considered. Applications will only be reviewed when a complete application package and GMAT results (if required) are received. The GMAT is administered by the Educational Testing Service (ETS). The GMAT Bulletin explaining the test, dates and location can be obtained by visiting www.mba.com, or by calling ETS at 1-800-462-8669. Scores are valid for five years. The applicant is responsible for assembling and submitting the following elements of the application package to the Graduate and Continuing Education Admissions office at The College of Saint Rose:

- A completed application form with the required application fee;
- Official sealed transcripts from all schools attended;
- If required, original GMAT results should be sent directly to Graduate Admissions at The College of Saint Rose (code number: 2091);
- Two sealed academic and/or professional recommendations;
- Personal essay; and
- A current resume.

Under special conditions, candidates whose application packages are incomplete may be admitted as non-degree students at the discretion of the M.B.A. Program Coordinator. Students planning to seek degree status should not take more than two courses under the non-degree status, because only two courses taken as a non-degree student can be credited toward the M.B.A. degree.

International students should also refer to information on Admission of International Students (p. 10) in the Admission section of this catalog.

Admission to the M.B.A. Program

If an applicant has completed a degree at an accredited college or university in any undergraduate major, he/she is eligible to apply; however, the applicant must meet the prerequisites prior to beginning the M.B.A. program of study.

Part-Time and Full-Time Prerequisites:

- Competency in word processing, spreadsheets, and presentation software;
- Two undergraduate accounting courses: financial and managerial accounting (both courses must have been passed with a grade of “B” or better). MBA 511 may be substituted for these courses; and
- Mathematics: college algebra and statistics within the past five years (both courses must have been passed with a grade of “B” or better). MBA 508 and MBA 509, respectively, may be substituted for college algebra and statistics.

The college algebra requirement may also be met by passing the MBA 508 challenge exam, and the statistics requirement may also be met by passing the MBA 509 challenge exam. These exams are available from the School of Business office (call 518-454-5272 for a sample copy).

If an applicant meets all other admission requirements and opts to substitute MBA 511, MBA 508 and/or MBA 509 for the undergraduate accounting and math prerequisites, the applicant will be admitted on a conditional basis pending successful completion of these courses. Therefore, students should plan to take these courses immediately upon entering the program.

One-Year M.B.A. Prerequisites

Due to the intense nature of the program, the prerequisites for the One-Year M.B.A. program are more stringent than for the Part-Time or Full-Time programs. In addition to the prerequisites for the
Part-Time and Full-Time programs, students must meet the following additional requirements for admission to the One-Year program:

- The One-Year program is designed for students with an undergraduate business (or business-related) degree from an accredited college or university. Therefore, program prerequisites (MBA 508/MBA 509 and MBA 511) must be waived.
- No grade lower than “C” in any undergraduate business course is allowed.
- Overall, the GPA in the major field must be at least 3.0 (on a 4.0 scale). Therefore, the GMAT requirement would be waived.
- Students admitted to the One-Year program must begin course work in the fall semester and enroll in a minimum of four courses per semester, with the exception of the final (summer) session.

Find Out More:
- Mission and History
- Academic Policies
- Academic Integrity
- Academic Scholarship
- Faculty Directory
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- Technology
- Career Center
- Academic Support Center
- Study Abroad
- Residence Life
- Student Life
- Health Service
- Spiritual Life
- Community Service
- Athletics

Business Administration with Albany Law School - MBA

Program Overview:
The joint law/business program is offered by the Albany Law School of Union University (ALS) and The College of Saint Rose in order to provide students of both institutions with a rich educational experience and a broad range of professional opportunities. The program is designed to promote integration between the fields of law and business administration by facilitating the transfer of course credits between the J.D. and M.B.A. curricula. Due to the complementary nature of these fields, certain law courses are readily applicable to the M.B.A. degree and, likewise, certain M.B.A. courses satisfy requirements of the J.D. This allows the student enrolled in the J.D./M.B.A. program to complete both degrees in, at most, four years of full-time study and, at the same time, to benefit from courses in another discipline. Each applicant must first satisfy the admission requirements of Albany Law School. The student will usually spend the first year of study at Albany Law School. During that first year, the student should prepare a plan with both schools for completion of all requirements. Decisions regarding the various scheduling options must be made in collaboration with the student’s academic advisor at each school.

J.D. Curriculum of the J.D./M.B.A. Program

The following are required courses in the first year: torts, introduction to civil procedure, criminal law, contracts, property, legal research and writing, constitutional law and one elective. The only required course in the second and third years is a course in professional responsibility. Each student’s choices of second- and third-year electives are guided by faculty and administration advisors. Albany Law School requires 87 hours for graduation. The student must satisfy the New York Court of Appeals-mandated resident requirement of six semesters of full-time study with a majority of credits in day courses. However, in the joint degree program, students can satisfy the residency requirement by taking the equivalent of five semesters of residence at Albany Law School and the remaining semester at The College of Saint Rose. Since 12 Saint Rose credits can be applied to the J.D. degree, the student must complete a net of 75 credits at Albany Law School. Students should consult with Albany Law School for any revisions to these requirements.

M.B.A. Curriculum of the J.D./M.B.A. Program

Students in the M.B.A. program at Saint Rose complete a group of nine required courses (27 graduate credits) and three elective courses (9 graduate credits). Since 9 Albany Law School credits can be applied to the M.B.A. degree, the student must complete a net of 27 credits at Saint Rose. Up to 9 credit hours may be waived for students who have completed the appropriate undergraduate or graduate courses with grades of “B” or better at an accredited institution within three years before admission. A waiver examination may be required. These decisions are made by the admissions committee after reviewing all of the student’s transcripts and credentials. For any approved waiver, a business course must be taken in its place. A minimum of 24 graduate credits must be taken in residence. Under no circumstances may the combination of transferred and waived courses exceed 12 credits.

Program Contacts:
Dr. John Dion
Graduate Coordinator of the MBA Program
Email: dionj@strose.edu
Program Webpage:
Business Administration J.D./M.B.A.

Program Requirements:
Academic Requirements
Prerequisite Courses (6 Credits)
Prerequisite courses may be waived depending upon prior undergraduate course work.

MBA 511 Financial Accounting
MBA 508 Decision-Making Methods 1
MBA 509 Statistics for Bus Analysis 2
Computer competency: (word processing, spreadsheets, and presentation software)

Courses (27 Credits)

MBA 517 Org. Beh & Mgmt. 3
ACC 522 Budgeting & Cost Analysis 3
MBA 555 Managerial Economics 3
MBA 582 Human Resource Management 3
MBA 635 Marketing Management 3
MBA 640 Managerial Finance 3
MBA 660 Prod & Qual Mgmt 3
MBA 690 Strategic Management 3
MBA XXX Elective Course 3

Schematic of Program Credit Requirements (J.D./M.B.A.)

J.D. 75 required credits
12 elective credits (transferable from Saint Rose)

M.B.A. 27 required credits
9 elective credits (transferable from Albany Law)

<table>
<thead>
<tr>
<th>Total Individual Graduate Credit Requirements</th>
<th>Net Joint J.D./M.B.A. Program Credit Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>J.D. 87</td>
<td>75</td>
</tr>
<tr>
<td>M.B.A. 36</td>
<td>27</td>
</tr>
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<td>(Excluding any prerequisites)</td>
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</tbody>
</table>

Culminating Academic Experiences:
Required Course
MBA 690 Strategic Management 3

Professional Accreditation:
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This program is accredited by the Association of Collegiate Business Schools and Programs (ACBSP), a specialized accrediting agency recognized by the Council for Higher Education Accreditation. http://www.acbsp.org/

Admissions and Financial Aid Information:
General Admission Information
Eligibility for admission to The College of Saint Rose graduate programs is typically based upon the following minimum requirements:

1. Submission of a completed application, a resume, and Statement of Purpose of approximately 300 words detailing the applicant’s goals for graduate study.
2. Evidence of the possession of a U.S. baccalaureate degree or equivalent from an accredited institution through submission of official transcripts from all post-secondary education.
3. Academic and professional qualifications for graduate study, as indicated by two letters of recommendation. The Communication Sciences & Disorders and School Psychology programs require three letters of recommendation.
4. A grade point average of 3.0 (on a 4.0 scale), overall and in the undergraduate major.
5. Other admission criteria specified by academic programs such as submission writing samples, portfolios, test scores, and participation in interviews or admissions workshops.

Applicants to The College of Saint Rose are responsible for completing their applications by submitting all required components. Prospective students can access the online application and application instructions at www.strose.edu/gradapply.

See Graduate Admissions section (p. 10) for more information.

Financial Aid
The College of Saint Rose has long been committed to the premise that a quality education should be within the reach of qualified students. To this end, the College serves its student body through a comprehensive program of federal, state, and institutional financial aid. While the basic responsibility for financing education lies with the students and their families, scholarships, loans, and/or assistantships can supplement insufficient family resources. The amount of aid available through the College is limited and is awarded on the basis of academic merit. All financial assistance from the College is subject to adjustment if the recipients are later granted aid from other sources. Financial aid awards are contingent upon students’ maintaining good academic standing and satisfactory academic progress.

See Financial Aid section (p. 13) for more information.

Additional J.D. Admission Information:
How to Become Part of the J.D./M.B.A. Program
The J.D./M.B.A. is a program in which students share the aspiration and drive to achieve high levels of responsibility. No
prior course work in business or management is necessary for admission. Application to the Saint Rose J.D./M.B.A. program is invited from any individual who has satisfied the admission requirements of Albany Law School. Admission to the Saint Rose M.B.A. program should be made after acceptance to Albany Law School. Each J.D./M.B.A. candidate is responsible for submitting the following elements of the application package to the Graduate and Continuing Education Admissions office at The College of Saint Rose:

- A completed application form with the required application fee;
- A sealed transcript from Albany Law School indicating acceptance to the J.D. program;
- A transcript from the degree-granting undergraduate school;
- A personal essay; and
- A current resume.

1. Each student must be competent in word processing, spreadsheets and presentation software.

2. The student will not be eligible to take the New York State Bar Examination until the J.D. degree is awarded. This factor will be significant in the planning of each program. The J.D. degree will not be awarded until all M.B.A. requirements are met. Likewise, the M.B.A. will not be awarded until all J.D. requirements are met.

3. All transfers of credit are subject to the approval of the program advisor(s) and must follow curriculum guidelines. If the student fails to complete the requirements of the joint degree program, then the student must meet the full requirements of the degree s/he chooses to pursue. If a student does not complete the joint degree, the courses from the M.B.A. program will not satisfy requirements for the J.D. program.

Find Out More:
- Mission and History
- Academic Policies
- Academic Integrity
- Academic Scholarship
- Faculty Directory
- Library
- Technology
- Career Center
- Academic Support Center
- Study Abroad
- Residence Life
- Student Life
- Health Service
- Spiritual Life
- Community Service

- Athletics

**Business Analytics - MS **No new applications are being accepted**

Program Overview:
Program Objectives

Our business data analytics program provides students with the skills and knowledge to analyze large and complex datasets that require advanced predictive and prescriptive analytics skills and develop insights that will be useful for managers to build strategic decisions. Professionally accredited by the Association of Collegiate Business Schools and Programs, the program provides a strong professional background in the business analytics area. Required courses emphasize the development of technical skills in descriptive, predictive and prescriptive analytics and prepare students as business analytics professionals in the market. While taking the required courses, students decide on a track in management or marketing area which helps students to develop more in-depth understanding of the application areas of business analytics profession.

The College of Saint Rose Business Data Analytics graduate is expected to:

- Explain the differences between descriptive, predictive and prescriptive analytics disciplines and use the associated methods for a given problem;
- Analyze both structured and unstructured data using machine learning methods;
- Be competent in R, Python, SQL and SAS programming languages and demonstrate proficiency in each;
- Drive and deliver effective and optimal results to business community for a given problem;
- Be effective in oral, written and electronic communication.

Program Contacts:
Dr. Eyyub Yunus Kibis
Assistant Professor
Email: kibise@strose.edu
Program Webpage:
Business Analytics M.S.

Program Requirements:
The Business Data Analytics Curriculum

1. The B.D.A program consists of a minimum of 30 graduate credits.
2. If prerequisite coursework is required, the number of credits may increase to 36 credits.
3. The combination of transferred and waived courses cannot exceed a total of 12 credits. A minimum of 24 graduate credits must be taken in residence. (See Transfer Credit section of this catalog under Academic Policies and Procedures.)
4. All Saint Rose and transfer graduate courses taken for degree requirements must be completed within six years.

5. Students need have their own laptops.

**Required Courses (21 Credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>BDA 500</td>
<td>Stats for Business Analytics</td>
<td>3</td>
</tr>
<tr>
<td>BDA 620</td>
<td>Predictive Modeling</td>
<td>3</td>
</tr>
<tr>
<td>BDA 660</td>
<td>Machine Learning with R</td>
<td>3</td>
</tr>
<tr>
<td>BDA 662</td>
<td>Quant Meths &amp; Operations Rsch</td>
<td>3</td>
</tr>
<tr>
<td>BDA 690</td>
<td>Business Analytics Capstone</td>
<td>3</td>
</tr>
<tr>
<td>CSC 520</td>
<td>Introduction to Database</td>
<td>3</td>
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<tr>
<td>or</td>
<td>MBA 540   Intro to Database</td>
<td>3</td>
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<tr>
<td>or</td>
<td>CSC 571   Big Data Programming</td>
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<tr>
<td>BDA 690</td>
<td>(taken in the final semester)</td>
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**Choose Track (9 Credits)**

**Marketing Track**

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<td>MBA 636</td>
<td>Mkt Decision-Mkg</td>
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<tr>
<td>MBA 639</td>
<td>Digital Marketing &amp; E-Commerce</td>
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**Management Track**

<table>
<thead>
<tr>
<th>Course</th>
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<th>Credits</th>
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<td>Human Resource Management</td>
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<td>MBA 583</td>
<td>Leadersh &amp; Organiz Chng</td>
<td>3</td>
</tr>
<tr>
<td>MBA 595</td>
<td>Managing Organiz Devel &amp; Chng</td>
<td>3</td>
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</tbody>
</table>

**Technology**

The use of computers is an integral part of graduate business courses. Students will have classroom assignments that require proficiency with word processing, spreadsheets and presentation software applications. The College of Saint Rose computer facilities include computer laboratories with open-time access available to all students. Printing and laser printing are available. Since students use computer applications throughout the graduate business program for assignments, analysis, presentations, and as a managerial tool, computer ownership is strongly recommended.

**Culminating Academic Experiences:**

**Required Course**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>BDA 690</td>
<td>Business Analytics Capstone</td>
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**Admissions and Financial Aid Information:**

**General Admission Information**

Eligibility for admission to The College of Saint Rose graduate programs is typically based upon the following minimum requirements:

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3. Academic and professional qualifications for graduate study, as indicated by two letters of recommendation. The Communication Sciences & Disorders and School Psychology programs require three letters of recommendation.

4. A grade point average of 3.0 (on a 4.0 scale), overall and in the undergraduate major.

5. Other admission criteria specified by academic programs such as submission writing samples, portfolios, test scores, and participation in interviews or admissions workshops.

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See Graduate Admissions section (p. 10) for more information.

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See Financial Aid section (p. 13) for more information.

**Additional Business Analytics Admission Information:**

**The Application Process**

Applicants are evaluated on their potential for success in graduate studies. This is primarily determined by prior academic achievement (GPA) at all colleges attended. If an applicant has graduated with an undergraduate GPA of 3.0 or higher, submission of a GMAT (Graduate Management Admissions Test) or GRE (Graduate Record Examination) score is not required. In addition, the GMAT/GRE requirement is waived for applicants holding graduate degrees. However, if an applicant’s overall undergraduate GPA is below a [CL1] [E2] 3.0, a GMAT/GRE score must be submitted with the application.
Although evaluation of these objective criteria is an important aspect of the admission process, it is equally important for an applicant to prepare an application package carefully and thoughtfully as all relevant factors are considered in the admissions decision.

The admissions process also evaluates an applicant’s goals, writing skills, motivation, experiences and activities. Factors such as graduate study and professional credentials may be considered. Applications will only be reviewed when a complete application package and GMAT/GRE results (if required) are received. The GMAT/GRE is administered by the Educational Testing Service (ETS). The GMAT/GRE Bulletin explaining the test, dates and location can be obtained by visiting www.mba.com, or by calling ETS at 1-800-462-8669. Scores are valid for five years. The applicant is responsible for assembling and submitting the following elements of the application package to the Graduate and Continuing Education Admissions office at The College of Saint Rose:

- A completed application form with the required application fee;
- Official sealed transcripts from all schools attended;
- If required, original GMAT/GRE results should be sent directly to Graduate Admissions at The College of Saint Rose (code number: 2091);
- Two sealed academic and/or professional recommendations;
- Personal essay; and
- A current resume.

Under special conditions, candidates whose application packages are incomplete may be admitted as non-degree students at the discretion of the Program Coordinator. Students planning to seek degree status should not take more than two courses under the non-degree status, because only two courses taken as a non-degree student can be credited toward the degree.

International students should also refer to information on Admission of International Students in the Admission section of this catalog.

Find Out More:
- Mission and History
- Academic Policies
- Academic Integrity
- Academic Scholarship
- Faculty Directory
- Library
- Technology
- Career Center
- Academic Support Center
- Study Abroad
- Residence Life
- Student Life
- Health Service

Business Analytics - ADV CERT

Program Overview:
The Certificate of Advanced Study in Business Analytics is designed for graduate students interested in gaining insights that inform business decisions and optimize business processes. Data-driven companies treat their data as a corporate asset and leverage it for a competitive advantage. Successful business analytics depends on data quality, skilled analysts who understand the technologies and the business, and an organizational commitment to data-driven decision-making. The Graduate Certificate in Business Analytics will prepare students to further their careers in a variety of organizations.

The certificate is designed for students who have a strong technical/computer background and/or significant work experience in technical areas. Students who do not have the requisite background should explore the Master of Science in Business Analytics program. Alternatively, students may be required to take additional prerequisite coursework (listed below) to satisfy any deficiencies.

Program Contacts:
Dr. Eyyub Yunus Kibis
Assistant Professor
Email: kibise@strose.edu

Program Webpage:
Business Analytics M.S.

Program Requirements:
Required Courses (15 Credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>CSC 571</td>
<td>Big Data Programming</td>
<td>3</td>
</tr>
<tr>
<td>BDA 500</td>
<td>Stats for Business Analytics</td>
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</tr>
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Technology
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**Admissions and Financial Aid Information:**

**General Admission Information**

Eligibility for admission to The College of Saint Rose graduate programs is typically based upon the following minimum requirements:

1. Submission of a completed application, a resume, and Statement of Purpose of approximately 300 words detailing the applicant’s goals for graduate study.
2. Evidence of the possession of a U.S. baccalaureate degree or equivalent from an accredited institution through submission of official transcripts from all post-secondary education.
3. Academic and professional qualifications for graduate study, as indicated by two letters of recommendation. The Communication Sciences & Disorders and School Psychology programs require three letters of recommendation.
4. A grade point average of 3.0 (on a 4.0 scale), overall and in the undergraduate major.
5. Other admission criteria specified by academic programs such as submission writing samples, portfolios, test scores, and participation in interviews or admissions workshops.

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**Financial Aid**

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**Additional Business Analytics Admission Information:**

Admission Requirements for the Certificate in Business Analytics

At a minimum, an applicant must possess a bachelor’s degree from an accredited college or university. Applications require a statement of purpose, current resume and all academic transcripts. Normally, the minimum admission requirement is an undergraduate GPA of 3.0 or higher. However, if the overall undergraduate GPA is lower than 3.0, additional information such as the Graduate Management Admissions Test (GMAT) scores may be requested. Applicants to the MBA+ Business Analytics certificate must meet all admissions requirements for the MBA degree.

**Prerequisite Coursework**

Applicants are not required to have a specific undergraduate degree. However, previous coursework in statistics, computer programming and database management/design are required. Any deficiencies in prerequisites may be satisfied by taking appropriate coursework before beginning CAS coursework.

**Find Out More:**

- Mission and History
- Academic Policies
- Academic Integrity
- Academic Scholarship
- Faculty Directory
- Library
- Technology
- Career Center
- Academic Support Center
- Study Abroad
- Residence Life
- Student Life
- Health Service
- Spiritual Life
- Community Service
- Athletics

**Financial Planning - ADV CERT **No new applications are being accepted**

**Program Overview:**

The Financial Planning Advanced Certificate is intended for graduate students interested in personal financial planning for individuals or families. Financial planning involves the management of financial resources to establish a goal of where a person would like to be in the future and develop a plan of how he or she can achieve that goal. The plans developed require a comprehensive approach that includes several areas of personal finance including: investments, insurance, retirement benefits, estate planning and personal taxes. The Advanced Certificate will prepare students to...
further their careers in financial services organizations including banks, credit unions, insurance companies, investment firms, accounting firms or private practice.

The Financial Planning Advanced Certificate curriculum meets the educational requirement for certification with the Certified Financial Planner Board of Standards (CFP Board) and qualifies students to sit for the CFP® Certification Examination, administered by the CFP Board.

*CFP® and CERTIFIED FINANCIAL PLANNER™ are certification marks owned by the Certified Financial Planner Board of Standards. These marks are awarded to individuals who successfully complete the CFP Board’s initial and ongoing certification requirements. The College of Saint Rose does not certify individuals to use the CFP® and CERTIFIED FINANCIAL PLANNER™. CFP certification is granted only by the Certified Financial Planner Board of Standards to those persons who, in addition to completing an educational requirement such as this CFP Board-Registered Program, have met its ethics, experience and examination requirements.

Program Contacts:
Dr. Yu-Jung Avis
Accounting, Finance & Economics Department Chair
Email: avisy@strose.edu

Program Webpage:
Financial Planning C.A.S.

Program Requirements:
Academic Requirements:
- ACC 528 Tax Planning 3
- MBA 641 Investment Planning 3
- MBA 644 Insurance Planning 3
- MBA 645 Benefits & Retirement Planning 3
- MBA 646 Estate Planning 3
- MBA 694 Field Study in Fin Plan Devel 3

Prerequisite Courses:
May be waived by prior course equivalencies.
- MBA 511 Financial Accounting 3
- MBA 640 Managerial Finance 3

Internship/Field Experience/Service:
Required Course
- MBA 694 Field Study in Fin Plan Devel 3

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Admissions and Financial Aid Information:
General Admission Information
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3. Academic and professional qualifications for graduate study, as indicated by two letters of recommendation. The Communication Sciences & Disorders and School Psychology programs require three letters of recommendation.

4. A grade point average of 3.0 (on a 4.0 scale), overall and in the undergraduate major.

5. Other admission criteria specified by academic programs such as submission writing samples, portfolios, test scores, and participation in interviews or admissions workshops.

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See Financial Aid section (p. 13) for more information.

Additional Financial Planning Admission Information:
Requirements for the Advanced Certificate in Financial Planning
At a minimum, an applicant must possess a bachelor’s degree from an accredited college or university. Applications require a statement
of purpose, current resume and all academic transcripts. Normally, the minimum admission requirement is an undergraduate GPA of 3.0 or higher. However, if the overall undergraduate GPA is lower than 3.0, additional information such as the Graduate Management Admissions Test scores may be requested.

Find Out More:
• Mission and History
• Academic Policies
• Academic Integrity
• Academic Scholarship
• Faculty Directory
• Library
• Technology
• Career Center
• Academic Support Center
• Study Abroad
• Residence Life
• Student Life
• Health Service
• Spiritual Life
• Community Service
• Athletics

Organizational Leadership and Change Management - ADV CERT

Program Overview:
The Advanced Certificate in Organizational Leadership and Change Management (OLCM) is designed for graduate students interested in understanding leadership and change management in organizations. Enhancing knowledge of organizational structure, governance, and change and development, as well as improving managerial and leadership skills are essential for success in the competitive business environment. The Advanced Certificate in OLCM will prepare students to further their careers in a variety of organizations.

Program Contacts:
Dr. John Dion
Graduate Coordinator of the MBA Program
Email: dionj@strose.edu

Program Webpage:
Organizational Leadership and Change Management C.A.S.

Program Requirements:
The 15-credit curriculum in OLCM offered through The College of Saint Rose provides prospective managers with both a theoretical and practical understanding of leadership skills and change management processes within an organization. The certificate offers students the opportunity to hone their management and leadership skills as well as provide a broader understanding of the manager’s role in leading successful organizational change initiatives. The certificate is designed to cover the knowledge necessary to become successful leaders and managers.

This is a part-time certificate program with no elective courses. The minimum length of time to complete the program is one calendar year including fall, spring, and summer sessions. All of the courses must be taken at The College of Saint Rose. Courses will be offered primarily during the evenings with the possibility that some afternoon or weekend courses may be offered.

Academic Requirements:

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
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<td>MBA 583</td>
<td>Leadership &amp; Organiz Chng</td>
<td>3</td>
</tr>
<tr>
<td>MBA 584</td>
<td>Management Skills-based Approac</td>
<td>3</td>
</tr>
<tr>
<td>MBA 585</td>
<td>Manage Effective Teams</td>
<td>3</td>
</tr>
<tr>
<td>MBA 594</td>
<td>Corporate Govern &amp; Trusts</td>
<td>3</td>
</tr>
<tr>
<td>MBA 595</td>
<td>Managing Organiz Devel &amp; Chng</td>
<td>3</td>
</tr>
</tbody>
</table>

Prerequisite Courses:
Applicants with an undergraduate degree in business may begin taking certificate courses immediately upon acceptance into the program. Applicants without a business degree or coursework in management communications and organization behavior may be required to take MBA 516 (Management Communications & Social Responsibility) and MBA 517 (Organizational Behavior) before registering for certificate courses.

Culminating Academic Experiences:

Required Course

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<tr>
<th>Course Code</th>
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<th>Credits</th>
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<tbody>
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4. A grade point average of 3.0 (on a 4.0 scale), overall and in the undergraduate major.

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See Graduate Admissions section (p. 10) for more information.

**Financial Aid**

The College of Saint Rose has long been committed to the premise that a quality education should be within the reach of qualified students. To this end, the College serves its student body through a comprehensive program of federal, state, and institutional financial aid. While the basic responsibility for financing education lies with the students and their families, scholarships, loans, and/or assistantships can supplement insufficient family resources. The amount of aid available through the College is limited and is awarded on the basis of academic merit. All financial assistance from the College is subject to adjustment if the recipients are later granted aid from other sources. Financial aid awards are contingent upon students maintaining good academic standing and satisfactory academic progress.

See Financial Aid section (p. 13) for more information.

**Additional OLCM Admission Information:**

**Admission Requirements for the Certificate in OLCM**

At a minimum, an applicant must possess a bachelor’s degree from an accredited college or university. Applications require a statement of purpose, current resume and all academic transcripts. Normally, the minimum admission requirement is an undergraduate GPA of 3.0 or higher. However, if the overall undergraduate GPA is lower than 3.0, additional information such as the Graduate Management Admissions Test (GMAT) scores may be requested. Applicants to the M.B.A. + OLCM certificate must meet all admissions requirements for the M.B.A. Degree.

**Find Out More:**

- Mission and History
- Academic Policies
- Academic Integrity
- Academic Scholarship

**The Thelma P. Lally School of Education**

<table>
<thead>
<tr>
<th>Programs of Graduate Study</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adolescence Education (Grades 7-12)</td>
<td>MSED</td>
</tr>
<tr>
<td>Adolescence Education (Grades 7-12)</td>
<td>Advanced</td>
</tr>
<tr>
<td>Adolescence Education/Special Education (Grades 7-12)</td>
<td>MSED</td>
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<td>Bilingual Education Extension</td>
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<td>Childhood Education (Grades 1-6)</td>
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<td>Childhood Education/Special Education (Grades 1-6)</td>
<td>MSED</td>
</tr>
<tr>
<td>Clinical Mental Health Counseling</td>
<td>MSED</td>
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<td>Clinical Mental Health Counseling</td>
<td>Advanced</td>
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<tr>
<td>Communication Sciences and Disorders</td>
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<td>Curriculum and Instruction</td>
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<td>Early Childhood and Childhood Education (Birth-Grade 6)</td>
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<td>Educational Leadership and Administration (SBL)</td>
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<tr>
<td>Program</td>
<td>Degree</td>
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<tr>
<td>Educational Psychology</td>
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<tr>
<td>Higher Education Leadership and Administration**</td>
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<tr>
<td>Literacy: Birth-Grade 12**</td>
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<td>Literacy: Birth-Grade 12**</td>
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<td>Literacy: Birth-Grade 6**</td>
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</tr>
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<td>Literacy: Grades 5-12**</td>
<td>Advanced Certificate</td>
</tr>
<tr>
<td>Organizational Leadership in Higher Education</td>
<td>Advanced Certificate</td>
</tr>
<tr>
<td>Quality Control in Higher Education**</td>
<td>Advanced Certificate</td>
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<tr>
<td>School Building Leader</td>
<td>Advanced Certificate</td>
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<tr>
<td>School Counseling</td>
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<td>School Counseling</td>
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<td>School District Business Leader</td>
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<tr>
<td>School District Business Leader</td>
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<td>School District Leader</td>
<td>Advanced Certificate</td>
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<tr>
<td>School Psychology</td>
<td>MSED +</td>
</tr>
<tr>
<td>Special Education (Overview):</td>
<td>Advanced Certificate</td>
</tr>
<tr>
<td>Adolescence (Grades 7-12) Generalist</td>
<td>MSED</td>
</tr>
</tbody>
</table>

**No new applications are being accepted for these programs at The College Saint Rose.

The Thelma P. Lally School of Education is committed to developing leaders in the field of education. Programs are designed for students who wish to enter the teaching profession; practicing teachers who wish to enhance their professional skills; aspiring administrators, counselors, or school psychologists; and, individuals in education-related professions. The curricular choices provide opportunities for students to select programs consistent with their educational backgrounds and professional goals.

The College of Saint Rose works cooperatively with public and private schools and agencies in the Capital Region to provide students with a variety of professional field experiences in education. Applications for admission to all education programs must meet the general requirements for admission to graduate study. In addition, applicants must meet the specific requirements for admission to the program of their choice. Students may apply for either degree or non-degree status. All School of Education programs have been approved by the New York State Education Department and meet academic New York certification requirements, unless otherwise noted. The College puts forward a conceptual framework which establishes the philosophical underpinning of all professional education programs and establishes learning outcomes for participants in the program. The programs within the School of Education are nationally accredited.

The Thelma P. Lally School of Education Policy on Academic Standards

The following academic standards apply to all graduate degree and certificate programs in the School of Education. Students should refer to appropriate sections of this catalog for additional program-specific requirements.

- Only (credit) courses in which a grade of “B” (defined as 3.00) or better is earned will be applicable to the degree. For courses graded on a pass/fail basis, only (credit) courses in which a grade of “P” is earned will be applicable to the degree.
- After earning a second grade of “C” in any course, regardless of when that “C” is earned, the student will receive a letter of academic dismissal from the school dean.
The Registrar will complete a check of grades each semester to determine eligibility to continue matriculation.

Conceptual Framework for Education Programs

Statement of Philosophy and Purpose

The faculty of the Thelma P. Lally School of Education at The College of Saint Rose is committed to providing high quality, relevant and distinctive educational programs. Our philosophy evolves from a strong belief in the profound influence and possibilities of education, educators and leaders to guide and promote the intellectual and human development of people in a diverse, global society.

The educational dynamic of our teaching and learning community fosters insight, meaning, skills, policy formation and strategies necessary to continuously improve the quality of the individual and collective lives affected by our practice. Ethics, freedom of inquiry and expression, and the exchange of ideas inform our practice. Integrity, character and a commitment to modeling what we teach are imperatives of our educational endeavors. The development of theoretical frameworks, critical analysis and fidelity to the application of effective, research-based practices combine to characterize the scholarship and enlightenment to which we aspire.

Instructional technologies support and shape our teaching and learning. Partnerships with practicing professionals in the field, service, clinical experiences, and a culture of assessment offer extensive opportunities for personal and professional growth, and rich sources for evaluating our effectiveness.

Valuing the knowledge and culturally rich experiences of individuals in the educational process, our faculty strive to be responsible to candidate needs and interests and challenges them to broaden their awareness and sensitivity to diverse backgrounds, thereby becoming reflective, responsive, self-empowered advocates for their learners and communities. Leadership is at the heart of our efforts to encourage and create new initiatives through which our faculty and our candidates become mutually responsible agents of change. To ensure the actualization of our philosophy, we model its standards and values in our daily practices and relationships. This philosophy generates educational experiences that are formative and indelible.

Candidate Learning Outcomes

Candidates in professional education programs at The College of Saint Rose will:

1. Acquire and apply the knowledge, skills and dispositions of disciplines relevant to candidates’ projected educational or clinical roles.

2. Apply principles and theories of lifespan human development and learning in all of their diversity to education, service learning and clinical practice, and demonstrate a capacity and disposition to continuously update that knowledge and, therefore, practice according to the best emerging research in the field.

3. Plan and implement practice that is rigorous, comprehensive, inclusive, creative and motivating, inviting students’ analytical skills and promoting their dispositions to be lifelong learners.

4. Ensure that evaluation and decision-making are data-driven, multi-faceted, collaborative and recursive, and align instructional/clinical goals, practice, assessments, and standards.

5. Develop and demonstrate personal and professional values that foster the highest ethical standards of the profession: intellectual curiosity and open-mindedness; understanding and responsiveness to multiple social and global perspectives; and, collegiality and collaboration among partners in the educational or clinical process that involve children, families, community members, and other professionals.

6. Promote optimal learning opportunities and environments for all individuals in the context of their experiential, cultural, and/or racial/ethnic backgrounds, including, but not limited to learners who are speakers of non-English languages, or who are gifted, have disabilities, are educationally challenged or who have different interests, ambitions or sexual orientations.

7. Demonstrate in their practice that oral and written language is a functional, as well as social and artistic tool, for communication and thought, and as such reflect the multiple literacies of local, national and global cultures.

8. Integrate a variety of technological methods and programs to enhance pupil learning and practitioner effectiveness, facilitate candidates’ acquisition of technological skills, and their dispositions to use them.

Professional Qualities Assessment

All candidates in programs in education at The College of Saint Rose are expected to demonstrate dispositions appropriate to the profession for which they are preparing. The faculty have identified the dispositions listed below as being of primary significance to effective professional performance. All students will be evaluated by faculty on these dispositions throughout their programs. Any students identified as demonstrating weakness in one or more of the areas will be asked to meet with faculty from their program area and to develop a plan to improve performance. Satisfactory professional performance is required to be in good standing and receive certification or award of a degree in education.

Communication Skills

- effectively communicates orally in a constructive, direct, and appropriate manner
- writes in a way that is clear, accurate, and professionally effective
- is respectful in all communications
- uses appropriate tone, tact, and pragmatics for a professional situation
- demonstrates that s/he has heard what is being said and practices reciprocal listening skills
- responds to people, work, and challenges in an emotionally mature manner
- is respectful in communicating with others
- solicits and gives feedback
- engages in collaborative interactions with others
- uses appropriate conflict resolution skills to handle differences of opinion
- participates in an open exchange of ideas
Professional Responsibility/Accountability

- attends to and completes academic and professional duties in a timely fashion
- reflects on his/her own performance
- accepts, receives, and integrates feedback
- collaborates with colleagues and works as a team member
- displays an appearance that is consistent with professional expectations
- shares in the workload of the group or organization
- is accountable for his/her own work rather than deflecting responsibility elsewhere
- works within the rules and expectations of the group or organization
- demonstrates a commitment to continuing professional growth and development

Ethics

- values, models, and promotes respect for all individuals
- demonstrates awareness and sensitivity to diverse populations
- recognizes and works within role boundaries within the professional context
- demonstrates honesty and integrity in all situations
- gives credit where it is due
- displays professional behavior in terms of language and dress
- respects privacy and confidentiality where appropriate
- models intellectual curiosity, open-mindedness, and critical analysis
- demonstrates a commitment to providing educational services to diverse populations

Adolescence Education (Grades 7-12) - MSED

Program Overview:
The Teacher Education Department identifies the purposes of its education sequence for Adolescence Education candidates seeking initial certification as the development of education professionals who are reflective practitioners, able to link content, theory, and practice, and able to create effective learning environments for children with the full range of abilities and experiential backgrounds. Reflecting these purposes, the education sequence combines classroom, laboratory, and field experiences that are guided and facilitated by the College’s faculty and supervisors who have had experience in diverse classroom settings and who exemplify the reflective, scholarly, caring education professional.

The graduate program in Adolescence Education leads to a Master of Science in Education for those who plan to prepare for secondary school teaching. The program in Adolescence Education provides the education course work required for initial and professional certification for grades 7-12 in New York and reciprocal states in Biology, English, Mathematics, or Social Studies.

Objectives

Consistent with the Conceptual Framework of the School of Education of The College of Saint Rose, graduates of the Adolescence Education program must demonstrate:

1. Professionalism in exercising their roles as adolescence education teachers within a social context;
2. Effective oral and written communication and interpersonal skills;
3. Knowledge of secondary school curriculum and learning standards in a content discipline;
4. Ability to plan, deliver, and evaluate appropriate, accurate, and substantive instruction in the content discipline;
5. Ability to engage in student-centered teaching and innovative practice;
6. Organization and positive classroom management techniques;
7. Ability to teach diverse pupils; and
8. Ability to integrate a variety of technological methods and programs to enhance student learning and practitioner effectiveness.

Program Contacts:

Dr. Elizabeth Yanoff
Teacher Education Department Chair
Email: yanoffe@strose.edu

Program Webpage:
Adolescence Education (Grades 7-12)

Program Requirements:

Our master’s program is for those holding a 4-year degree from an accredited institution in Biology, English, Mathematics, or Social Studies. It provides the course work required for initial and professional certification in grades 7-12 in New York and reciprocal states for Biology, English, Mathematics, or Social Studies.

The 42-45 credits required for the degree include:

a. Educational Research (6-9 Credits)
b. Core Requirements (27 Credits)

- **EDU 506**: Educational Foundations (3 credits)
- **EDU 530**: Middle Sch Ed: Theory/Pract (3 credits)
- **EDU 523**: Adole Sc Psych & Devel (3 credits)
- **SEC 515**: Curr & Instr in Secondary Sch (3 credits)
- **SEC 518**: Literacy Improve: Sec Schld (3 credits)
- **SIE 515**: Field Prac Incl Stud w/Dis 7-12 (3 credits)
- **EDU 506, SEC 518**: Number of required course-embedded field experience hours in each course - 5
- **EDU 530**: Number of required course-embedded field experience hours - 10
- **SEC 515**: Number of required course-embedded field experience hours - 20
- **SIE 515**: Number of required course-embedded field experience hours - 15

One of the following:

- **SEC 520**: Method Teach Eng. Sec. School (3 credits)
- **SEC 522**: Methods Teach Math Sec. School (3 credits)
- **SEC 523**: Methods Teach Science Sec Sch. (3 credits)
- **SEC 524**: Methods Teach Social Studies (3 credits)

(Each of the above courses requires a 20-hour field experience)

c. Non-credit Requirements (0 Credits)

- **EDU 602**: Violence Prevention (0 credits)
- **EDU 603**: Child Abuse Prevention (0 credits)
- **EDU 611**: Dignity For All Students (0 credits)
- **EPY 637**: Substance Abuse Workshop (0 credits)

All workshops must be completed prior to student teaching.

d. Student Teaching and Student Teaching Seminar (9 Credits)

- **SEC 580**: Stud Tchg Sec Sch (6 credits)
- **SEC 585**: Stud Tchg Sem:Middle/Second Ed (3 credits)

SEC 580: Number of required course-embedded field experience hours prior to commencement of student teaching – 40

In addition, students will need to have completed general education and content area requirements prior to certification. When applying, a student's undergraduate transcripts will be evaluated, and students will be informed of any remaining requirements.

Final Evaluation

Teacher candidates in the Adolescence Education program are expected to demonstrate competency in two broad areas: basic research skills, and knowledge of educational theory and practice. Final evaluation of all candidates will be based on the following criteria:

1. Satisfactory performance in course work;


3. Satisfactory performance in student teaching; and

4. Satisfactory performance in student teaching seminar.

Requirements for College Recommendation for New York State Certification*

- •

General education requirement (30 credits): college-level study in the areas of English (6 credits including composition), social science (3 credits from economics, political science, history, sociology, geography, anthropology, psychology) mathematics (3 credits), science (3-4 credits which must include a lab), information retrieval/educational technology (3 credits), artistic expression (3 credits), humanities (3 credits literature, philosophy, and religious studies, classics, history, languages, performing arts, music, cultural studies, communication), language other than English (3 credits which may include Sign Language), and 3 credits of further disciplinary study in one of the core areas.

- • Requirement for the major (36 credits): a major in a liberal arts or science area (e.g., Biology, English, Mathematics, or Social Studies).

- • Requirements for coursework aligned with Specialty Program Association (SPA) standards: Consult with your advisor. Existing coursework may satisfy deficiencies. Your advisor will consider evidence you present. Such evidence may include course descriptions, syllabi, and/or other course materials. All deficiencies noted must be satisfied in order to qualify for the College’s recommendation for certification.

*Applicants with insufficient credit in the general education requirement or the requirement for the major, and/or a major not listed above, are encouraged to apply but may need to complete additional course work. Analysis of transcripts may lead to recommendations that individuals accepted into the program complete additional course work in general education and/or the major. Deficiencies may be completed at the undergraduate or graduate level. Content specialty deficiencies must be completed prior to graduation. For further information students should contact advisors with questions or concerns regarding deficiencies. Teacher candidates select appropriate courses in consultation with their faculty advisor.

Requirements for Degree and College Recommendation for New York State Initial Certification

The Adolescence Education program is designed for students who do not hold initial or provisional certification in adolescence education. The program requires a minimum of 42 credits of study and includes a one-semester, full-time student teaching experience.
Consistent with New York State guidelines, the program in Adolescence Education requires 100 hours of field experience prior to student teaching. These are course-embedded field experience hours that must be completed in grades 7-12. Students must obtain fingerprint clearance from the New York State Department of Education or equivalent security clearance prior to the commencement of all field experiences. Fingerprinting information is available in the Field Placement and Advising Office of the School of Education, and on the New York State Department of Education “TEACH” website http://www.highered.nysed.gov/tcert/teach. Field experiences occur during the normal school day. Candidates are required to be available to complete the necessary field experience hours during the school day. Also consistent with New York State guidelines, the program in Adolescence Education provides 6 graduate credit hours in the study of literacy, distributed as follows: SEC 518 (3 credits); 1 credit embedded in each of the following and integrated with content: SEC 515, EDU 530, and each of the Methods courses (SEC 520, 522, 523, and 524).

Admission into the College does not ensure good standing in the program in Adolescence Education, nor does good standing in the Adolescence Education program ensure admission to student teaching. Teacher candidates must apply for student teaching in accordance with program guidelines while completing education course requirements. In order to be eligible for teacher certification in New York State, teacher candidates must pass required New York State Teacher Certification Examinations.

Upon fulfilling the academic requirements of the program and being recommended for certification by the College, receiving fingerprint clearance, and passing examinations required by the New York State Education Department, students qualify for initial certification in adolescence education (grades 7-12) in New York State. Candidates will also have fulfilled the academic requirements for professional certification. Candidates must apply for certification to the New York State Education Department. Application must be completed online through the New York State Department of Education “TEACH” website. Application instructions and links can be found on The College of Saint Rose website at: http://www.strose.edu/officesandresources/registrar/teachercertification.

**Internship/Field Experience/Service:**

**Required Courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
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</thead>
<tbody>
<tr>
<td>EDU 506</td>
<td>Educational Foundations</td>
<td>3</td>
</tr>
<tr>
<td>EDU 530</td>
<td>Middle Sch Ed/Theory/Pract</td>
<td>3</td>
</tr>
<tr>
<td>SEC 515</td>
<td>Curr &amp; Instr in Secondary Sch</td>
<td>3</td>
</tr>
<tr>
<td>SEC 518</td>
<td>Literacy Improve: Second Sch</td>
<td>3</td>
</tr>
<tr>
<td>SEC 520, 522-524</td>
<td>Methods</td>
<td>3</td>
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<tr>
<td>SEC 580</td>
<td>Stud Tchg:Sec Sch</td>
<td>6</td>
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<tr>
<td>EDU 506, SEC 518</td>
<td>Number of required course-embedded field experience hours in each course – 5</td>
<td></td>
</tr>
<tr>
<td>EDU 530</td>
<td>Number of required course-embedded field experience hours – 10</td>
<td></td>
</tr>
<tr>
<td>SIE 515</td>
<td>Number of required course-embedded field experience hours – 15</td>
<td></td>
</tr>
<tr>
<td>SEC 515</td>
<td>Number of required course-embedded field experience hours – 20</td>
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**Culminating Academic Experiences:**

**Required Courses:**

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
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<tbody>
<tr>
<td>SEC 585</td>
<td>Stud Tchg Sem:Middle/Second Ed</td>
<td>3</td>
</tr>
<tr>
<td>EDU 590</td>
<td>Integrative Research Seminar</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>EDU 599</td>
<td>Thesis</td>
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**Grades 5-6 Extension (Optional):**

The New York State Education Department offers an extension for grades 5-6 to the teaching certificate for Adolescence Education (grades 7-12). Extensions are not required as part of the Adolescence Education programs at The College of Saint Rose. The extension to teach in grades 5 and 6 is designed to enable students to create developmentally appropriate classroom contexts for learning in the content areas of their certification (Biology, English, Mathematics, or Social Studies). An extension will show that the certified adolescence teacher has added expertise in the area of the extension. Adolescence Education students who wish the College to recommend them to the New York State Education Department for the extension must complete all the requirements for their Adolescence Education program and the additional requirements listed below:

**Requirements (6 Credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>EPY 522</td>
<td>Chld Psych &amp; Dev</td>
<td>3</td>
</tr>
<tr>
<td>EPY 522</td>
<td>A 10-hour classroom field experience is required.</td>
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</table>

**And one of the following (depending upon major):**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
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</thead>
<tbody>
<tr>
<td>ELE 585</td>
<td>Methods:Lang Arts/Soc Stud</td>
<td>3</td>
</tr>
<tr>
<td>ELE 586</td>
<td>Methods:Science/Math 1-6</td>
<td>3</td>
</tr>
<tr>
<td>ELE 585, ELE 586: (A 12-hour classroom field experience is required in each course.)</td>
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</table>

Candidates will select the methods course that complements their discipline (e.g., math or science majors would choose ELE 586, Methods of Teaching Science and Math 1-6), so as to provide a broader content base for teaching and integrating their content area across the curriculum in grades 5 and 6.

**TESOL Advanced Certificate (Optional):**

Teaching English as a New Language - ADV CERT (p. 133)

**Professional Accreditation:**

The College of Saint Rose, sponsored by the Sisters of Saint Joseph of Carondelet, Albany Province, is chartered by the Board of Regents of New York State. All of its degrees and programs are registered and its professional programs are fully approved by the Board of Regents through the New York State Education Department.
The College of Saint Rose is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104 (267-284-5000). The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation. The specialized accrediting agencies noted below are recognized by the U.S. Secretary of Education and/or the Council for Higher Education Accreditation: Programs offered by The College of Saint Rose for the preparation of all school professionals, leading to initial and advanced certifications, are accredited by the National Council for Accreditation of Teacher Education.

Admissions and Financial Aid Information:

General Admission Information

Eligibility for admission to The College of Saint Rose graduate programs is typically based upon the following minimum requirements:

1. Submission of a completed application, a resume, and Statement of Purpose of approximately 300 words detailing the applicant’s goals for graduate study.
2. Evidence of the possession of a U.S. baccalaureate degree or equivalent from an accredited institution through submission of official transcripts from all post-secondary education.
3. Academic and professional qualifications for graduate study, as indicated by two letters of recommendation. The Communication Sciences & Disorders and School Psychology programs require three letters of recommendation.
4. A grade point average of 3.0 (on a 4.0 scale), overall and in the undergraduate major.
5. Other admission criteria specified by academic programs such as submission writing samples, portfolios, test scores, and participation in interviews or admissions workshops.

Applicants to The College of Saint Rose are responsible for completing their applications by submitting all required components. Prospective students can access the online application and application instructions at www.strose.edu/gradapply. See Graduate Admissions section (p. 10) for more information.

Financial Aid

The College of Saint Rose has long been committed to the premise that a quality education should be within the reach of qualified students. To this end, the College serves its student body through a comprehensive program of federal, state, and institutional financial aid. While the basic responsibility for financing education lies with the students and their families, scholarships, loans, and/or assistantships can supplement insufficient family resources. The amount of aid available through the College is limited and is awarded on the basis of academic merit. All financial assistance from the College is subject to adjustment if the recipients are later granted aid from other sources. Financial aid awards are contingent upon students’ maintaining good academic standing and satisfactory academic progress.

See Financial Aid section (p. 13) for more information.

Additional Adolescence Education Admission Information:

Admission to the program in Adolescence Education is contingent upon meeting general admissions requirements for graduate study at The College of Saint Rose. In order for the College to recommend candidates for certification in New York State, teacher candidates must meet course work requirements in the education sequence (i.e., the graduate program in Adolescence Education), the general education requirement, and a requirement for the major in an area of the liberal arts or sciences. The course work requirements in general education and an approved major are not offered as a part of the graduate program (the Adolescence Education program satisfies requirements for the education sequence only).

Requirements for Admission

• GPA requirement: satisfactory completion (i.e., minimum GPA of 3.0) of the bachelor’s degree at an accredited institution.
• Submission of GRE score.
• Interview: applicants may be required to have a personal interview with a representative from the Department of Teacher Education.

Find Out More:

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• Faculty Directory
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• Technology
• Career Center
• Academic Support Center
• Study Abroad
• Residence Life
• Student Life
• Health Service
• Spiritual Life
• Community Service
• Athletics

Adolescence Education (Grades 7-12) - ADV CERT

Program Overview:

Teacher candidates who are not initially or provisionally certified in adolescence education but already hold or are concurrently completing a master's degree in their content area discipline or a field functionally related to teaching adolescents may complete the Certification-only 31-credit core component of the Adolescence Education program, which includes a one semester, full-time
student teaching experience. Teacher candidates in this program must meet the same requirements for general education (28-31 credits) and the content major (36 credits) as candidates in the Adolescence Education program, in order to be recommended for initial certification. Deficiencies may be completed at the undergraduate or graduate level. Content specialty deficiencies must be completed prior to graduation. For further information students should contact advisors with questions or concerns regarding deficiencies.

Consistent with New York State guidelines, the Certification-only program in Adolescence Education requires 100 hours of classroom field experience prior to student teaching. These are course-embedded field experience hours that must be completed in grades 7-12. Students must obtain fingerprint clearance from the New York State Department of Education prior to the commencement of all field experiences. Fingerprinting information is available in the Field Placement and Advising Office of the School of Education, and on the New York State Department of Education “TEACH” website  http://www.highered.nysed.gov/tcert/teach. Field experiences occur during the normal school day. Candidates are required to be available to complete the necessary field experience hours during the school day. Also consistent with New York State guidelines, the program in Adolescence Education provides 6 graduate credit hours in the study of literacy, distributed as follows: SEC 518 (3 credits); 1 credit embedded in each of the following and integrated with content: SEC 515, EDU 530, and each of the Methods courses (SEC 520, 522, 523, 524).

Admission into the College does not ensure good standing in the program in Adolescence Education, nor does good standing in the Certification-only program ensure admission to student teaching. Teacher candidates must apply for student teaching in accordance with program guidelines while completing education course requirements. In order to be eligible for initial teacher certification in New York State, teacher candidates must pass required New York State Teacher Certification Examinations.

Upon fulfilling the academic requirements of the Certification-only program, receiving fingerprint clearance, and passing examinations required by the New York State Education Department, students qualify for initial certification in Adolescence Education (grades 7-12) in New York State and reciprocal states. Candidates must apply for certification to the New York State Education Department. Applications must be completed online through the New York State Department of Education “TEACH” website. Application instructions and links can be found on The College of Saint Rose website at http://www.strose.edu/officesandresources/registrar/teachercertification.

**Program Contacts:**

Dr. Elizabeth Yanoff  
Teacher Education Department Chair  
Email: yanoffe@strose.edu  
Program Webpage:  
Adolescence Education (Grades 7-12)

**Program Requirements:**

For those who already hold a master's degree (including at least 36 credit hours in Biology, English, Mathematics, or Social Studies), and for those who hold a Juris Doctor, we offer a 31-credit certification-only sequence.

The 31 credits required for the Certification-only Adolescence Education program include:

**a. Core Requirements (22 Credits)**

- EDU 506: Educational Foundations 3
- EPY 502: Survey of Educ Psychology 3
- EPY 523: Adolesc Psych & Devel 3
- SIE 515: Fnd&Prct Incl Stud w/Dis 7-12 3
- SEC 514: Literature Secondary Education 1
- SEC 515: Curr & Instr in Secondary Sch 3
- SEC 518: Literacy Improve: Second Sch 3
- EDU 506, SEC 518: Number of required course-embedded field experience hours – 5 hours each
- SEC 515: Number of required course-embedded field experience hours – 30
- SIE 515: Number of required course-embedded field experience hours – 15

**One of the following:**

- SEC 520: Method Teach Eng. Sec. School 3
- SEC 522: Methods Teach Math Sec. School 3
- SEC 523: Methods Teach Science Sec Sch. 3
- SEC 524: Methods Teach Social Studies 3

(Each requires a 20-hour field experience)

**b. Non-credit Requirements (0 Credits)**

- EDU 602: Violence Prevention 0
- EDU 603: Child Abuse Prevention 0
- EDU 611: Dignity For All Students 0
- EPY 637: Substance Abuse Workshop 0

(All workshops must be completed prior to student teaching.)

**c. Student Teaching and Student Teaching Seminar (9 Credits)**

- SEC 580: Stud Tchg:Sec Sch 6
- SEC 585: Stud Tchg Semi/Second Ed 3
- SEC 580: Number of required course-embedded field experience hours prior to the commencement of student teaching: 40

**Final Evaluation**

Teacher candidates in the Certification-only program are expected to demonstrate competency in knowledge of educational theory and practice. Final evaluation of all candidates will be based on the following criteria:

1. Satisfactory performance in course work;
2. Satisfactory performance in student teaching; and

**Requirements for College Recommendation for New York State Certification**

- 

-
General education requirement (30 credits): college-level study in the areas of English (6 credits including composition), social science (3 credits from economics, political science, history, sociology, geography, anthropology, psychology), mathematics (3 credits), science (3-4 credits which must include a lab), information retrieval/educational technology (3 credits), artistic expression (3 credits), humanities (3 credits literature, philosophy, and religious studies, classics, history, languages, performing arts, music, cultural studies, communication), language other than English (3 credits which may include Sign Language), and 3 credits of further disciplinary study in one of the core areas.

- Requirement for the major (36 credits): a major in a liberal arts or science area (e.g., Biology, English, Mathematics, or Social Studies).
- Requirements for coursework aligned with Specialty Program Association (SPA) standards: Consult with your advisor. Existing coursework may satisfy deficiencies. Your advisor will consider evidence you present. Such evidence may include course descriptions, syllabi, and/or other course materials. All deficiencies noted must be satisfied in order to qualify for the College's recommendation for certification.

*Applicants with insufficient credit in the general education requirement or the requirement for the major, and/or a major not listed above, are encouraged to apply but may need to complete additional coursework. Analysis of transcripts may lead to recommendations that individuals accepted into the program complete additional coursework in general education and/or the major. Deficiencies may be completed at the undergraduate or graduate level. Content specialty deficiencies must be completed prior to graduation. For further information students should contact advisors with questions or concerns regarding deficiencies. Teacher candidates select appropriate courses in consultation with their faculty advisor.

Subtotal: 31

**Internship/Field Experience/Service:**

Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEC 515</td>
<td>Curr &amp; Instr in Secondary Sch</td>
<td>3</td>
</tr>
<tr>
<td>SEC 518</td>
<td>Literacy Improve: Second Sehl</td>
<td>3</td>
</tr>
<tr>
<td>SEC 520, 522-524</td>
<td>Methods</td>
<td>3</td>
</tr>
<tr>
<td>SEC 580</td>
<td>Stud TchgSec Sch</td>
<td>6</td>
</tr>
<tr>
<td>SIE 515</td>
<td>Number of required course-embedded field experience hours – 15</td>
<td></td>
</tr>
<tr>
<td>SEC 515</td>
<td>Number of required course-embedded field experience hours – 30</td>
<td></td>
</tr>
<tr>
<td>EDU 506</td>
<td>Number of required course-embedded field experience hours – 5</td>
<td></td>
</tr>
<tr>
<td>SEC 518</td>
<td>Number of required course-embedded field experience hours – 5</td>
<td></td>
</tr>
<tr>
<td>SEC 520, 522-524</td>
<td>Number of required course-embedded field experience hours in each course – 20</td>
<td></td>
</tr>
</tbody>
</table>

SEC 580: Number of required course-embedded field experience hours prior to the commencement of student teaching - 40

**Culminating Academic Experiences:**

Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEC 580</td>
<td>Stud TchgSec Sch</td>
<td>6</td>
</tr>
<tr>
<td>SEC 585</td>
<td>Stud Tchg Sem/Middle/Second Ed</td>
<td>3</td>
</tr>
</tbody>
</table>

**Grades 5-6 Extension (Optional):**

The New York State Education Department offers an extension for grades 5-6 to the teaching certificate for Adolescence Education (grades 7-12). Extensions are not required as part of the Adolescence Education programs at The College of Saint Rose. The extension to teach in grades 5 and 6 is designed to enable students to create developmentally appropriate classroom contexts for learning in the content areas of their certification (Biology, English, Mathematics, or Social Studies). An extension will show that the certified adolescence teacher has added expertise in the area of the extension. Adolescence Education students who wish the College to recommend them to the New York State Education Department for the extension must complete all the requirements for their Adolescence Education program and the additional requirements listed below:

Requirements (9 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPY 522</td>
<td>Chld Psych &amp; Dev</td>
<td>3</td>
</tr>
<tr>
<td>EDU 530</td>
<td>Middle Sch Ed/Theory/Pract</td>
<td>3</td>
</tr>
<tr>
<td>EPY 522</td>
<td>A 10-hour classroom field experience is required.</td>
<td></td>
</tr>
</tbody>
</table>

EDU 530: Required for those pursuing the Advanced Certificate in Adolescence Education and a 10-hour classroom field experience is required.

And one of the following (depending upon major):

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELE 585</td>
<td>Methods:Lang Arts/Soc Stud</td>
<td>3</td>
</tr>
<tr>
<td>ELE 586</td>
<td>Methods:Science/Math 1-6</td>
<td>3</td>
</tr>
<tr>
<td>ELE 585, ELE 586: (A 12-hour classroom field experience is required in each course.)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Candidates will select the methods course that complements their discipline (e.g., math or science majors would choose ELE 586, Methods of Teaching Science and Math 1-6), so as to provide a broader content base for teaching and integrating their content area across the curriculum in grades 5 and 6.

**TESOL Advanced Certificate (Optional):**

Teaching English as a New Language - ADV CERT (p. 133)

**Professional Accreditation:**

The College of Saint Rose, sponsored by the Sisters of Saint Joseph of Carondelet, Albany Province, is chartered by the Board of
The College of Saint Rose is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104 (267-284-5000). The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

The specialized accrediting agencies noted below are recognized by the U.S. Secretary of Education and/or the Council for Higher Education Accreditation: Programs offered by The College of Saint Rose for the preparation of all school professionals, leading to initial and advanced certifications, are accredited by the National Council for Accreditation of Teacher Education.

Admissions and Financial Aid Information:

General Admission Information
Eligibility for admission to The College of Saint Rose graduate programs is typically based upon the following minimum requirements:

1. Submission of a completed application, a resume, and Statement of Purpose of approximately 300 words detailing the applicant's goals for graduate study.
2. Evidence of the possession of a U.S. baccalaureate degree or equivalent from an accredited institution through submission of official transcripts from all post-secondary education.
3. Academic and professional qualifications for graduate study, as indicated by two letters of recommendation. The Communication Sciences & Disorders and School Psychology programs require three letters of recommendation.
4. A grade point average of 3.0 (on a 4.0 scale), overall and in the undergraduate major.
5. Other admission criteria specified by academic programs such as submission writing samples, portfolios, test scores, and participation in interviews or admissions workshops.

Applicants to The College of Saint Rose are responsible for completing their applications by submitting all required components. Prospective students can access the online application and application instructions at www.strose.edu/gradapply.

See Graduate Admissions section (p. 10) for more information.

Financial Aid
The College of Saint Rose has long been committed to the premise that a quality education should be within the reach of qualified students. To this end, the College serves its student body through a comprehensive program of federal, state, and institutional financial aid. While the basic responsibility for financing education lies with the students and their families, scholarships, loans, and/or assistantships can supplement insufficient family resources. The amount of aid available through the College is limited and is awarded on the basis of academic merit. All financial assistance from the College is subject to adjustment if the recipients are later granted aid from other sources. Financial aid awards are contingent upon students' maintaining good academic standing and satisfactory academic progress.

See Financial Aid section (p. 13) for more information.

Find Out More:
- Mission and History
- Academic Policies
- Academic Integrity
- Academic Scholarship
- Faculty Directory
- Library
- Technology
- Career Center
- Academic Support Center
- Study Abroad
- Residence Life
- Student Life
- Health Service
- Spiritual Life
- Community Service
- Athletics

Adolescence Education/Special Education (Grades 7-12) - MSED

Program Overview:
Adolescence and Special Education Grades 7-12 (54 credits), “Eligible for New York State Education Department Certification in Special Education Grades 7-12 Generalist and Adolescence Education 7-12 in a content area.”

The Adolescence Education and Special Education Generalist Grades 7-12 program is for candidates who do not have adolescence (secondary) certification at the time of acceptance to the program. In addition to adolescence education certification, candidates will be eligible for adolescence special education generalist certification. Students with the following undergraduate majors may apply to this program option: Biology, English, Mathematics, or Social Studies. This program requires a minimum of 54 credits of study and includes a full semester of student teaching. To be eligible for the New York State special education certification and certification in the content discipline for grades 7-12, the candidate must successfully complete all of the Teacher Certification Examinations required by the New York State Department of Education in both certification areas. Fingerprinting clearance from The New York State Department of Education is required prior to doing SIE 580. Certification exam information and fingerprinting information/processing is available at the New York State Department of Education “TEACH” website http://www.highered.nysed.gov/tcert/teach. Students wishing to pursue NYSED certification in Literacy (24 credit program) should enroll simultaneously in the Special Education program and the...
Literacy program so that literacy courses are counted towards both programs. Consult the Graduate Catalog for more information on Certification in Literacy, an Extension in Bilingual Education and the Grade Level Extension for 5-6.

Objectives for Programs in Special Education

The objectives for the Special Education Programs have been developed within the context of goals set by the professional accrediting bodies including the Council for the Accreditation Educator Preparation (CAEP), Interstate Teacher Assessment and Support Consortium (InTASC), Council for Exceptional Children (CEC) and the professional organizations guiding each content discipline.

Upon completion of a graduate program in Special Education at The College of Saint Rose, candidates will:

1. Demonstrate respect for all P-12 students as unique individuals by advancing their learning and development.
2. Create inclusive and supportive learning environments within a variety of school settings where cultural understanding, safety and emotional well-being, positive social interactions, and active engagement in learning is promoted.
3. Incorporate understanding of learner development, individual learning differences, and diversity in their teaching practices to positively impact the social, academic, and communication skills of P-12 students.
4. Use multiple types of assessment tools for a variety of educational decisions that inform instruction for all P-12 students.
5. Demonstrate understanding of the central concepts, tools of inquiry, and discipline-specific practices to teach curricular content knowledge related to the New York State P-12 Common Core Learning Standards.
6. Plan and use a variety of evidence-based instructional strategies to provide effective group and individual instructions for P-12 students’ learning and development.
7. Collaborate with families, students, educators, related service providers, and personnel from community agencies to have a positive impact on student learning.
8. Incorporate the elements of professional learning and ethical practice to assure that the legal rights and responsibilities of students, caretakers, and professionals are upheld.
9. Demonstrate understanding of research and applied professional practice by using inquiry and data collection to establish priorities, enhance teaching, and continually inform instructional decisions.
10. Demonstrate the ability to plan and teach using the principles of Universal Design for Learning, which includes current and appropriate educational and assistive technologies, supplemental materials, and community resources to benefit the needs of all learners.

Program Contacts:
Dr. Frances Ihle
Literacy & Special Education Department Co-Chair
Email: ihlef@strose.edu

Dr. Elizabeth Yanoff
Teacher Education Department Chair
Email: yanoffe@strose.edu

Program Webpage:
Adolescence Education/Special Education M.S.E.D.

Program Requirements:

a. Credits of Educational Research (6-9 Credits)
   SED 506   Found/Issues/Resrch in Spec Ed  3
   and
   SED 590   Res Seminar Sp Ed  3
   or
   EDU 590   Integrative Research Seminar  3
   or
   SED 599   Thesis in Special Education  3 or 6

   Thesis may be taken for three or six credits, but students who wish to stay within the 54-credit minimum requirement must select Thesis for three credits.

b. Core Course Work (9 Credits)
   EDU 506   Educational Foundations  3
   EPY 502   Survey of Educ Psychology  3
   EPY 523   Adolesc Psych & Devel  3

c. Curriculum and Instruction in General Education and Inclusive Classrooms (6 Credits)
   SEC 515   Curr & Instr in Secondary Sch  3

   One content-specific methods course chosen from:
   SEC 520   Method Teach Eng, Sec. School  3
   SEC 522   Methods Teach Math Sec. School  3
   SEC 523   Methods Teach Science Sec Sch.  3
   SEC 524   Methods Teach Social Studies  3

d. Behavior Management (6 Credits)
   SED 512   Classrm Mngmnt Individ Behav  3
   SED 567   Adv/Thry/Prac Tch Childw/EBD  3

e. Assessment in Special Education (6 Credits)
   SIE 566   Assess Content Instruc & Indiv  3
   SED 529   Transition Asses Pln Std w/Dis  3

f. Instructional Planning, Advanced Pedagogy, and Collaboration (6 Credits)
   SED 519   Inst Prac Divers Learn Eng Soc  3
   or
   SIE 585   Instruc Div Lmrsl:ENG/SOC ST  3
   SED 530   Inst Pract Diverse Learn; MST  3
   or
   SIE 586   Inst Diverse Learn:Mat/Sci/Tec  3

g. Literacy Course Work (6 Credits)
LRC 521  Adv Literacy Improvmnt G 5-12  3
LRC 528  Read & Write for Adol w/ Disab  3

**Required Courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SIE 580</td>
<td>On-Site Prof Exp Adol Educ</td>
</tr>
<tr>
<td>SIE 582</td>
<td>On-Site Prof Exp Sem:Adol/Sp E</td>
</tr>
<tr>
<td>SIE 584</td>
<td>Portfolio in Adoles &amp; Spec Ed</td>
</tr>
</tbody>
</table>

**Internship/Field Experience/Service:**

**Required Courses:**

<table>
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<th>Credits</th>
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</thead>
<tbody>
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<td>On-Site Prof Exp Adol Educ</td>
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<tr>
<td>SIE 582</td>
<td>On-Site Prof Exp Sem:Adol/Sp E</td>
</tr>
</tbody>
</table>

**Culminating Academic Experiences:**

**Required Courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SIE 584</td>
<td>Portfolio in Adoles &amp; Spec Ed</td>
</tr>
<tr>
<td>SED 590</td>
<td>Res Seminar Sp Ed</td>
</tr>
<tr>
<td>EDU 590</td>
<td>Integrative Research Seminar</td>
</tr>
<tr>
<td>SED 599</td>
<td>Thesis in Special Education</td>
</tr>
</tbody>
</table>

SED 599: (as an alternative to SED 590 and SEC 999. Thesis may be taken for three or six credits, but students who wish to stay within the 54-credit minimum requirement must select Thesis for three credits.

**Final Evaluation for Programs in Special Education**

Graduate students in the Adolescence Education-Special Education Grades 7-12 program will meet the requirements for the degree by completing all course work at the satisfactory level (minimum of B grade). As part of the final evaluation, students will conduct and present an action research project that satisfactorily demonstrates the integration of course work and best practices. This research project is completed as part of the course requirements for SED 590 Research Seminar in Special Education, EDU 590 Integrative Research Seminar or SED 599 Thesis in Special Education.

**Bilingual Education Extension (Optional):**

Bilingual Education - ADV CERT (p. 62)

**Grades 5-6 Extension (Optional):**

The New York State Education Department offers an extension for grades 5-6 to the teaching certificate for Adolescence Education (grades 7-12). Extensions are not required as part of the Adolescence Education programs at The College of Saint Rose. The extension to teach in grades 5 and 6 is designed to enable students to create developmentally appropriate classroom contexts for learning in the content areas of their certification (Biology, Chemistry, Earth Science, English, Mathematics, or Social Studies). An extension will show that the certified adolescence teacher has added expertise in the area of the extension. Adolescence Education students who wish the College to recommend them to the New York State Education Department for the extension must complete all the requirements for their Adolescence Education program and the additional requirements listed below:

**Requirements (9 Credits):**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPY 522</td>
<td>Child Psych &amp; Dev</td>
</tr>
<tr>
<td>EDU 530</td>
<td>Middle Sch Ed/Theory/Pract</td>
</tr>
<tr>
<td>EPY 522</td>
<td>A 10-hour classroom field experience is required.</td>
</tr>
</tbody>
</table>

EDU 530: Required for those pursuing the Advanced Certificate in Adolescence Education and a 10-hour classroom field experience is required.
And one of the following (depending upon major):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELE 585</td>
<td>Methods: Lang Arts/Soc Stud</td>
<td>3</td>
</tr>
<tr>
<td>ELE 586</td>
<td>Methods: Science/Math 1-6</td>
<td>3</td>
</tr>
</tbody>
</table>

ELE 585, ELE 586: (A 12-hour classroom field experience is required in each course.)

Candidates will select the methods course that complements their discipline (e.g., math or science majors would choose ELE 586, Methods of Teaching Science and Math 1-6), so as to provide a broader base for teaching and integrating their content area across the curriculum in grades 5 and 6.

Professional Accreditation:
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Admissions and Financial Aid Information:

General Admission Information
Eligibility for admission to The College of Saint Rose graduate programs is typically based upon the following minimum requirements:

1. Submission of a completed application, a resume, and Statement of Purpose of approximately 300 words detailing the applicant’s goals for graduate study.
2. Evidence of the possession of a U.S. baccalaureate degree or equivalent from an accredited institution through submission of official transcripts from all post-secondary education.
3. Academic and professional qualifications for graduate study, as indicated by two letters of recommendation. The Communication Sciences & Disorders and School Psychology programs require three letters of recommendation.
4. A grade point average of 3.0 (on a 4.0 scale), overall and in the undergraduate major.
5. Other admission criteria specified by academic programs such as submission writing samples, portfolios, test scores, and participation in interviews or admissions workshops.

Applicants to The College of Saint Rose are responsible for completing their applications by submitting all required components. Prospective students can access the online application and application instructions at www.strose.edu/gradapply.

See Graduate Admissions section (p. 10) for more information.

Financial Aid
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See Financial Aid section (p. 13) for more information.

Additional Adolescence Education/Special Education Admission Information:
Admission to the program in Adolescence Education and Special Education Grades 7-12 is contingent upon meeting general admissions requirements for graduate study at The College of Saint Rose. In order for the College to recommend candidates for certification in New York State, teacher candidates must meet course work requirements in the education sequence (i.e., Adolescence Education and Special Education Grades 7-12), the Liberal Education requirement, and a major in liberal arts or science. The course work requirements in liberal education and an approved academic major are not offered as a part of the graduate program (the programs in Special Education satisfy only the requirements for course work in education); the non-education requirements are often already met during candidates’ undergraduate study.

Find Out More:
- Mission and History
- Academic Policies
- Academic Integrity
- Academic Scholarship
- Faculty Directory
- Library
- Technology
- Career Center
- Academic Support Center
- Study Abroad
- Residence Life
- Student Life
- Health Service
- Spiritual Life
- Community Service
- Athletics
**Bilingual Education - ADV CERT**

**Program Overview:**

NOTE: The Bilingual Education Extension CAS program is not currently accepting applicants for our on-campus program. Please reach out to grad@strose.edu with any inquiries.

The New York State Education Department offers an extension for bilingual education to the provisional/initial or permanent/professional teaching certificate obtained for Early Childhood Education (birth-2), Childhood Education (1-6), Adolescence Education (grades 7-12), and Special Education. Extensions are not required as part of programs at The College of Saint Rose. An extension will show that the certified professionals have additional expertise to teach in bilingual education programs.

**Program Contacts:**

Dr. Elizabeth Yanoff  
Teacher Education Department Chair  
Email: yanoffe@strose.edu

**Program Requirements:**

Candidates who wish the College to recommend them to the New York State Education Department for the Bilingual Education Extension must complete all the requirements for provisional/initial or permanent certification or licensure in their area, demonstrate fluency in Spanish by obtaining a passing score on the New York State Bilingual Education Assessment Exam (Spanish), and complete the following additional requirements:

**Extension Requirements (15 Credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 500</td>
<td>Foundations of Bilingual Ed</td>
<td>3</td>
</tr>
<tr>
<td>EDU 502</td>
<td>Study of Ling/Lang Dev Tch ELL</td>
<td>3</td>
</tr>
<tr>
<td>EDU 580</td>
<td>Mth Tch Native LA-Cont Areas</td>
<td>3</td>
</tr>
<tr>
<td>EDU 581</td>
<td>Meth: ELA Bi-Ling Lang</td>
<td>3</td>
</tr>
<tr>
<td>EDU 585</td>
<td>Adv Field Exp: Bilingual Ed</td>
<td>3</td>
</tr>
<tr>
<td>EDU 580, EDU 581</td>
<td>(A 25-hour field experience is required in each course.)</td>
<td></td>
</tr>
</tbody>
</table>

**Professional Accreditation:**

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**Admissions and Financial Aid Information:**

**General Admission Information**

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2. Evidence of the possession of a U.S. baccalaureate degree or equivalent from an accredited institution through submission of official transcripts from all post-secondary education.

3. Academic and professional qualifications for graduate study, as indicated by two letters of recommendation. The Communication Sciences & Disorders and School Psychology programs require three letters of recommendation.

4. A grade point average of 3.0 (on a 4.0 scale), overall and in the undergraduate major.

5. Other admission criteria specified by academic programs such as submission writing samples, portfolios, test scores, and participation in interviews or admissions workshops.

Applicants to The College of Saint Rose are responsible for completing their applications by submitting all required components. Prospective students can access the online application and application instructions at www.strose.edu/gradapply.

See Graduate Admissions section (p. 10) for more information.

**Financial Aid**

The College of Saint Rose has long been committed to the premise that a quality education should be within the reach of qualified students. To this end, the College serves its student body through a comprehensive program of federal, state, and institutional financial aid. While the basic responsibility for financing education lies with the students and their families, scholarships, loans, and/or assistantships can supplement insufficient family resources. The amount of aid available through the College is limited and is awarded on the basis of academic merit. All financial assistance from the College is subject to adjustment if the recipients are later granted aid from other sources. Financial aid awards are contingent upon students’ maintaining good academic standing and satisfactory academic progress.

See Financial Aid section (p. 13) for more information.

**Find Out More:**

- Mission and History
- Academic Policies
- Academic Integrity
- Academic Scholarship
Childhood Education/Special Education (Grades 1-6) - MSED

Program Overview:
Childhood Education and Special Education Grades 1-6 (57 Credits), “Eligible for New York State Education Department Certification in Special Education 1-6 and Childhood Education 1-6”

The Childhood Education and Special Education Grades 1-6 program is for candidates interested in teaching in elementary special education settings (grades 1-6) who do not have certification in elementary or childhood education upon application to the program. This program requires a minimum of 57 credits of study and includes a full semester of student teaching. To be eligible for New York State certification in both Special Education 1-6 and Childhood Education 1-6, the candidate must successfully complete all the Teacher Certification Examinations required by the New York State Department of Education. Fingerprinting clearance from The New York State Education Department is required prior to taking SED 504. Certification exam information and fingerprinting information/processing is available at the New York State Education Department “TEACH” website http://www.highered.nysed.gov/ctcert/teach. Students wishing to pursue NYSED certification in Literacy (24 credit program) should enroll simultaneously in the Special Education program and the Literacy program so that literacy courses are counted towards both programs. Consult the Graduate Catalog for more information on Certification in Literacy, an Extension in Bilingual Education and the Grade Level Extensions for 7-9.

Objectives for Programs in Special Education

The objectives for the Special Education Programs have been developed within the context of goals set by the professional accrediting bodies including the Council for the Accreditation Educator Preparation (CAEP), Interstate Teacher Assessment and Support Consortium (InTASC), Council for Exceptional Children (CEC) and the professional organizations guiding each content discipline.

Upon completion of a graduate program in Special Education at The College of Saint Rose, candidates will:

1. Demonstrate respect for all P-12 students as unique individuals by advancing their learning and development.
2. Create inclusive and supportive learning environments within a variety of school settings where cultural understanding, safety and emotional well-being, positive social interactions, and active engagement in learning is promoted.
3. Incorporate understanding of learner development, individual learning differences, and diversity in their teaching practices to positively impact the social, academic, and communication skills of P-12 students.
4. Use multiple types of assessment tools for a variety of educational decisions that inform instruction for all P-12 students.
5. Demonstrate understanding of the central concepts, tools of inquiry, and discipline-specific practices to teach curricular content knowledge related to the New York State P-12 Common Core Learning Standards.
6. Plan and use a variety of evidence-based instructional strategies to provide effective group and individual instructions for P-12 students’ learning and development.
7. Collaborate with families, students, educators, related service providers, and personnel from community agencies to have a positive impact on student learning.
8. Incorporate the elements of professional learning and ethical practice to assure that the legal rights and responsibilities of students, caretakers, and professionals are upheld.
9. Demonstrate understanding of research and applied professional practice by using inquiry and data collection to establish priorities, enhance teaching, and continually inform instructional decisions.
10. Demonstrate the ability to plan and teach using the principles of Universal Design for Learning, which includes current and appropriate educational and assistive technologies, supplemental materials, and community resources to benefit the needs of all learners.

Program Contacts:
Dr. Frances Ihle
Literacy & Special Education Department Co-Chair
Email: ihlef@strose.edu

Dr. Elizabeth Yanoff
Teacher Education Department Chair
Email: yanoffe@strose.edu
Program Webpage:

Childhood Education/Special Education M.S.E.D.

Program Requirements:

a. Educational Research (6-9 Credits)

SED 506   Found/Issues/Resrch in Spec Ed  3
SED 590   Res Seminar Sp Ed  3
EDU 590   Integrative Research Seminar  3
SED 599   Thesis in Special Education  3 or 6

Thesis may be taken for three or six credits, but students who wish to stay within the 57-credit minimum requirement must select Thesis for three credits.

b. Core Course Work (24 Credits)

EDU 506   Educational Foundations  3
EPI 502   Survey of Educ Psychology  3
EPI 522   Child Psych & Dev  3
ELE 580   Curr & Instr Grades 1-6  3
SED 512   Classrm Mngmnt Individ Behav  3
ELE 585   Methods/Lang Arts/Soc Stud  3
ELE 586   Methods/Science/Math 1-6  3
SED 517   Adapting Instruction for Stdnt  3

C. Advanced Pedagogy in Special Education (9 Credits)

SED 518   Child Methods in Math,Sci,Tech  3
SED 566   Assess Students w/Disabilities  3
SED 568   Assess/Instruction Practices  3

D. Literacy Course Work (9 Credits)

LRC 520   Adv Devel Literacy (Birth-G 6)  3
LRC 525   Theories/Tchg Writing  3
LRC 546   Diagnosis & Remed Lit Prob  3
LRC 570   Literacy for Eng Lang Learners  3

E. Student Teaching and Related Study (9 Credits)

SEE 504   On-Site Profess Experience  6
SEE 505   On-Site Prof Exp Seminar  2
SEE 583   Portfolio in Childhood/SpEd  1

f. Additional Requirements (0 Credits)

SEE 506   Intro to Portfolio  0
EDU 602   Violence Prevention  0
EDU 603   Child Abuse Prevention  0
EDU 606   Univ Prc & Conf AIDS/HIV  0
EDU 611   Dignity For All Students  0
EPI 637   Substance Abuse Workshop  0

Final Evaluation for Programs in Special Education

Graduate students in the Special Education Childhood Grades 1-6 will meet the requirements for the degree by completing all course work at the satisfactory level (minimum of B grade). As part of the final evaluation, students will conduct and present an action research project that satisfactorily demonstrates the integration of course work and best practices. This research project is completed as part of the course requirements for SED 590 Research Seminar in Special Education, EDU 590 Integrative Research Seminar or SED 599 Thesis in Special Education.

Requirements for College Recommendation for Certification*

- General education requirement (30 credits): college-level study in the areas of English (6 credits including composition), social science (3 credits from economics, political science, history, sociology, geography, anthropology, psychology) mathematics (3 credits), science (3 credits), information retrieval/educational technology (3 credits), artistic expression (3 credits), humanities (3 credits literature, philosophy, and religious studies, classics, history, languages, performing arts, music, cultural studies, communication), language other than English (3 credits which may include Sign Language), and 3 credits of further disciplinary study in one of the core areas.

- Requirement for the academic concentration (30 credits): A concentration in a liberal arts or science area, including Art (may not be predominately Studio Art), American Studies, Biology, Chemistry, Earth Science, English/Language Arts, General Science, language other than English, Mathematics, Music (may not be predominately studio studies), Physics, Psychology or Human Development, or Social Studies.

- Requirements for coursework aligned with National Council of Accreditation of Teacher Education (NCATE) Specialty Program Association (SPA) standards: Consult with your advisor. Existing coursework may satisfy deficiencies. Your advisor will consider evidence you present. Such evidence may include course descriptions, syllabi, and/or other course materials. All deficiencies noted must be satisfied in order to qualify for the College’s recommendation for certification.

* Applicants with insufficient credit in the general education requirement or the academic concentration requirement and/or with academic concentrations or majors not listed above are encouraged to apply but may need to complete additional course work. Analysis of transcripts may lead to recommendations that individuals accepted into the program complete the additional course work in general education and/or approved academic concentrations or majors. Deficiencies may be competed at the undergraduate or graduate level. Content specialty deficiencies must be completed prior to graduation. For further information students should contact advisors with questions or concerns regarding deficiencies. Teacher candidates select appropriate courses in consultation with their faculty advisor.

Internship/Field Experience/Service:

Required Course:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEE 504</td>
<td>On-Site Profess Experience</td>
<td>6</td>
</tr>
<tr>
<td>SEE 505</td>
<td>On-Site Prof Exp Seminar</td>
<td>2</td>
</tr>
</tbody>
</table>

Culminating Academic Experiences:

Required Course:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEE 583</td>
<td>Portfolio in Childhood/SpEd</td>
<td>1</td>
</tr>
<tr>
<td>SED 590</td>
<td>Res Seminar Sp Ed</td>
<td>3</td>
</tr>
<tr>
<td>EDU 590</td>
<td>Integrative Research Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

Bilingual Education Extension (Optional):

Bilingual Education - ADV CERT (p. 62)
**Grades 7-9 Extension (Optional):**

The New York State Education Department offers an extension for grades 7-9 to the teaching certificate for Childhood Education (grades 1-6). An extension is not required as part of the Childhood Education program at The College of Saint Rose. An extension will show that the certified childhood education teacher has additional expertise to teach a subject in grades 7-9, in the area of the extension. Subjects for the 7-9 extension are Biology, Chemistry, Earth Science, English, Mathematics, Physics or Social Studies. Childhood Education students who wish the College to recommend them to the New York State Education Department for the extension must complete an academic concentration of at least 30 credits in the extension area, all requirements for the Childhood Education (Grades 1-6) program, all requirements for initial teacher certification, and the following additional requirements:

**Requirements (6 Credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPY 523</td>
<td>Adolesc Psych &amp; Devel</td>
<td>3</td>
</tr>
<tr>
<td>EDU 530</td>
<td>Middle Sch Ed/Theory/Pract</td>
<td>3</td>
</tr>
<tr>
<td>EDU 530</td>
<td>A 10-hour classroom field experience is required.</td>
<td></td>
</tr>
</tbody>
</table>

Students should also take the subject-specific Content Specialty Test, a component of the New York State Teacher Certification Examinations (NYSTCE).

**Professional Accreditation:**

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The College of Saint Rose is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104 (267-284-5000). The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

The specialized accrediting agencies noted below are recognized by the U.S. Secretary of Education and/or the Council for Higher Education Accreditation: Programs offered by The College of Saint Rose for the preparation of all school professionals, leading to initial and advanced certifications, are accredited by the National Council for Accreditation of Teacher Education and the Council for the Accreditation of Educator Preparation (CAEP).

**Admissions and Financial Aid Information:**

**General Admission Information**

Eligibility for admission to The College of Saint Rose graduate programs is typically based upon the following **minimum** requirements:

1. Submission of a completed application, a resume, and **Statement of Purpose** of approximately 300 words detailing the applicant’s goals for graduate study.
2. Evidence of the possession of a U.S. baccalaureate degree or equivalent from an accredited institution through submission of official transcripts from all post-secondary education.
3. Academic and professional qualifications for graduate study, as indicated by two letters of recommendation. The Communication Sciences & Disorders and School Psychology programs require three letters of recommendation.
4. A grade point average of 3.0 (on a 4.0 scale), overall and in the undergraduate major.
5. Other admission criteria specified by academic programs such as submission writing samples, portfolios, test scores, and participation in interviews or admissions workshops.

Applicants to The College of Saint Rose are responsible for completing their applications by submitting all required components. Prospective students can access the online application and application instructions at www.strose.edu/gradapply.

See Graduate Admissions section (p. 10) for more information.

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See Financial Aid section (p. 13) for more information.

**Additional Childhood Education/Special Education Admission Information:**

Admission to the program in Childhood Education and Special Education Grades 1-6 is contingent upon meeting general admissions requirements for graduate study at The College of Saint Rose. In order for the College to recommend candidates for certification in New York State, teacher candidates must meet course work requirements in the education sequence (the graduate program in Childhood Education and Special Education Grades 1-6), the Liberal Education requirements, and an academic concentration in liberal arts or science. The course work requirements in liberal education and an approved academic concentration are not offered as a part of the graduate program (the programs in Special Education satisfy only the requirements for course work in education); the non-education requirements are often already met during candidates’ undergraduate study.
Clinical Mental Health Counseling - MSED

Program Overview:
Clinical Mental Health Counseling (60 Credits)

The mission of The College of Saint Rose Clinical Mental Health Counseling program is to prepare students to become culturally competent counselors and engaged advocates that work in a variety of clinical mental health settings and with a diverse range of clients. Our students are prepared to provide client-centered clinical services, including diagnosis, treatment planning, and interventions, focused on the unique needs of individuals, couples, families, and groups across the lifespan. Framed by an ecological and multicultural perspective, students in our program gain the knowledge, awareness, and skills needed to effectively intervene with a variety of presenting concerns and populations. Our graduates are reflective practitioners committed to social justice and the provision of quality clinical services to all within our communities.

The Clinical Mental Health Counseling program is intended to prepare licensed professional counselors to address the clinical needs of children, adolescents and adults in a variety of mental health and community settings. Competencies in working with individuals, groups, families, organizations and communities are developed through a combination of course work in theory, application, and internship experiences. Course work introduces students to current theory and research in counseling across the lifespan, as well as a variety of psychological disorders.

Students develop competence in mental health counseling approaches through course work in mental health counseling interventions (with a focus on advocacy and social justice), assessment and appraisal, case management and consultation, family violence, social and cross-cultural counseling methods, and practicum/internships in a mental health or community agency setting. The practicum and internships in mental health counseling provide students with opportunities to develop additional skills related to effective clinical mental health counseling practice.

Practicum students and interns are supervised by a licensed mental health professional at their sites and a faculty liaison. Electives may be taken in child, adolescent or adult development, school or college counseling, special education, or any special topics courses in counseling.

Program Contacts:
Dr. Claudia Lingertat
Counseling and Educational Leadership Department Chair
Email: lingertc@strose.edu

Program Webpage:
Clinical Mental Health Counseling M.S.E.D.

Program Requirements:
Evaluation of Master's Degree Candidates

The evaluation of master's degree candidates is as follows:

1. The Counseling program uses an Individual Student Progress Review process to evaluate students related to their knowledge, skills and dispositions. Counseling faculty assess each student on his/her interpersonal skills, progress in graduate course work, and progress toward becoming a competent and ethical counseling professional. For students who are not progressing adequately, the Counseling program uses a Retention, Remediation & Dismissal process outlined in the program handbook.

2. Students must successfully pass the qualifying examination (CSL 999) before moving on to internship. Students may sit for the examination after completing the core counseling coursework. Students may also elect to write a thesis (CSL 599) in addition to, but not in place of, taking the qualifying examination. Students who elect to write a thesis should make this decision prior to the completion of the first 18 hours of study. The thesis option is dependent upon the acceptance of a thesis advisor from among the department faculty;

3. Students must maintain a GPA of 3.0 or better in all course work; and

4. Students must demonstrate competent and ethical clinical work by successfully passing a 100-hour practicum and two 300-hour internships as part of their program.

Required Core Courses (24 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSL 500</td>
<td>Counseling Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>CSL 505</td>
<td>Research in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CSL 528</td>
<td>Clinical Counseling Skills</td>
<td>3</td>
</tr>
<tr>
<td>CSL 529</td>
<td>Texts, Measurement, Appraisal</td>
<td>3</td>
</tr>
<tr>
<td>CSL 530</td>
<td>Life-Span Development Issues</td>
<td>3</td>
</tr>
<tr>
<td>CSL 540</td>
<td>Soc &amp; Cult Foundations in CSL</td>
<td>3</td>
</tr>
<tr>
<td>CSL 553</td>
<td>Group Counseling &amp; Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>CSL 554</td>
<td>Career Development</td>
<td>3</td>
</tr>
<tr>
<td>CSL 584</td>
<td>Qualifying Exam Workshop</td>
<td>0</td>
</tr>
<tr>
<td>CSL 999</td>
<td>Qualifying Exam</td>
<td>0</td>
</tr>
</tbody>
</table>
Counseling Program 36 Credits

Students in the Clinical Mental Health Counseling program have three credit hours of electives. Electives may include courses in counseling, developmental and educational psychology, social work, special education or special topics courses in counseling that fit into the program of study. Elective courses are selected with advisor’s approval.

Required Concentration Courses in Clinical Mental Health Counseling Program 36 Credits

<table>
<thead>
<tr>
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<tr>
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<td>Prof Orient &amp; Eth Prct CMHC</td>
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</tr>
<tr>
<td>CSL 509</td>
<td>Practicum in Ment Hlth Cnslg</td>
<td>3</td>
</tr>
<tr>
<td>CSL 534</td>
<td>CSL Intervent w/Chld, Adoles</td>
<td>3</td>
</tr>
<tr>
<td>CSL 538</td>
<td>Addictions Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CSL 575</td>
<td>Intro to Family Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CSL 576</td>
<td>Disaster, Crisis, Trauma Cnslg</td>
<td>3</td>
</tr>
<tr>
<td>CSL 578</td>
<td>Case Mgmnt, Consul, Organ Chng</td>
<td>3</td>
</tr>
<tr>
<td>CSL 585</td>
<td>Psychopathology</td>
<td>3</td>
</tr>
<tr>
<td>CSL 588</td>
<td>Seminar in Family Violence</td>
<td>3</td>
</tr>
<tr>
<td>CSL 593</td>
<td>Mental Hlth Cnslg Intern I</td>
<td>3</td>
</tr>
<tr>
<td>CSL 594</td>
<td>Mental Hlth Cnslg Intern II</td>
<td>3</td>
</tr>
<tr>
<td>CSL 509: (Prerequisites: CSL 501, CSL 528, CSL 585; all workshops, Co-requisite: CSL 553)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSL 575: (Prerequisite: CSL 500 and CSL 528)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSL 585: (Prerequisite: CSL 500)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSL 593: (Prerequisites: CSL 509, successfully passing the Qualifying Examination, requires advisor approval)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSL 594: (Pre-requisite: CSL 593)</td>
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</tbody>
</table>

For mental health counseling internships, background checks consistent with the policy in the Counseling Program Handbook are required prior to all mental health counseling internships.

Elective (3 Credits)

Students in the Clinical Mental Health Counseling program have three credit hours of electives. Electives may include courses in counseling, developmental and educational psychology, social work, special education or special topics courses in counseling that fit into the program of study. Elective courses are selected with advisor’s approval.

Internship/Field Experience/Service:

Required Courses:

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>CSL 509</td>
<td>Practicum in Ment Hlth Cnslg</td>
<td>3</td>
</tr>
<tr>
<td>CSL 593</td>
<td>Mental Hlth Cnslg Intern I</td>
<td>3</td>
</tr>
<tr>
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<td>3</td>
</tr>
<tr>
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<td></td>
<td></td>
</tr>
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<td>CSL 593: (Prerequisites: CSL 509, successfully passing Qualifying Examination, requires advisor approval)</td>
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</table>

CSL 594: (Pre-requisite: CSL 593)

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Admissions and Financial Aid Information:

General Admission Information

Eligibility for admission to The College of Saint Rose graduate programs is typically based upon the following minimum requirements:

1. Submission of a completed application, a resume, and Statement of Purpose of approximately 300 words detailing the applicant’s goals for graduate study.
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3. Academic and professional qualifications for graduate study, as indicated by two letters of recommendation. The Communication Sciences & Disorders and School Psychology programs require three letters of recommendation.
4. A grade point average of 3.0 (on a 4.0 scale), overall and in the undergraduate major.
5. Other admission criteria specified by academic programs such as submission writing samples, portfolios, test scores, and participation in interviews or admissions workshops.

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See Financial Aid section (p. 13) for more information.

**Additional Requirements for Admission to the Counseling Master’s Degree Programs (M.S. in Education):**

**Requirements for Admission to the Counseling Master’s Degree Programs (M.S. in Education)**

1. Completion of application for graduate study;
2. An undergraduate GPA of 3.0 or higher;
3. At least two letters of recommendation, one which addresses the applicant’s character and potential to be a counselor, and one which addresses the applicant’s scholarship and is written by a professional qualified to make that assessment;
4. Completion of a bachelor’s degree, which included nine hours of psychology course work beyond Introduction to Psychology, which may include or be similar to abnormal psychology, theories of personality, child, adolescent or adult development. These courses must have been taken within five years prior to admission to the degree program in Counseling. If applicants have not taken the course(s), they must do so during their first 18 graduate credit hours. These prerequisite courses may be taken at the undergraduate level. They may also be taken at the graduate level, but may not be counted as electives within the program or as part of the required 48 or 60 credit hours and they cannot be taken pass/fail.
5. An essay discussing the applicant’s objectives and motivation for pursuing a graduate degree in Counseling, an understanding of his/her preferred program and a discussion of how this degree will meet the applicant’s professional development plans;
6. A resume demonstrating work and volunteer experience in the field; and
7. Attendance at an Admissions Workshop. During each semester, Admissions Workshops are held on campus. A Workshop must be attended for admission into the program. The Workshops provide program information and also allow for individual and group interviews.

Students are admitted to the Master’s Degree programs in the fall or spring semesters.

**Find Out More:**

- Technology
- Career Center
- Academic Support Center
- Study Abroad
- Residence Life
- Student Life
- Health Service
- Spiritual Life
- Community Service
- Athletics

**Clinical Mental Health Counseling - ADV CERT**

**Program Overview:**

**Requirements for Certificate of Advanced Study in Mental Health Counseling (18 Credits)**

Students who have attained a Master’s Degree in Counseling or a related field with a minimum of 36 credits and the appropriate prerequisites will need to complete 18 credits to obtain the required graduate coursework leading to licensure as a mental health counselor in New York State (which requires 60 graduate credit hours in counseling). Out of 18 credits, students must complete 9 credits of required coursework as well as 9 credits of elective coursework.

**Prerequisites:**

A 36 credit Master’s Degree in Counseling or a related field, which will include the following applicable coursework or its equivalent*:

- Counseling Theory and Practice (3)
- Research Methods in Counseling or Education (3)
- Clinical Counseling Skills (3)
- Tests, Measurements, and Appraisal or Assessment (3)
- Child, Adolescent or Lifespan Development (3)
- Social and Cultural Foundations in Counseling (3)
- Dynamics of Group Counseling (3)
- Career Development Theory (3)
- Psychopathology (3)
- Practicum in Clinical Mental Health Counseling (100 hours)
Program Requirements:

Required Courses and Internship (9 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSL 501</td>
<td>Prof Orient &amp; Eth Prct CMHC</td>
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<td>3</td>
</tr>
</tbody>
</table>

CSL 593: (Pre-requisites: CSL 528, CSL 585, CSL 509)

CSL 594: (Pre-requisite: CSL 593)

Nine credits of elective coursework (choose from the following):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSL 534</td>
<td>CSL Intervent w/Child, Adoles</td>
<td>3</td>
</tr>
<tr>
<td>CSL 538</td>
<td>Addictions Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CSL 575</td>
<td>Intro to Family Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CSL 576</td>
<td>Disaster, Crisis, Trauma Cnslg</td>
<td>3</td>
</tr>
<tr>
<td>CSL 578</td>
<td>Case Mgmt, Consul, Organ Chng</td>
<td>3</td>
</tr>
<tr>
<td>CSL 588</td>
<td>Seminar in Family Violence</td>
<td>3</td>
</tr>
<tr>
<td>CSL 597</td>
<td>Institute: Counseling</td>
<td>1-3</td>
</tr>
<tr>
<td>CSL 598</td>
<td>Independent Study</td>
<td>1-3</td>
</tr>
<tr>
<td>CSL 575</td>
<td>(Prerequisite CSL 500 and CSL 528)</td>
<td></td>
</tr>
</tbody>
</table>

Internship/Field Experience/Service:

Required Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSL 593</td>
<td>Mental Hlth Cnslg Intern I</td>
<td>3</td>
</tr>
<tr>
<td>CSL 594</td>
<td>Mental Hlth Cnslg Intern II</td>
<td>3</td>
</tr>
</tbody>
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Admissions and Financial Aid Information:

General Admission Information

Eligibility for admission to The College of Saint Rose graduate programs is typically based upon the following minimum requirements:

1. Submission of a completed application, a resume, and Statement of Purpose of approximately 300 words detailing the applicant’s goals for graduate study.

2. Evidence of the possession of a U.S. baccalaureate degree or equivalent from an accredited institution through submission of official transcripts from all post-secondary education.

3. Academic and professional qualifications for graduate study, as indicated by two letters of recommendation. The Communication Sciences & Disorders and School Psychology programs require three letters of recommendation.

4. A grade point average of 3.0 (on a 4.0 scale), overall and in the undergraduate major.

5. Other admission criteria specified by academic programs such as submission writing samples, portfolios, test scores, and participation in interviews or admissions workshops.

Applicants to The College of Saint Rose are responsible for completing their applications by submitting all required components. Prospective students can access the online application and application instructions at www.strose.edu/gradapply.

See Graduate Admissions section (p. 10) for more information.

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See Financial Aid section (p. 13) for more information.

Additional Requirements for Admission to the Advanced Study in Mental Health Counseling (CAS) Program (18 Credits):

Requirements for Admission to the Advanced Study in Mental Health Counseling (CAS) Program (24 Credits)
1. A Master’s degree in Counseling or a related field of at least 36 credits from an accredited college or university that must include the following applicable coursework or its equivalent as pre-requisites*:

- Counseling Theory and Practice (3)
- Research Methods in Counseling or Education (3)
- Clinical Counseling Skills (3)
- Tests, Measurements, and Appraisal or Assessment (3)
- Child, Adolescent or Lifespan Development (3)
- Social and Cultural Foundations in Counseling (3)
- Dynamics of Group Counseling (3)
- Career Development Theory (3)
- Psychopathology (3)
- Practicum in Clinical Mental Health Counseling (100 hours)

*If any of the courses listed above are missing or determined to be not applicable the student will be required to complete those courses as pre-requisites to the 24 credit Certificate of Advanced Study in Mental Health Counseling.

2. Completed application for graduate study;
3. Graduate transcripts with a GPA of 3.0 or higher;
4. At least two letters of recommendation, one that addresses the applicant’s clinical and professional skills and accomplishments, and one that addresses the applicant’s academic and scholarly abilities and accomplishments;
5. A professional essay which delineates the applicant’s reasons for pursuing the CAS in Mental Health Counseling and how the CAS will assist the applicant in attaining his/her professional goals;
6. Attendance at an Admissions Workshop is required for applicants who are not graduates of the Counseling M.S. in Education degree from The College of Saint Rose.

Students are admitted to this certificate program in the Fall and Spring semesters.

Communication Sciences and Disorders - MSED

Program Overview:
The field of Communication Sciences and Disorders (CSD) is academically and personally challenging. It offers qualified persons the satisfaction of knowing that they have facilitated the growth of individuals who are working toward the fulfillment of their human potential and communicative competence. The College of Saint Rose is dedicated to the development of future speech-language pathologists who have the broad-based scientific and humanistic knowledge, professional expertise, clinical insight, and interactive competence needed to face the challenges of the field and to handle with sensitivity and compassion the difficulties experienced by exceptional individuals. Students in the Communication Sciences and Disorders program are encouraged to develop broad personal, academic and cultural interests consistent with the Conceptual Framework of the School of Education.

The program in Communication Sciences and Disorders requires a minimum of 56 credits and 400 clock hours of approved, supervised clinical experience. Of the 400 hours, 325 must be at the graduate level. A minimum of 50 hours must be accrued in each of three different types of clinical settings. Prerequisite course work is required of students without an undergraduate degree in Communication Sciences and Disorders, and may be required of others, before they can begin graduate courses. A minimum grade of B in all of these CSD prerequisite courses is required to remain in the program.

Objectives
The master’s (M.S. in Ed.) in Communication Sciences and Disorders (CSD) at The College of Saint Rose is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700. The Public Notice of Accreditation Status can be found on page 70 in the CAA Accreditation Handbook.

The CSD program’s accreditation currently runs through July 31, 2025, and is approved by the New York State Education Department to license SLPs and certify teachers of students with speech and language disabilities.

Mission Statement
The members of the Communication Sciences and Disorders Department are dedicated to the preparation of professionals for the field of speech-language pathology, with regard to scholarship and research skills, the implementation of evidence-based practice, ethical and efficacious clinical service for all individuals, and effective interpersonal and advocacy behavior.

Members of the department strive to foster the development of students’ values related to integrity and ethical behavior, academic excellence, life-long learning and pursuit of knowledge, interprofessional practice, community service, cultural competence, and cultural humility. This will allow the student to hold paramount the well-being of all clients and their families/caregivers.

This preparation will facilitate the successful attainment of clinical, supervisory, administrative, or academic positions, as well as active participation in service and leadership roles within local, state, national, or international associations.

In order to provide excellence in student preparation and continued support and advancement in the profession at large, department members are committed to ongoing development of instructional methodology and assessment procedures, and the establishment and maintenance of clinical, research, and scholarly activities.

(Written in 1996, modified and approved in October, 2019)

Clinical Philosophy

The Communication Sciences and Disorders Department at The College of Saint Rose embraces a philosophy of clinical service delivery that is consistent with the ethical standards, scope of practice, and current standards of practice of the American Speech-Language-Hearing Association. It is our goal to serve individuals with communication disorders in the most effective and humane manner possible and to ensure that our students commit themselves to this fundamental clinical value. Achieving this goal requires acquisition of the scientific knowledge base in addition to a number of technical and interpersonal clinical skills and competencies, and their flexible application to meet varied clinical needs.

Program Contacts:
Dr. David DeBonis
Communication Sciences & Disorders Department Co-Chair
Email: debonisd@strose.edu

Dr. Jack Pickering
Communication Sciences & Disorders Department Co-Chair
Email: pickerij@strose.edu

Program Webpage:
Communication Sciences and Disorders M.S.E.D.

Program Requirements:
Total Program Requirements: 56 Credits

Required Courses (40 Credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSD 522</td>
<td>Voice Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CSD 524</td>
<td>Lang Disorders Infants/Pr-Sch/Dis</td>
<td>3</td>
</tr>
<tr>
<td>CSD 525</td>
<td>Lang Dis/Sch-Age Chld/Adoles</td>
<td>3</td>
</tr>
<tr>
<td>CSD 530</td>
<td>Lang Disorders:Adults</td>
<td>3</td>
</tr>
<tr>
<td>CSD 533</td>
<td>Fluency Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CSD 535</td>
<td>Motor Speech Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CSD 536</td>
<td>Swallowing Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CSD 537</td>
<td>Acquired Cognitive Com Dis</td>
<td>3</td>
</tr>
<tr>
<td>CSD 545</td>
<td>Advanced Audiology</td>
<td>3</td>
</tr>
<tr>
<td>CSD 548</td>
<td>AAC &amp; Clin App Tech</td>
<td>3</td>
</tr>
<tr>
<td>CSD 575</td>
<td>Counseling Skills</td>
<td>3</td>
</tr>
<tr>
<td>CSD 593</td>
<td>Research Mthds Human CSD</td>
<td>3</td>
</tr>
<tr>
<td>CSD 594</td>
<td>Clin Speech Sound Disorders</td>
<td>3</td>
</tr>
<tr>
<td>CSD 590</td>
<td>Graduate Capstone in CSD</td>
<td>1</td>
</tr>
</tbody>
</table>

Statistics (three credits) is a prerequisite or co-requisite to CSD 593.

Elective Courses (6 Credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSD 523</td>
<td>Otolaryngology</td>
<td>0 - 1</td>
</tr>
<tr>
<td>CSD 550</td>
<td>Topics: Med Aspects CSD</td>
<td>3</td>
</tr>
<tr>
<td>CSD 579</td>
<td>Lang &amp; Hear Impairmnt</td>
<td>3</td>
</tr>
<tr>
<td>CSD 589</td>
<td>Specialty Clinic</td>
<td>0 - 1</td>
</tr>
<tr>
<td>CSD 595</td>
<td>Directed Research in CSD</td>
<td>1-3</td>
</tr>
<tr>
<td>CSD 596</td>
<td>Literacy Institute</td>
<td>3</td>
</tr>
<tr>
<td>CSD 597</td>
<td>Nervous System &amp; Communic</td>
<td>1</td>
</tr>
<tr>
<td>CSD 598</td>
<td>Independent Study</td>
<td>1-3</td>
</tr>
<tr>
<td>CSD 601</td>
<td>Topics in CSD</td>
<td>0-3</td>
</tr>
<tr>
<td>CSD 603</td>
<td>Pediatric Motor Spch &amp; Swallow</td>
<td>3</td>
</tr>
<tr>
<td>CSD 604</td>
<td>Com,Beh, and Ind on Aus Spect</td>
<td></td>
</tr>
</tbody>
</table>

Students who have taken graduate courses in other institutions may transfer the courses into their program as described in this Catalog of Graduate Studies and with faculty approval. Students may also take a maximum of one elective course outside the major during their program of study. A non-CSD elective must be approved by the faculty before a student registers for the course.

Comprehensive Exam or Thesis Option (0-6 Credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSD 999</td>
<td>Comprehensive Exam</td>
<td>0</td>
</tr>
<tr>
<td>or</td>
<td>Thesis</td>
<td>6</td>
</tr>
</tbody>
</table>

Additional Non-credit Requirements (0 Credits)

EDU 602 | Violence Prevention | 0 |
EDU 603 | Child Abuse Prevention | 0 |
EDU 611 | Dignity For All Students | 0 |
EPY 637 | Substance Abuse Workshop | 0 |

(All workshops must be completed prior to student teaching.)

Clinical Requirements (minimum of 10 credits)

A minimum of ten credits in clinical practicum is required. Students who have obtained undergraduate clinical clock hours may bring 25 hours of observation and 50 hours of supervised clinical practicum into their graduate program of study. Students must continue to register for credit and apply for a placement until ASHA’s 400-clock hours requirement is correctly distributed and met. Practicum experiences require students to travel, necessitating a vehicle.

Required Practicum Experiences (10 Credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSD 580</td>
<td>First Practicum</td>
<td>2</td>
</tr>
<tr>
<td>CSD 581</td>
<td>Clinical Pract Seminar</td>
<td>2</td>
</tr>
<tr>
<td>CSD 583</td>
<td>Adv Clinical Pract 1</td>
<td>2</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSD 587</td>
<td>Adv Pract Public School</td>
<td>2</td>
</tr>
<tr>
<td>CSD 585</td>
<td>Adv Clinical Pract 2</td>
<td>2</td>
</tr>
<tr>
<td>CSD 586</td>
<td>Supervised Pract Fluency</td>
<td>1</td>
</tr>
<tr>
<td>CSD 589</td>
<td>Specialty Clinic</td>
<td>0 - 1</td>
</tr>
</tbody>
</table>
CSD 589 will be offered every semester. Students must complete an application and provide their top three choices for this clinic.

CSD 580 is a pre-requisite. Students will be assigned to a clinic based on the semester offerings.

CSD 583, CSD 587: In order to be eligible for teacher certification as a Teacher of Students with Speech and Language Disabilities, students must show evidence of course work or complete courses in education, as well as courses in liberal arts and sciences. Students who have not completed a public school practicum in communication sciences and disorders at the undergraduate level must enroll in CSD 587, instead of CSD 583.SED 450 (Organization of a Speech, Language, and Hearing Program in Elementary and Secondary Schools) or the equivalent, is also required, as well as workshops (or courses) in substance abuse, child abuse, AIDS/communicable diseases, violence prevention, and the Dignity for All Students Act (DASA). Completion of teacher certification requirements is optional for graduate students.

**Additional Clinical Practicum Experiences**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSD 584</td>
<td>Adv Clinical Pract 3</td>
<td>2</td>
</tr>
<tr>
<td>CSD 588</td>
<td>Adv Clinic Pract 4 Speech</td>
<td>1</td>
</tr>
</tbody>
</table>

Students who need additional clinical clock hours beyond their required practicum courses can enroll in CSD 584 (over 30 clinical clock hours) or CSD 588 (20-30 clinical clock hours).

The above-noted requirements are usually completed at the undergraduate level.

**ASHA’s Science and Mathematics Requirements**

ASHA requires that students have course work in the following four areas: biological science, physical science, math, and social/behavioral science. These requirements are usually completed at the undergraduate level. If they are completed at the graduate level, they will be in addition to the 56 credits required to complete the program.

**Other General Requirements**

Students are required to attend departmental Graduate Program Meetings, which are held on the third Thursday of each semester. Notices of these meetings, as well as other important program documents, are posted on Blackboard, the College’s web-based course management program. Through program meetings, students become familiar with the requirements of the department, New York State teacher certification, New York State licensure and American Speech-Language-Hearing Association (ASHA) certification.

**Final Evaluation**

Final evaluation of graduate students in Communication Sciences and Disorders will be based upon satisfactory completion of all academic and clinical requirements. In addition, students must successfully complete either a final comprehensive exam (during their final semester of study or after completing all course work and practice) or a master’s thesis. The thesis option satisfies six credits of elective course work and requires department permission. The description of the combined B.S./M.S. in Communication Sciences and Disorders can be found in the Catalog of Undergraduate Studies.

Subtotal: 56

**Internship/Field Experience/Service:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSD 580</td>
<td>First Practicum</td>
<td>2</td>
</tr>
<tr>
<td>CSD 581</td>
<td>Clinical Pract Seminar</td>
<td>2</td>
</tr>
<tr>
<td>CSD 583</td>
<td>Adv Clinical Pract 1</td>
<td>2</td>
</tr>
<tr>
<td>CSD 587</td>
<td>Adv Pract Public School</td>
<td>2</td>
</tr>
<tr>
<td>CSD 585</td>
<td>Adv Clinical Pract 2</td>
<td>2</td>
</tr>
<tr>
<td>CSD 586</td>
<td>Supervised Pract Fluency</td>
<td>1</td>
</tr>
<tr>
<td>CSD 589</td>
<td>Specialty Clinic</td>
<td>0 - 1</td>
</tr>
<tr>
<td>CSD 580</td>
<td>(Prerequisite: Fingerprinting)</td>
<td></td>
</tr>
<tr>
<td>CSD 587</td>
<td>(Prerequisites: SED 450, drug and child abuse courses, DASA)</td>
<td></td>
</tr>
<tr>
<td>CSD 586</td>
<td>(Prerequisite: CSD 533)</td>
<td></td>
</tr>
</tbody>
</table>

**Culminating Academic Experiences:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSD 999</td>
<td>Comprehensive Exam or Thesis Option</td>
<td>0 - 6</td>
</tr>
</tbody>
</table>

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See Financial Aid section (p. 13) for more information.

Additional Communication Sciences and Disorders Admission Information:

1. Standard Graduate Admissions office requirements for graduate study. (Visit the new CSD admissions portal at https://portal.csdcas.org/)

2. Two official copies of a breakdown of clinical hours if the applicant completed supervised observation or clinical clock hours in an undergraduate program in Communication Sciences and Disorders. (Students who obtained their undergraduate degree in Communication Sciences and Disorders at The College of Saint Rose are not required to provide these copies.)

3. Applicants who successfully complete the initial application process will also be required to successfully complete an on-campus or web-based interview prior to acceptance into the graduate program.

4. Applicants who have not completed an undergraduate Communication Sciences and Disorders degree should expect to take undergraduate prerequisites for ASHA and if desired, teacher certification, depending upon prior relevant coursework. This may also apply to students who do have an undergraduate degree in Communication Sciences and Disorders but who lack foundation coursework. Careful transcript review will be completed in order to determine an applicant’s need for prerequisite courses. Careful completion of the Content Area Review Form is required as part of the application process and will be used to determine an applicant’s need for prerequisite courses. In addition, for those seeking New York State Teacher Certification, transcripts will be reviewed for the necessary Liberal Arts and Science Requirements, and deficiencies will be communicated to the applicant.

In addition, students who speak English as a second language will be required to achieve a minimum overall score of 90-100 on the TOEFL with a minimum score of 26-28 on the speaking section of the TOEFL prior to beginning their first (undergraduate or graduate) clinical experience.

Find Out More:

• Mission and History
• Academic Policies
• Academic Integrity
• Academic Scholarship
• Faculty Directory
• Library
• Technology
• Career Center
• Academic Support Center
• Study Abroad
• Residence Life
• Student Life
• Health Service
• Spiritual Life
• Community Service
• Athletics

Curriculum and Instruction - MSED

Program Overview:

The Master’s Degree program in Curriculum and Instruction is designed for teacher candidates seeking New York State professional or permanent certification at the graduate level. The program encourages the development of education professionals who are reflective practitioners, able to link content, theory, and practice, and able to create effective learning environments for children with the full range of abilities and experiential backgrounds. In addition, the program offers candidates the
opportunity to select a twelve-fifteen credit strand within the program (see illustration below) for one of the following:

<table>
<thead>
<tr>
<th>#</th>
<th>Current certification level</th>
<th>Strand options with your Curriculum and Instruction Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Early Childhood</td>
<td>Second Initial Childhood (Grade 1-6)</td>
</tr>
<tr>
<td>2</td>
<td>Childhood</td>
<td>Second Initial Early Childhood (Birth-Grade 2)</td>
</tr>
<tr>
<td>3</td>
<td>Childhood</td>
<td>7-9 Extension</td>
</tr>
<tr>
<td>4</td>
<td>Adolescence in a content area</td>
<td>5-6 Extension in your content area</td>
</tr>
<tr>
<td>5</td>
<td>Early Childhood, Childhood, Adolescence</td>
<td>Teaching English as a New Language (TESOL) (K-12)</td>
</tr>
<tr>
<td>6</td>
<td>Early Childhood, Childhood, Adolescence</td>
<td>Elective strand (no additional certification will be recommended by the college)</td>
</tr>
</tbody>
</table>

The degrees in Curriculum and Instruction Curriculum and Instruction: Early Childhood and Childhood, Curriculum and Instruction: Adolescence, and Curriculum and Instruction: Language Learners. The degrees may be earned by those who hold initial certification in one of the following teaching areas: early childhood education, childhood education, or adolescence education. Adolescence education candidates may hold initial certification in one of the following content areas: Biology, English, Mathematics, or Social Studies. Applicants who are not initially or provisionally certified in a teaching area, but wish to be, should apply for admission to one of the following master’s level programs that lead to initial certification: Early Childhood & Childhood Education, Childhood/Special Education, Adolescence Education, or Adolescence/Special Education, described in other sections of this catalog.

**Objectives**

Consistent with the Conceptual Framework of the School of Education of The College of Saint Rose, graduates of the Curriculum and Instruction program must demonstrate:

1. The ability to ensure the curricular connections between content areas and relevant pedagogical practices;
2. Knowledge of the connections between schools and society and the culturally relevant pedagogy of historically underrepresented groups;
3. Effective oral and written communication and interpersonal skills;
4. Understanding of the processes and issues related to curriculum development;
5. The ability to apply appropriate learning and measurement theory to teaching;
6. Knowledge of the role of literacy and its multiple forms in learning;
7. The ability to interpret, synthesize, apply, and conduct educational research; and
8. The ability to integrate technology with teaching, learning and classroom management.

**Program Contacts:**

Dr. Sheila Flihan  
Teacher Education Department Chair  
Email: teachered@strose.edu

Program Webpage:

Curriculum and Instruction M.S.E.D.

**Program Requirements:**

The program in Curriculum and Instruction requires a minimum of 30 to 36 credits of study. The program has three core areas: the Research Core (6-9 credits), the Content and Pedagogy Core (12 credits), and the Strand (12-15 credits). There is also a Final Evaluation requirement (see below). The 30 to 36 credits of graduate study include:

**Research Core (6-9 Credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPY 500</td>
<td>Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>EDU 590</td>
<td>Integrative Research Seminar</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>EDU 599 Thesis</td>
<td>3-6</td>
</tr>
<tr>
<td>EPY 500</td>
<td>(required course; must be completed within the first 12 credits)</td>
<td></td>
</tr>
</tbody>
</table>

Thesis may be taken for three or six credits, but students who wish to stay within the 30-credit minimum should select Thesis for three credits.

**Content and Pedagogy Core (12 Credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 501</td>
<td>Intro to Portfolio - Prof Cert</td>
<td>0</td>
</tr>
<tr>
<td>EDU 556</td>
<td>Developmental Prof Portfolio</td>
<td>0</td>
</tr>
<tr>
<td>EDU 503</td>
<td>Curriculum Theory &amp; Developmnt</td>
<td>3</td>
</tr>
<tr>
<td>EDU 540</td>
<td>Informal Stdt-based Assessmnt</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>SEC 540 Assess in Secondary Schools</td>
<td>3</td>
</tr>
<tr>
<td>EDU 550</td>
<td>Adv Instructor Design (PK-12)</td>
<td>3</td>
</tr>
<tr>
<td>EDU 501</td>
<td>(Candidates must register for EDU 501 concurrently with the first course in the program.)</td>
<td></td>
</tr>
</tbody>
</table>

EDU 556: (Candidates register for this course during the semester in which they plan to complete the Portfolio, usually the last semester of coursework.)

**Choose one course related to School and Society (3 Credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 500</td>
<td>Foundations of Bilingual Ed</td>
<td>3</td>
</tr>
<tr>
<td>EDU 508</td>
<td>Multicultural Educ. in US</td>
<td>3</td>
</tr>
<tr>
<td>EDU 512</td>
<td>Education in the Americas</td>
<td>3</td>
</tr>
<tr>
<td>EDU 515</td>
<td>Global &amp; Compar Soc of Educ</td>
<td>3</td>
</tr>
</tbody>
</table>

Students in the TESOL track may not include EDU 500 in the school & society requirement.
Choose One Strand (12-15 Credits)

There are six strands. All strands options except the Elective strand offer choices for candidates who elect to pursue a certification, extension, or certificate that is in addition to the one(s) they currently hold. All strand options, along with the other requirements for this Master's Degree in Curriculum and Instruction, provide the academic preparation needed for professional or permanent certification.

Based on your initial certification level, your strand options are detailed below:

1. Second Initial Certification in Childhood (Elementary) Education: Grades 1-6 (12 Credits)

This certification strand is a choice for students who hold initial certification in Early Childhood Education and are seeking certification in Childhood Education.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELE 516</td>
<td>Literacy in Intermed Grades</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>LRC 520</td>
<td>Adv Devel Literacy (Birth-G 6)</td>
</tr>
<tr>
<td>ELE 585</td>
<td>Methods:Lang Arts/Soc Stud</td>
<td>3</td>
</tr>
<tr>
<td>ELE 586</td>
<td>Methods:Science/Math 1-6</td>
<td>3</td>
</tr>
<tr>
<td>ELE 587</td>
<td>Adv Field Exper: Childhd Educ</td>
<td>3 - 6</td>
</tr>
</tbody>
</table>

Additional certification exams may be required. Contact your advisor.

2. Second Initial Certification in Early Childhood Education: Birth-Grade 2 (12 Credits)

This certification strand is a choice for students who hold initial certification in Childhood Education and are seeking certification in Early Childhood Education.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE 536</td>
<td>Lang and Lit Dev Birth-K</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>LRC 520</td>
<td>Adv Devel Literacy (Birth-G 6)</td>
</tr>
<tr>
<td>ECE 531</td>
<td>Infnt, Todd, Pre-Sch Ed &amp; Guid</td>
<td>3</td>
</tr>
<tr>
<td>ECE 585</td>
<td>Integrat Content Meth: Gr K-2</td>
<td>3</td>
</tr>
<tr>
<td>ECE 587</td>
<td>Adv Field Exper: Early Childhd</td>
<td>3 or</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

Additional certification exams may be required. Contact your advisor.

3. Extension in a content area in Grades 7-9 (12 Credits)

This certification strand is a choice for students who hold initial certification in childhood education and an academic concentration of at least 30 credits in a content area (biology, chemistry, earth science, English, mathematics, physics, social studies or Spanish). The New York State Education Department offers an extension for grades 7-9 to the initial or second initial certification obtained for childhood education (grades 1-6). An extension will show that the certified childhood education teacher has additional expertise to teach a subject in grades 7-9.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 530</td>
<td>Middle Sch Ed/Theory/Pract</td>
<td>3</td>
</tr>
<tr>
<td>EPY 523</td>
<td>Adolesc Psych &amp; Dev</td>
<td>3</td>
</tr>
<tr>
<td>SEC 518</td>
<td>Literacy Improve: Second Schl</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose ONE 3-credit secondary methods course, depending on certification area:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEC 520</td>
<td>Method Teach Eng. Sec. School</td>
<td>3</td>
</tr>
<tr>
<td>SEC 522</td>
<td>Methods Teach Math Sec. School</td>
<td>3</td>
</tr>
<tr>
<td>SEC 523</td>
<td>Methods Teach Science Sec Sch.</td>
<td>3</td>
</tr>
<tr>
<td>SEC 524</td>
<td>Methods Teach Social Studies</td>
<td>3</td>
</tr>
</tbody>
</table>

Additional certification exams may be required. Contact your advisor.

4. Extension in a content area in Grades 5 and 6 (12 Credits)

This certification strand is a choice for students who hold initial certification in a content area in grades 7-12. The New York State Education Department offers an extension for grades 5-6 to the teaching certificate for adolescence education—grades 7-12. The extension to teach in grades 5 and 6 is designed to enable students to create developmentally appropriate classroom contexts for learning in the content areas of their certification (Biology, English/language arts, Mathematics, or Social Studies). An extension will show that the certified adolescence teacher has added expertise in the area of the extension.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 530</td>
<td>Middle Sch Ed/Theory/Pract</td>
<td>3</td>
</tr>
<tr>
<td>EPI 522</td>
<td>Childhd Psych &amp; Dev</td>
<td>3</td>
</tr>
<tr>
<td>ELE 516</td>
<td>Literacy in Intermed Grades</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose ONE 3-credit elementary methods course, depending on certification area:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELE 585</td>
<td>Methods:Lang Arts/Soc Stud</td>
<td>3</td>
</tr>
<tr>
<td>ELE 586</td>
<td>Methods:Science/Math 1-6</td>
<td>3</td>
</tr>
</tbody>
</table>

Additional certification exams may be required. Contact your advisor.

5. Second Initial Certification in Teaching English as a New Language (TESOL K-12) (15 Credits)

This certification strand is for students who hold initial certification in early childhood, childhood, or adolescence, and want to seek certification in TESOL. Prior to the methods sequence, students need to also have completed 12 credits in a language other than English.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 500</td>
<td>Foundations of Bilingual Ed</td>
<td>3</td>
</tr>
<tr>
<td>EDU 502</td>
<td>Study of Ling/Dev Tech ELL</td>
<td>3</td>
</tr>
<tr>
<td>EDU 581</td>
<td>Meth: ELA Bi-Ling Lang</td>
<td>3</td>
</tr>
<tr>
<td>EDU 582</td>
<td>Meth: Teach as New Lang-Cnt Ar</td>
<td>3</td>
</tr>
<tr>
<td>EDU 586</td>
<td>Adv Field Exp:TESOL Practicum</td>
<td>3-6</td>
</tr>
</tbody>
</table>

Certification requires additional certification exam. Discuss with your advisor.

6. Elective strand (12 Credits)

This strand is for students who hold initial certification in early childhood, childhood, or adolescence, but do not want to be recommended by The College of Saint Rose for an additional certification. Students who choose the Elective strand of the program select, with pre-approval of the academic advisor, twelve credits of course work in a content area and/or in advanced pedagogy. Students are required to complete a plan of study that demonstrates how the coursework will extend their knowledge of content and pedagogy in their certification area. This strand allows candidates to pursue in-depth study within their current areas of certification.

Final Evaluation
Candidates for the Master of Science in Curriculum and Instruction are expected to demonstrate competency in two broad areas: basic research skills and knowledge of educational theory and practice. Final evaluation of all candidates will be based on two criteria:

- Satisfactory performance in course work; and

Regarding Certification:

Upon fulfilling the academic requirements of the program, candidates qualify for professional or permanent certification in a teaching certification area in New York State. Depending on the strand chosen, candidates may also qualify for second initial certification; or an extension. Course work may include course-embedded field experience hours that must be completed during the normal school day. Students must obtain fingerprint clearance from the New York State Department of Education prior to the beginning of all field experiences. Fingerprinting information is available in the Field Placement and Advising Office of the School of Education, and on the New York State Department of Education website http://www.highered.nysed.gov/tcert/teach.

Candidates who choose a content track leading to second initial certification must apply for Advanced Field Experience in accordance with program guidelines, and pass the New York State Teacher Certification Examination(s) required for their chosen content track. Candidates must apply for certification to the New York State Education Department. Application must be completed online through the New York State Department of Education “TEACH” website. Application instructions and links can be found on The College of Saint Rose website at http://www.strose.edu/officesandresources/registrar/teachercertification.

In addition, students seeking a second initial certification must show evidence of a three-credit special education course. The course should include the nature and needs of individuals with disabilities, the special education process and state and federal special education laws and regulations. Students may also need to show evidence of attending a Dignity for All Students Workshop.

Upon fulfilling the academic requirements of the program, candidates qualify for professional or permanent certification in a teaching certification area in New York State. Depending on the content track chosen, candidates may also qualify for second initial certification, an extension, or the Advanced Certificate in Teaching and Learning. Course work may include course-embedded field experience hours that must be completed during the normal school day. Students must obtain fingerprint clearance from the New York State Department of Education prior to the beginning of all field experiences. Fingerprinting information is available in the Field Placement and Advising Office of the School of Education, and on the New York State Department of Education website http://www.highered.nysed.gov/tcert/teach.

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Internship/Field Experience/Service:
Each strand has field work embedded across course work.

Culminating Academic Experiences:
Required Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 556</td>
<td>Developmental Prof Portfolio</td>
<td>0</td>
</tr>
<tr>
<td>EDU 590</td>
<td>Integrative Research Seminar</td>
<td>3</td>
</tr>
<tr>
<td>EDU 599</td>
<td>Thesis</td>
<td>3-6</td>
</tr>
</tbody>
</table>

Professional Accreditation:
The College of Saint Rose, sponsored by the Sisters of Saint Joseph of Carondelet, Albany Province, is chartered by the Board of Regents of New York State. All of its degrees and programs are registered and its professional programs are fully approved by the Board of Regents through the New York State Education Department.

The College of Saint Rose is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104 (267-284-5000). The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Commission on Higher Education Accreditation.

The specialized accrediting agencies noted below are recognized by the U.S. Secretary of Education and/or the Commission on Higher Education Accreditation: Programs offered by The College of Saint Rose for the preparation of all school professionals, leading to initial and advanced certifications, are accredited by the National Council for Accreditation of Teacher Education.

Admissions and Financial Aid Information:
General Admission Information
Eligibility for admission to The College of Saint Rose graduate programs is typically based upon the following minimum requirements:

1. Submission of a completed application, a resume, and Statement of Purpose of approximately 300 words detailing the applicant’s goals for graduate study.
2. Evidence of the possession of a U.S. baccalaureate degree or equivalent from an accredited institution through submission of official transcripts from all post-secondary education.
3. Academic and professional qualifications for graduate study, as indicated by two letters of recommendation. The Communication Sciences & Disorders and School Psychology programs require three letters of recommendation.
4. A grade point average of 3.0 (on a 4.0 scale), overall and in the undergraduate major.
5. Other admission criteria specified by academic programs such as submission writing samples, portfolios, test scores, and participation in interviews or admissions workshops.

Applicants to The College of Saint Rose are responsible for completing their applications by submitting all required components. Prospective students can access the online application and application instructions at www.strose.edu/gradapply.

See Graduate Admissions section (p. 10) for more information.

Financial Aid
The College of Saint Rose has long been committed to the premise that a quality education should be within the reach of qualified students. To this end, the College serves its student body through a comprehensive program of federal, state, and institutional financial aid. While the basic responsibility for financing education lies with the students and their families, scholarships, loans, and/or assistantships can supplement insufficient family resources. The amount of aid available through the College is limited and is awarded on the basis of academic merit. All financial assistance from the College is subject to adjustment if the recipients are later granted aid from other sources. Financial aid awards are contingent upon students' maintaining good academic standing and satisfactory academic progress.

See Financial Aid section (p. 13) for more information.

Additional Curriculum and Instruction Admission Requirements:
Admission to the program in Curriculum and Instruction is contingent upon meeting general admissions requirements for graduate study at The College of Saint Rose. Applicants may be required to have a personal interview with a representative from the Department of Teacher Education. In addition, to qualify for admission, candidates must meet the following certification requirement:

- Certification requirement: initial certification in a teaching area: early childhood education, childhood education, or adolescence education. A copy of the initial certification or certificate of qualification must be included with the application.
Students in the TESOL track must complete 12 credits in a language other than English prior to beginning the methods sequence.

**Find Out More:**
- Mission and History
- Academic Policies
- Academic Integrity
- Academic Scholarship
- Faculty Directory
- Library
- Technology
- Career Center
- Academic Support Center
- Study Abroad
- Residence Life
- Student Life
- Health Service
- Spiritual Life
- Community Service
- Athletics

**Early Childhood and Childhood Education - MSED**

**Program Overview:**
Program in Early Childhood and Childhood (Elementary) Education (Birth to Grade 6)

The Teacher Education Department identifies the purposes of its education sequence for Early Childhood and Childhood Education candidates seeking initial certification at the graduate level as the development of education professionals who are reflective practitioners able to link content, theory, and practice, and create effective learning environments for children with the full range of abilities and experiential backgrounds. Reflecting these purposes, the education sequence combines classroom, laboratory, and field experiences that are guided and facilitated by the College’s faculty and supervisors who have had experiences in diverse classroom settings and who exemplify the reflective, scholarly, caring education professional.

The program provides the education course work required for initial and professional certification for birth-grade 6 in New York State and reciprocal states.

- Applicants who are not provisionally or initially certified in Early Childhood, Childhood, or Elementary Education, but wish to be, should apply for admission to this Early Childhood and Childhood Education Program for Initial Certification (birth to grade 6), explained below.

- Applicants who are provisionally or initially certified in Early Childhood, Elementary or Childhood Education who seek a master’s degree and wish to work toward their permanent or professional certification are referred to the master’s program in Curriculum and Instruction or other professional programs.

Career opportunities for graduates of the Early Childhood and Childhood Education programs include classroom teacher in the preschool or elementary school, professional with State Education Departments, consultant to private agencies, and staff person for a publishing house.

**Objectives**
Consistent with the Conceptual Framework of the School of Education of The College of Saint Rose, graduates of the Early Childhood and Childhood Education program must demonstrate:

1. Professionalism in exercising their roles as childhood educators in social contexts;
2. Effective oral and written communication and interpersonal skills;
3. Knowledge of elementary school curriculum, content, and best practices commensurate with pupils’ needs, ages and previous learning;
4. Ability to plan, implement, and evaluate child-centered instruction and learning and engage in innovative practice;
5. Organization and positive classroom management techniques;
6. Ability to teach exceptional children effectively;
7. Responsiveness to the characteristics of children that reflect their cultural, socio-economic and personal histories; and
8. Ability to integrate a variety of technological methods and programs to enhance student learning and practitioner effectiveness.

**Program Contact:**
Dr. Elizabeth Yanoff
Teacher Education Department Chair
Email: yanoffe@strose.edu

**Program Requirements:**
The 48-51 credits of graduate study include:

**a. Educational Research (3-6 Credits)**

- EDU 590 Integrative Research Seminar 3
  or
- EDU 599 Thesis 3-6

Thesis may be taken for three or six credits, but students who wish to stay within the 48-credit minimum should select Thesis for three credits.

**b. Teaching of Literacy (9 Credits)**

- ELE 515 Literacy in Primary Grades 3
- ELE 516 Literacy in Intermed Grades 3
- ECE 536 Lang and Lit Dev Birth-K 3

ELE 515 - 15 field hours in first or second grade are required
ELE 516 - 15 field hours in third-sixth grade are required
ECE 536 - 15 field hours with children birth-age 3 are required

c. Core Course Work (27 Credits)
ECE 531 Infnt,Todd, Pre-Sch Ed & Guid 3
ECE 585 Integr Content Meth: Gr K-2 3
EDU 506 Educational Foundations 3
ELE 580 Curr & Instr Grds 1-6 3
ELE 585 Methods:Lang Arts/Soc Stud 3
ELE 586 Methods:Science/Math 1-6 3
EPY 502 Survey of Educ Psychology 3
EPY 522 Child Psych & Dev 3
SED 515 Fnd&Pract Inel Stud w/Dis PK-6 3
EDU 506 - 10 field hours in first-sixth grades are required
ECE 531 - 15 field hours in prekindergarten or kindergarten are required
ECE 585 - 20 field hours in kindergarten--second grade are required
ELE 580 - 15 field hours in first-sixth grades are required
ELE 585 - 15 field hours in first-second grades are required
ELE 586 - 15 field hours in first-sixth grades are required
SED 515 - 15 field hours are required
d. Additional Non-credit Requirements (0 Credits)
EDU 602 Violence Prevention 0
EDU 603 Child Abuse Prevention 0
EDU 611 Dignity For All Students 0
EPY 637 Substance Abuse Workshop 0
All workshops must be completed prior to student teaching.
e. Student Teaching and Student Teaching Seminar (8 Credits)
EDU 591 Stud Tch: ECE & ChEd 6
EDU 592 Student Teaching Seminar 2
f. Portfolio Evaluation (1 Credit)
EDU 593 Portfolio Evaluation 1
Requirements for College Recommendation for Certification:
- General education requirement (30 credits): college-level study in the areas of English (6 credits including composition), social science (3 credits from economics, political science, history, sociology, geography, anthropology, psychology), mathematics (3 credits), science (3 credits), information retrieval/educational technology (3 credits), artistic expression (3 credits), humanities (3 credits literature, philosophy, and religious studies, classics, history, languages, performing arts, music, cultural studies, communication), language other than English (3 credits which may include Sign Language), and 3 credits of further disciplinary study in one of the core areas.
- Requirement for the academic concentration (30 credits): A concentration in a liberal arts or science area, including Art (may not be predominately Studio Art), American Studies, Biology, Chemistry, Earth Science, English/Language Arts, General Science, language other than English, Mathematics, Music (may not be predominately studio studies), Physics, Psychology or Human Development, or Social Studies.

* Applicants with insufficient credit in the general education requirement or the academic concentration requirement and/or with academic concentrations or majors not listed above are encouraged to apply but may need to complete additional course work. Analysis of transcripts may lead to recommendations that individuals accepted into the program complete the additional course work in general education and/or approved academic concentrations or majors. Deficiencies may be competed at the undergraduate or graduate level. For further information students should contact advisors with questions or concerns regarding deficiencies. Teacher candidates select appropriate courses in consultation with their faculty advisor.

Master's Degree Program in Early Childhood and Childhood Education (Birth-Grade 6) for Initial Certification:
Requirements for Degree and College Recommendation for Certification

This program is designed for students who do not hold initial or provisional certification in Childhood Education or Early Childhood Education. The program requires a minimum of 48 credits of study and includes a one-semester, full-time student teaching experience. Consistent with New York State guidelines, this initial certification program in Early Childhood and Childhood Education requires 150 hours of classroom field experience prior to student teaching. These are course-embedded field experience hours that must be completed in birth-grade 6 settings. Students must obtain fingerprint clearance from the New York State Department of Education or equivalent security clearance prior to the commencement of all field experiences. Fingerprinting information is available in the Field Placement and Advising Office of the School of Education, and on the New York State Department of Education “TEACH” website. Field experiences occur during the normal school day. Candidates are required to be available to complete the necessary field experience hours during the school day.

Admission into the College does not ensure good standing in the program in Early Childhood and Childhood Education, nor does good standing in the Early Childhood and Childhood Education program ensure admission to student teaching. Teacher candidates must apply for student teaching in accordance with program guidelines while completing education course requirements. In order to be eligible for initial teacher certification in New York State, teacher candidates must pass required New York State Teacher Certification Examinations. Upon fulfilling the academic requirements of the program and being recommended for certification by the College, receiving fingerprint clearance, and passing examinations required by the New York State Education Department, students qualify for initial certification in Early Childhood and Childhood Education (Birth-grade 2 and grades 1-6) in New York State, and will have fulfilled the academic requirements for professional certification. Candidates must apply for certification to the New York State Education Department. Application must be completed online through the New York State Department of Education “TEACH” website. Application instructions and links can be found on The College of Saint Rose website.

Internship/Field Experience/Service:
For students in the graduate B-6 program 150 field experience hours are required. The following courses have embedded field experience hours:

Required Courses
ECE 531 Infnt,Todd, Pre-Sch Ed & Guid 3
Students should also take the subject-specific Content Specialty Test, a component of the New York State Teacher Certification Examinations (NYSTCE).

**TESOL Advanced Certificate (Optional):**
Teaching English as a New Language - ADV CERT (p. 133)

**Professional Accreditation:**
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The specialized accrediting agencies noted below are recognized by the U.S. Secretary of Education and/or the Council for Higher Education Accreditation: Programs offered by The College of Saint Rose for the preparation of all school professionals, leading to initial and advanced certifications, are accredited by the National Council for Accreditation of Teacher Education/Council for the Accreditation of Educator Preparation.

**Admissions and Financial Aid Information:**

**General Admission Information**
Eligibility for admission to The College of Saint Rose graduate programs is typically based upon the following minimum requirements:

1. Submission of a completed application, a resume, and Statement of Purpose of approximately 300 words detailing the applicant’s goals for graduate study.
2. Evidence of the possession of a U.S. baccalaureate degree or equivalent from an accredited institution through submission of official transcripts from all post-secondary education.
3. Academic and professional qualifications for graduate study, as indicated by two letters of recommendation. The Communication Sciences & Disorders and School Psychology programs require three letters of recommendation.
4. A grade point average of 3.0 (on a 4.0 scale), overall and in the undergraduate major.
5. Other admission criteria specified by academic programs such as submission writing samples, portfolios, test scores, and participation in interviews or admissions workshops.

Applicants to The College of Saint Rose are responsible for completing their applications by submitting all required components. Prospective students can access the online application and application instructions at www.strose.edu/gradapply.

See Graduate Admissions section (p. 10) for more information.

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See Financial Aid section (p. 13) for more information.

Additional Early Childhood and Childhood Education Admission Requirements:

• Admission to the program in Early Childhood and Childhood Education is contingent upon meeting general admissions requirements for graduate study at The College of Saint Rose. In order for the College to recommend candidates for certification in New York State, teacher candidates must meet course work requirements in the education sequence, the general education requirement, and the requirement for an academic concentration or a major in an area of the liberal arts or sciences. The course work requirements in general education and an approved academic concentration or major are not offered as a part of the graduate programs. (The Early Childhood and Childhood Education program satisfies requirements for the education sequence only.)

Following are the requirements for the graduate program in Early Childhood and Childhood Education:

Requirements for Admission

• GPA requirement: satisfactory completion (i.e., minimum GPA of 3.0) of the bachelor's degree at an accredited institution;
• Submission of GRE score.
• Interview: applicants may be required to have a personal interview with a representative from the Department of Teacher Education.

Find Out More:

• Mission and History
• Academic Policies
• Academic Integrity
• Academic Scholarship
• Faculty Directory
• Library
• Technology
• Career Center
• Academic Support Center
• Study Abroad
• Residence Life
• Student Life
• Health Service
• Spiritual Life
• Community Service
• Athletics

Educational Leadership and Administration (SBL) - MSED

Program Overview:
The programs in Educational Leadership and Administration prepare students for careers in educational leadership in school building and school district environments at public, non-public, private, state and national agency levels. Educational leadership program options are available to meet a variety of student interests and career goals. These might also include roles such as department chair, curriculum specialist, supervisor, academic director, or administrator at the elementary, middle, or high school level; teacher leader/ instructional coach; or assistant principal/principal. Programs include a Master of Science in Education (concentration in School Building Leadership or School District Business Leadership), and advanced certificates leading to New York State certification as a School Building Leader (SBL), School District Leader (SDL), or School District Business Leader (SDBL).

The preparation programs combine school leadership theory with high engagement and relevant practice so program graduates are fully prepared to be successful school leaders. The combination of full-time faculty supported by adjunct field based faculty, ensures a student's preparation is practical, and replicates the demanding expectations of school leadership. In most cases, students will be required to be matriculated into a program prior to being able to register for classes. Students are expected to work closely with the assigned college adviser to ensure that the program of study and experience are both appropriate and meaningful for meeting individuals' personal and professional goals.

The Master of Science in Education and School Building Leader Program:
The Master of Science in Education, with a concentration in School Building Leadership (SBL), prepares students to assume roles in school buildings or single building departments as instructional leaders. Typical roles may include subject area director for a building; or an Assistant Principal, or Building Principal. They may also include roles such as department chair, curriculum specialist, supervisor, academic director, or teacher leader/ instructional coach.

This program provides students with the required master's degree while also completing the School Building Leader program. Students choose the courses and speed of program completion. Courses may be offered in a variety of options including weekday late afternoons, evenings, occasional Saturdays, or full days during the summer. Students may begin either in fall, spring, or summer semester. For students not pursuing certification, the program provides a broad perspective of school leadership and improving student outcomes that can be applicable to state, national and international leadership positions involved in policy development and implementation. At the conclusion of the program to qualify for the SBL New York State certificate, students must have earned the advanced certificate, a master’s degree, and have at least three years of grade P-12 full time teaching experience, public or private, or three years’ of experience in Pupil Personnel Services (PPS).
Program Contacts:
Dr. Deborah Shea
Graduate Coordinator of the Education Leadership and Administration programs
Email: shead@strose.edu

Program Webpage:
Educational Leadership & Administration

Program Requirements:

All students enrolled in the Master of Science in Education (concentration in School Building Leadership) must complete two research tools courses. Students should complete EDA 500 in the first 12-15 credits and then either SED 590 Research Seminar in Special Education, or EDU 590 Integrative Research Seminar, or EDA 592 Integrative Seminar in Education. Any of these courses are acceptable substitutions to meet the core research tools requirements.

The Master of Science in Education/School Building Leader program is a 36 credit hour study in School Building Leaders (24 credits) and 12 additional credits, six credits in educational research tools and six credits in electives meeting student interest and linked to school leadership. The 12 credits may be taken on-line depending upon course availability and student course requirements and interests. For international students and those not seeking administrative certification, certain course requirements may be waived and course substitution approved after consultation with the College adviser.

Master's degree students, in lieu of taking the EDA 999 Comprehensive Examination, may optionally propose, develop, research, write and present a comprehensive Master's Thesis research paper related to educational leadership, as course EDA 599. Prerequisites are: EDA 503; EDA 505; EDA 510; EDA 550; EDA 540; and 590 EDA 500 Research Seminar. If students elect the Master’s Thesis option, students do not have to take the research writing component (SED 590 Research Seminar in Special Education; EDU 590 Integrative Research Seminar; or EDA 592 Integrative Seminar in Education). Prior permission of the instructor is required and the adviser should be consulted prior to registration. (3-6 credits)

Students who wish to pursue SBL administrative certification in New York State must also complete the administrative internship, EDA 546 and EDA 547, a 600-hour in-district internship. Although students usually are able to conduct internships in the schools in which they are already employed, the College can assist those seeking internship placements. Students must also take and pass the New York State School Leadership Assessment for School Building Leaders which is usually taken towards the completion of a student’s program. Students must also possess a master’s degree to meet the SBL certification requirement. Students who do not wish to or do not qualify for New York State administrative certification will complete a 3-6 credit clinical field experience, EDA 586 Field Based Experience.

New York State Certification Test:
The New York State Education Department requires candidates for the School Building Leadership (SBL) certificate to successfully complete the written and performance components of the state assessment in School Building Leadership. For further information on testing: http://www.nystce.nesinc.com/index.asp

a. Required Core (18 Credits)
EDA 503 Curr Ldrshp for Equity 3
EDA 505 Principles of Ed Ldrshp&Admin 3
EDA 510 Suprvsn of Tching & Lrning 3
EDA 540 Education Law, Ethics & Policy 3
EDA 550 Sch Fin, Res Plan & Pers Mgmt 3
EDA 590 Culturally Responsive Ldrship 3

b. Research Tools (6-9 Credits)
EPY 500 Educational Research 3
EDU 590 Integrative Research Seminar 3
or
EPY 592 Integ Sem Ed Psyc 3
or
SED 590 Res Seminar Sp Ed 3
EDA 599 Thesis 3 or
6
or
EDA 999 Comp Exam 0
Note: EDA 599 is an alternative to EDA 595 (or equivalent) and EDA 999

c. Electives (3-6 Credits)
Students in the Master’s program are required to complete a total of 12 credits beyond the 24 credit SBL program. Students should take graduate level electives that align with the student’s career and program goals. Students should consult the graduate course listing at: http://www.strose.edu/academics/graduate-programs/courses/. All electives require prior consultation and approval from the College adviser. Students may also take the following electives to meet these elective requirements:
EDA 601 District Level Leadership & Mg 3
EDA 602 School Dis/Com Policy & Politi 3
d. Internship (6 Credits)
Students must have completed a minimum of 18 credits at The College of Saint Rose before initiating the internship. Students must also complete EDA 510 Supervision & Teacher Development prior to initiating part II of the internship, EDA 547. Fingerprinting clearance from the New York State Department of Education is also required prior to initiating the internship. Fingerprinting information is available on the NYSED “TEACH” website: http://www.highered.nysed.gov/tcert/teach.
EDA 546 Part Intern:Educ Lead & Admin 3
EDA 547 Part 2 Intern:Educ Lead & Admi 3
For those students not seeking certification in lieu of EDA 546 and EDA 547
EDA 586 Adv Fld Exp Ed Leadership 3-6
e. Required Workshops (0 Credits)
EDA 602 Violence Prevention 0
EDA 603 Child Abuse Prevention 0
Final Evaluation

The final evaluation of students is based on the following criteria:

1. Demonstrated competency in course work;
2. Demonstrated competency in research through satisfactory completion of the required research sequence;
3. Demonstrated competency in the internship placement; and
4. Satisfactory demonstration of integration of the Program Requirements: on a comprehensive examination or by writing a thesis.

Professional Accreditation:

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Additional Admissions Information:

General Admission Information

Eligibility for admission to The College of Saint Rose graduate programs is typically based upon the following minimum requirements:

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See Graduate Admissions section (p. 10) for more information.

Financial Aid

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See Financial Aid section (p. 13) for more information.
applicant throughout the applicant’s administrative program at The College of Saint Rose.

For more information regarding application and admission, please visit the web page: http://www.strose.edu/admissions/graduate-students/.

Find Out More:
- Mission and History
- Academic Policies
- Academic Integrity
- Academic Scholarship
- Faculty Directory
- Library
- Technology
- Career Center
- Academic Support Center
- Study Abroad
- Residence Life
- Student Life
- Health Service
- Spiritual Life
- Community Service
- Athletics

Educational Psychology - MSED

Program Overview:
The program in Educational Psychology, which leads to a Master of Science in Education degree, is designed both for individuals who have no prior expertise in education and for those seeking to further an existing background in education, including initially certified teachers seeking to obtain professional teacher certification. Students from diverse backgrounds and with diverse career plans enter this graduate program.

Our flexible 30 credit program provides a solid foundation in the psychology of cognitive processes and human development as they affect individuals across the life span within a variety of learning and educational contexts. Graduates leave our program with theory and skills that allow them to critique any instructional situation (e.g., teaching math in an inclusive classroom, leading adult workshops for the State Education Department, conducting parenting classes), and then to develop strategies, based on theory, that will help to create the optimal learning environment for the given learners. Students are challenged to become culturally aware and globally connected independent thinkers, to value their roles as professionals, and to become contributing members of the larger community.

Students choose from one of the following three schemes:

The General Scheme (I) – the general scheme is designed for students who wish to develop an understanding of educational psychology principles and their application to diverse contexts.

The Research Scheme (II) – the research scheme is especially relevant for career options in which the ability to conduct empirical research is valued.

The School Psychology Scheme (III) – this scheme is open only to students who have been admitted into the Certificate of Advanced Study in School Psychology.

NOTE: The Schemes I and II can be completed either on-campus (full-time or part-time) or online (part-time only).

Program Mission and Objectives
Consistent with the vision of our founders, the Sisters of Saint Joseph of Carondelet, the program in Educational Psychology is built upon preparing students for meaningful social engagement with our focus on research and assessment, diversity, human development, learning and motivation. Our mission is to encourage our students to develop their cultural awareness and sensitivity to individual differences, to become life-long learners and critical thinkers, and to value their roles as professional educators and contributing members of the larger community. A general set of program goals guides the experience of all students enrolled in the program, regardless of the scheme:

1. To instill knowledge of major theories of human development, learning, and motivation, as well as opportunities to apply this knowledge
2. To further awareness and appreciation of individual and cultural differences and how the knowledge of these differences can be used to optimize learning and development
3. To develop understanding of proper and ethical use of measurement and assessment to guide decision-making and practice
4. To provide knowledge and skills to access, critique, conduct, and report educational and psychological research in an ethical manner in order to enhance professional practices
5. To develop critical thinking skills by providing opportunities to articulate, both orally and in writing, how Educational Psychology theories and principles can be applied to practice

Students Who Are Seeking Professional Teacher Certification

Upon successful completion of Schemes I or II, for the Master's Degree in Educational Psychology, students who hold an initial teaching certification in one of the areas listed below can become professionally certified:

Early Childhood Birth – Grade 2
Childhood Grades 1 – 6
Biology Grades 7 – 9 Extension
Chemistry Grades 7 – 9 Extension
Earth Science Grades 7 – 9 Extension
Students Who Are Seeking an Extension of Their Initial Certification

Students holding initial certification in childhood education and wishing to extend their certification through middle school must take EPY 523 (Adolescent Psychology and Development) as their development course and EDU 530 (Middle School Education: Theory and Practice), as one of their elective courses.

Students holding initial certification in adolescence education in English language arts or social studies, and wishing to extend their certification to grade five must take EPY 522 (Child Psychology and Development) as their development course and ELE 585 (Methods of Teaching Language Arts and Social Studies 1-6) as one of their elective courses.

Students holding initial certification in adolescence education in science or math, and wishing to extend their certification to grade five must take EPY 522 (Child Psychology and Development) as their development course and ELE 586 (Methods of Teaching Science and Math 1-6) as one of their elective courses.

Program Contacts:

Heta-Maria Miller, PhD
Educational Psychology Program Coordinator
Email: millerh@strose.edu
Program Webpage:
  Educational Psychology M.S.E.D.

Program Requirements:

I. The General Scheme (30 Credits)
The General Scheme is designed for students who wish to develop an understanding of educational psychology principles and their application to diverse contexts.

1. Total Core Courses (15 or 18 Credits)

Prerequisites:

- EPY 502 Survey of Educ Psychology 3
  (only required for students admitted without an undergraduate Educational Psychology survey course, and must be taken in the first semester)

a. Research:
- EPY 500 Educational Research 3
  (must be completed within first 12 credits)

b. Development (choose ONE):
- EPY 522 Child Psych & Dev 3
- EPY 523 Adolec Psych & Devel 3

c. Learning and Motivation:
- EPY 524 Theories of Learning 3

d. Measurement:
- EPY 529 Measuremnt, Stats, Appraisal 3

e. Diversity:
- EPY 535 Psychology of Diversity 3

2. Capstone Course (3 credits)
- EPY 592 Integ Sem Ed Psyec 3
  (Must be taken after student has completed all core courses in areas a, b, c, d, and e listed above.)

Except for EPY 592, these courses may be waived by the advisor on the basis of evaluation of equivalent credit. A substitute course is taken when a course is waived.

3. Elective Courses in Education (9 or 12 credits)
Elective courses, with advisor approval, may be taken in any department within the College that facilitates the students’ professional development. With advisor’s approval, students may substitute courses in other areas for the elective credits.

4. Final Evaluation
Students will meet the requirements for the degree by satisfactorily completing all course work and demonstrating an integration of this course work in the integrative seminar (EPY 592). As part of the final evaluation, students will engage in a roundtable presentation of a major paper during the seminar.

II. The Research Scheme (30-33 credits)
The Research Scheme is especially relevant for career options in which the ability to conduct empirical research is valued. In this scheme, students culminate their graduate program by conducting independent research projects under the close supervision of an Educational Psychology faculty member.

1. Total Core Courses (15 or 18 Credits)
Prerequisites:

- EPY 502 Survey of Educ Psychology 3
  (only required for students admitted without an undergraduate Educational Psychology survey course, and must be taken in the first semester)

a. Research:
- EPY 500 Educational Research 3
  (must be completed within first 12 credits)

b. Development (choose ONE):
**3. Elective Courses (6 Credits)**

An elective course, with advisor approval, may be any graduate course that facilitates the student's professional development.

**4. Advanced Research (6 Credits)**

- EPY 598 Independent Study 1-6
- EPY 598 Independent Study 1-6

**5. Final Evaluation**

Students will meet the requirements for the degree by satisfactorily completing all course work and demonstrating an integration of this course work during the integrative seminar (EPY 592). As part of the final evaluation, students will engage in a roundtable presentation of a major paper during the seminar. Students must also satisfactorily complete the independent research project as part of their enrollment in six credits of Independent Study, EPY 598.

**III. The School Psychology Scheme (30 Credits)**

The School Psychology Scheme is only open to students who have been admitted into the Certificate of Advanced Study (C.A.S.) in School Psychology.

This scheme will provide School Psychology students with foundational courses. Upon completion of these courses, School Psychology students will receive a Master's of Science Degree in Education, and then move forward toward the completion of their C.A.S. The following are the requirements for the Master's Degree.

**1. Total Core Courses (15 Credits)**

a. **Research:**

- EPY 500 Educational Research 3
- EPY 529 Measurement, Stats, Appraisal 3

b. **Development:**

- SPY 531 Advanced Dev Psychology 3

c. **Learning:**

- EPY 524 Theories of Learning 3

d. **Diversity:**

- EPY 535 Psychology of Diversity 3

**2. Other required courses (12 Credits)**

- SPY 500 Intro to School Psychology 3
- SPY 503 Child & Adolesc Psychopathology 3
- SED 501 Intro To Child w/Dis/Ed Settings 3
- SED 512 Classroom Mgmt Individ Behav 3

**3. Capstone course (3 Credits)**

- EPY 592 Integ Sem Ed Psych 3

(Must be taken after student has completed all core courses in areas a, b, c, and d listed above.)

**4. Final Evaluation**

Students will meet the requirements for the degree by satisfactorily completing all course work and demonstrating an integration of this course work in the integrative seminar (EPY 592). As part of the final evaluation, students will engage in a roundtable presentation of a major paper during the seminar.

**Internship/Field Experience/Service:**

No internships or field experiences are required for students taking any of the three schemes for the MEd in Educational Psychology. However, if students wish to have a field experience or internship it can be done through independent study as one of the elective courses. Those students in School Psychology (Scheme III) who continue on for the Certificate of Advanced Study (C.A.S.) in School Psychology will have these experiences. Please see the Program Requirements for the C.A.S. in School Psychology (p. 114).

**Culminating Academic Experiences:**

**Required Course:**

- EPY 592 Integ Sem Ed Psych 3

(Must be taken after student has completed all core courses noted in the schemes above.)

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3. Academic and professional qualifications for graduate study, as indicated by two letters of recommendation. The Communication Sciences & Disorders and School Psychology programs require three letters of recommendation.

4. A grade point average of 3.0 (on a 4.0 scale), overall and in the undergraduate major.

5. Other admission criteria specified by academic programs such as submission writing samples, portfolios, test scores, and participation in interviews or admissions workshops.

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See Financial Aid section (p. 13) for more information.

Higher Education Leadership and Administration - MSED **No new applications are being accepted**

Program Overview:

The focus of the program is to provide graduate-level academic courses in higher education administration to prepare students for senior-level leadership positions at colleges and universities, higher education agencies, higher education research organizations and other organizations that develop policies and offer programs in the higher education environment. The program is a 30 credit hour, 10-course program that is geared toward practitioners.

Possible career paths upon completion of this program:

- Senior administrators at colleges and universities;
- Research and policy analysts in government agencies overseeing higher education; and
- Employment in non-governmental agencies working with colleges and universities.

Program Contacts:

Dr. Margaret McLane
Dean, Lally School of Education
Email: melanem@strose.edu

Program Webpage:

Higher Education Leadership and Administration M.S.E.D.

Program Requirements:

Required (21 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>HLA 501</td>
<td>ProSens:Critical College Issues</td>
<td>3</td>
</tr>
<tr>
<td>HLA 510</td>
<td>Quality Control in Higher Ed</td>
<td>3</td>
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<tr>
<td>HLA 520</td>
<td>Leadership in Higher Education</td>
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<tr>
<td>HLA 530</td>
<td>Ethical Found Higher Educ</td>
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<td>HLA 540</td>
<td>Financial Plan/Mgmt Higher Ed</td>
<td>3</td>
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<td>HLA 545</td>
<td>Enrollment Management</td>
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<td>HLA 590</td>
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Elective Courses (9 credits)

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<th>Course Code</th>
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<tbody>
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<td>EPY 500</td>
<td>Educational Research</td>
<td>3</td>
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<tr>
<td>EPY 544</td>
<td>Grant Wrg &amp; Prog Devel</td>
<td>3</td>
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<td>HLA 560</td>
<td>Law and Higher Education</td>
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<td>HLA 585</td>
<td>Internship in Higher Ed Admin</td>
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<td>MBA 585</td>
<td>Manage Effective Teams</td>
<td>3</td>
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<tr>
<td>MBA 595</td>
<td>Managing Organiz Devel &amp; Chng</td>
<td>3</td>
</tr>
<tr>
<td>HLA 585</td>
<td>See Internship information below</td>
<td></td>
</tr>
</tbody>
</table>

Additional Educational Psychology Admission Information:

Admission to the program in Educational Psychology is contingent upon admission to graduate study at The College of Saint Rose.

Find Out More:
- Mission and History
- Academic Policies
- Academic Integrity
- Academic Scholarship
- Faculty Directory
- Library
- Technology
- Career Center
- Academic Support Center
- Study Abroad
- Residence Life
- Student Life
- Health Service
- Spiritual Life
- Community Service
- Athletics
**Internship/Field Experience/Service:**
Students may choose to enroll in a supervised internship program with a senior administrator in a higher education setting (elective).

**Culminating Academic Experiences:**
**Required Course:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLA 590</td>
<td>Capstone Seminar in HLA</td>
<td>3</td>
</tr>
</tbody>
</table>

**Professional Accreditation:**
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**Admissions and Financial Aid Information:**

**General Admission Information**
Eligibility for admission to The College of Saint Rose graduate programs is typically based upon the following minimum requirements:

1. Submission of a completed application, a resume, and Statement of Purpose of approximately 300 words detailing the applicant’s goals for graduate study.
2. Evidence of the possession of a U.S. baccalaureate degree or equivalent from an accredited institution through submission of official transcripts from all post-secondary education.
3. Academic and professional qualifications for graduate study, as indicated by two letters of recommendation. The Communication Sciences & Disorders and School Psychology programs require three letters of recommendation.
4. A grade point average of 3.0 (on a 4.0 scale), overall and in the undergraduate major.
5. Other admission criteria specified by academic programs such as submission writing samples, portfolios, test scores, and participation in interviews or admissions workshops.

Applicants to The College of Saint Rose are responsible for completing their applications by submitting all required components. Prospective students can access the online application and application instructions at www.strose.edu/gradapply.

See Graduate Admissions section (p. 10) for more information.

**Financial Aid**
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See Financial Aid section (p. 13) for more information.

**Additional Higher Education Admission Information:**
Additional admission requirements for this program include:

1. Evidence from the applicant of at least one year of professional level work experience at a campus, governmental, or higher education related organization;
2. At least one letter of recommendation from a senior level administrator attesting to the candidate’s preparation and motivation for advanced graduate study in higher education leadership and administration;
3. A statement of intent from the applicant explaining his/her motivation to enroll in the program.

**Find Out More:**
- Mission and History
- Academic Policies
- Academic Integrity
- Academic Scholarship
- Faculty Directory
- Library
- Technology
- Career Center
- Academic Support Center
- Study Abroad
- Residence Life
- Student Life
- Health Service
- Spiritual Life
- Community Service
- Athletics

**Literacy: Birth-Grade 12 - MSED **No new applications are being accepted**

**Program Overview:**
The graduate program in Literacy, Birth to Grade 12, prepares master teachers to work as classroom teachers and specialized literacy professionals (specialists, coaches or program coordinators). The 30-semester hour degree program leads to a Master of Science
in Education. The 24-credit hour Certificate of Advanced Study in Literacy equips those who already possess a master's degree with the necessary preparation and certification they need to practice in Literacy, with credit given for relevant prior coursework.

Applications must for the MSED in Literacy must hold a bachelor's degree and certification in either Elementary Education (Early Childhood Education or Childhood Education) or Secondary Education (Middle Childhood Education or Adolescent Education) to qualify for entry to the program. Upon program completion, candidates will have met the academic requirements for initial certification across the entire literacy developmental range (i.e., at the Literacy Birth through Grade 6 and the Grades 5 to 12 levels); and can designate their primary specialization level upon application. The Birth to Grade 12 program is registered with and meets all of the current stipulations published by the New York State Education Department. The program also aligns with the International Literacy Association Standards for the Preparation of Literacy Professionals (2017), and with those of the Association for Advancing Quality in Educator Preparation (2020).

Program Outcomes

Goal 1 Candidates are Strong Content and Pedagogical Experts in Literacy: Candidates demonstrate robust understanding of major evidence-based foundations and components of literacy and language, their interconnections, and the role of literacy specialists in supporting development of these in school-age learners.

Goal 2 Candidates are Skillful Curriculum Designers and Instructional Strategists: Candidates are strong collaborators and partners who are able to work alongside classroom teachers to design, implement and evaluate literacy curricula and instruction based on evidence, to ensure programs effectively meet the needs of individuals and small-groups of learners, particularly for those experiencing literacy difficulties.

Goal 3 Candidates are Skillful Evaluators and Assessment Leaders: Candidates use assessment tools and procedures that are valid, reliable, fair, and appropriate to screen and diagnose students’ strengths and needs, and to inform and monitor effectiveness of instruction and interventions; model for teachers the use of assessment in ways that honor the purposes, strengths and limitations of these tools; advocate to various stakeholders for effective assessment practices.

Goal 4 Candidates are Strong Advocates for Diversity, Equity and Global Awareness: Candidates demonstrate knowledge of the foundations, pedagogies, and essential concepts related to diversity, equity and global connectedness; demonstrate appropriate sociocultural awareness and foster inclusive, affirming and equitable classroom and school climates; advocate for equity in school, district, and community arenas.

Goal 5 Candidates are Skillful Materials, Resource and Educational Media Specialists: Candidates collaborate with fellow educators to review, select and apply materials that address students’ developmental needs and unique characteristics; promote student motivation and engagement with a variety of print and digital materials and technologies in appropriate, safe, and effective ways; and foster learning environments that are positive, supportive and well-resourced.

Goal 6 Candidates are Skillful Collaborators and Job-Embedded Coaches: Candidates are reflective literacy professionals who possess requisite socio-emotional competence, skillfully apply understanding of adult learning principles in collaborative work with colleagues, demonstrate strong leadership and facilitation skills, and advocate on behalf of those they serve.

Goal 7 Candidates are Excellent Literacy Practitioners and Clinicians: Candidates complete supervised, integrated, extended practical/clinical experiences that include intervention work with students and collaboration with experienced educators in a variety of settings (schools, non-profit organizations, and clinics); they gain ongoing supervision, guidance and mentoring from experienced educators and college professors.

Proposed Completion Schedule

The program can be completed in one calendar year. Typical completion schedule for a full-time student is as follows.

Semester 1
EPY 500: Educational Research
LRC 520: Advanced Developmental Literacy, Birth-G6
LRC 570: Literacy for ELLs

Semester 2
LRC 521: Advanced Literacy Improvement, Grades 4-12
LRC 525: Theories and Teaching of Writing
LRC 546: Diagnosis & Remediation of Literacy Problems, Birth-G12
LRC 552: Classroom Practicum, Birth-G6

Semester 3
LRC 554: Clinical Practicum in Literacy, B-12
LRC 530: Theories of Literacy
LRC 590: Research Seminar in Literacy Ins. & Leadership
LRC 591 Teaching & Coaching Portfolio in Literacy

Program Contacts:

Dr. Michelle McAnuff-Gumbs
Graduate Literacy Program Co-Chair
Email: mcanuff@strose.edu

Dr. Ekaterina Midgette
Graduate Literacy Program Co-Chair
Email: midgette@strose.edu

Program Webpage: Literacy

Program Requirements:

1. Educational Research (6 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPY 500</td>
<td>Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>LRC 590</td>
<td>Research Seminar: Literacy</td>
<td>3</td>
</tr>
<tr>
<td>LRC 591</td>
<td>Teaching Portfolio in Literacy</td>
<td>0</td>
</tr>
</tbody>
</table>

*EPY 500: (Must be completed within the first six credit hours with a grade of B or better. Failure to do so may prevent students from registering for further course work.)
LRC 590: (Taken in final semester)
2. Literacy (24 Credits)

LRC 520  Adv Devel Literacy (Birth-G 6)  3
LRC 521  Adv Literacy Improvmt G 5-12  3
LRC 525  Theories/Tchg Writing  3
LRC 530  Theories of Literacy  3
LRC 546  Diagnosis & Remed Lit Prob  3
LRC 552  Classrm Pract Literacy B-Gr6  3
LRC 554  Clinical Practicum Lit K-12  3
LRC 560  Literacy for Eng Lang Learners  3

LRC 552, LRC 554: To register for these courses, a B or better must be earned in the prerequisite course(s).

*3 credit hours of studies in special education must be completed before or during program

3. Required Workshops (0 Credits)

EPY 637  Substance Abuse Workshop  0
EDU 603  Child Abuse Prevention  0
EDU 606  Univ Prc & Conf AIDS/HIV  0
EDU 602  Violence Prevention  0
EDU 611  Dignity For All Students  0

All workshops should be completed within first twelve credit hours.

Final Evaluation

Final evaluation of students in a Literacy degree program consists of the successful completion of the required program in Literacy (consisting of 30 hours for the MSED; see list of courses). Components of the final evaluation are intended to enable students to demonstrate their competencies as literacy teachers and coaches.

A total of 24 hours of graduate credit must be earned in the Literacy program at The College of Saint Rose. All courses counted toward the degree must be completed within six years. Students may request that up to six previously earned graduate credits at another accredited institution or nine previously earned credits at The College of Saint Rose be applied to the degree program.

Internship/Field Experience/Service:

Required Courses:

LRC 552  Classrm Pract Literacy B-Gr6  3
LRC 554  Clinical Practicum Lit K-12  3

Culminating Academic Experiences:

Required Courses:

LRC 590  Research Seminar: Literacy  3
LRC 591  Teaching Portfolio in Literacy  0

Professional Accreditation:

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Admissions and Financial Aid Information:

General Admission Information

Eligibility for admission to The College of Saint Rose graduate programs is typically based upon the following minimum requirements:

1. Submission of a completed application, a resume, and Statement of Purpose of approximately 300 words detailing the applicant’s goals for graduate study.

2. Evidence of the possession of a U.S. baccalaureate degree or equivalent from an accredited institution through submission of official transcripts from all post-secondary education.

3. Academic and professional qualifications for graduate study, as indicated by two letters of recommendation. The Communication Sciences & Disorders and School Psychology programs require three letters of recommendation.

4. A grade point average of 3.0 (on a 4.0 scale), overall and in the undergraduate major.

5. Other admission criteria specified by academic programs such as submission writing samples, portfolios, test scores, and participation in interviews or admissions workshops.

Applicants to The College of Saint Rose are responsible for completing their applications by submitting all required components. Prospective students can access the online application and application instructions at www.strose.edu/gradapply.

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Additional Requirements for Admission into the Program:
Admission to graduate study in Literacy is limited to those either seeking admission to one of the Birth to Grade 12 degree programs or to one of the Certification-Only programs (Birth to Grade 6; Grades 5-12; Birth to Grade 12). In addition to the general requirements for admission to The College of Saint Rose graduate study, students applying for degree or non-degree Certification-Only programs must provide verification of certification in elementary education (early childhood education or childhood education) or secondary education (middle childhood education or adolescence education) and complete 3 credit hours of coursework in Special Education. They also may be required to have a personal interview.

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• Academic Support Center
• Study Abroad
• Residence Life
• Student Life
• Health Service
• Spiritual Life
• Community Service
• Athletics

Literacy: Birth-Grade 12 - ADV CERT **No new applications are being accepted**

Program Overview:
The 24-credit hour Certificate of Advanced Study in Literacy prepares teachers to work as classroom teachers and specialized literacy professionals (specialists, coaches or program coordinators). The program is offered in a distance education format. Applicants must possess a master’s degree or be currently enrolled in a master’s degree program and possess the certification in either Elementary Education (Early Childhood Education or Childhood Education) or Secondary Education (Middle Childhood Education or Adolescent Education) to qualify for entry to the program. Upon program completion, candidates will have met the academic requirements for initial certification across the entire literacy developmental range (i.e., at the Literacy Birth through Grade 6 and the Grades 5 to 12 levels); and can designate their primary specialization level upon application. The Literacy Birth to Grade 12 Advanced Certificate program is registered with and meets all of the current stipulations published by the New York State Education Department. The program also aligns with the International Literacy Association Standards for the Preparation of Literacy Professionals (2017), and with those of the Association for Advancing Quality in Educator Preparation (2020).

Program Outcomes
Goal 1 Candidates are Strong Content and Pedagogical Experts in Literacy: Candidates demonstrate robust understanding of major evidence-based foundations and components of literacy and language, their interconnections, and the role of literacy specialists in supporting development of these in school-age learners.

Goal 2 Candidates are Skillful Curriculum Designers and Instructional Strategists: Candidates are strong collaborators and partners who are able to work alongside classroom teachers to design, implement and evaluate literacy curricula and instruction based on evidence, to ensure programs effectively meet the needs of individuals and small-groups of learners, particularly for those experiencing literacy difficulties.

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See Financial Aid section (p. 13) for more information.
ongoing supervision, guidance and mentoring from experienced educators and college professors.

**Proposed Completion Schedule**

The program can be completed in 4 semesters (summer, fall, spring, summer). Typical completion schedule for a full-time student is as follows:

**Semester 1**
- LRC 525: Theories and Teaching of Writing
- LRC 530: Theories of Literacy

**Semester 2**
- LRC 520: Advanced Developmental Literacy, Birth-G6
- LRC 570: Literacy for ELLs

**Semester 3**
- LRC 521: Advanced Literacy Improvement, Grades 4-12
- LRC 546: Diagnosis & Remediation of Literacy Problems, Birth-G12

**Semester 4**
- LRC 552: Classroom Practicum, Birth-G6
- LRC 554: Clinical Practicum in Literacy, K-G12

**Program Contacts:**
- Dr. Michelle McAnuff-Gumbs
  - Graduate Literacy Program Co-Chair
  - Email: mcanuff@strose.edu
- Dr. Ekaterina Midgette
  - Graduate Literacy Program Co-Chair
  - Email: midgette@strose.edu

**Program Webpage:** Literacy

**Program Requirements:**

The 24 semester hours of graduate credit include:

- LRC 520: Adv Devel Literacy (Birth-G6) 3
- LRC 521: Adv Literacy Improvement G 5-12 3
- LRC 525: Theories/Tchg Writing 3
- LRC 530: Theories of Literacy 3
- LRC 546: Diagnosis & Remed Lit Prob 3
- LRC 552: Classrm Pract Literacy B-Gr6 3
- LRC 554: Clinical Practicum Lit K-12 3
- LRC 570: Literacy for Eng Lang Learners 3

ALL literacy courses require New York State fingerprint clearance in advance.

LRC 521, LRC 546: taken before LRC 554.

*3 credit hours of studies in special education must be completed before or during program

**Required Workshops (0 Credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Workshop Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPY 637</td>
<td>Substance Abuse Workshop</td>
<td>0</td>
</tr>
<tr>
<td>EDU 603</td>
<td>Child Abuse Prevention</td>
<td>0</td>
</tr>
<tr>
<td>EDU 606</td>
<td>Univ Prc &amp; Conf AIDS/HIV</td>
<td>0</td>
</tr>
<tr>
<td>EDU 602</td>
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</tr>
</tbody>
</table>

All workshops should be completed within first twelve credit hours.

All courses counted toward the non-degree Certificate of Advanced Study program must be completed within six years. Students may request that up to six previously earned graduate credits earned at an accredited institution or up to nine graduate credits previously earned at The College of Saint Rose be applied to the non-degree Certificate of Advanced Study program.

**Internship/Field Experience/Service:**

**Required Course:**

<table>
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<tr>
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<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LRC 552</td>
<td>Classrm Pract Literacy B-Gr6</td>
<td>3</td>
</tr>
</tbody>
</table>

**Culminating Academic Experiences:**

**Required Course:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</tr>
</thead>
<tbody>
<tr>
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3. Academic and professional qualifications for graduate study, as indicated by two letters of recommendation. The Communication Sciences & Disorders and School Psychology programs require three letters of recommendation.

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See Financial Aid section (p. 13) for more information.

Additional Requirements for Admission into the Program:

Admission to graduate study in Literacy is limited to those either seeking admission to one of the Birth to Grade 12 degree programs or to one of the non-degree programs (CAS Birth to Grade 6; Grades 5-12; Birth to Grade 12). In addition to the general requirements for admission to The College of Saint Rose graduate study, students applying for degree or non-degree Certification-Only programs must provide verification of certification in elementary education (early childhood education or childhood education) or secondary education (middle childhood education or adolescence education) and complete 3 credit hours of coursework in Special Education. They also may be required to have a personal interview.

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• Residence Life
• Student Life
• Health Service
• Spiritual Life
• Community Service
• Athletics

Literacy: Birth-Grade 6 - ADV CERT **No new applications are being accepted**

Program Overview:

The 24-credit hour Certificate of Advanced Study in Literacy prepares teachers to work as classroom teachers and specialized literacy professionals (specialists, coaches or program coordinators). The program is offered in a distance education format. Applicants must possess a master's degree or be currently enrolled in a master's degree program and possess the certification in Elementary Education (Early Childhood Education or Childhood Education), to qualify for entry to the program. Upon program completion, candidates will have met the academic requirements for initial certification in Literacy at the Birth through Grade 6 developmental range. The Birth to Grade 6 Advanced Certificate program is registered with and meets all of the current stipulations published by the New York State Education Department. The program also aligns with the International Literacy Association Standards for the Preparation of Literacy Professionals (2017), and with those of the Association for Advancing Quality in Educator Preparation (2020).

Program Outcomes

Goal 1 Candidates are Strong Content and Pedagogical Experts in Literacy: Candidates demonstrate robust understanding of major evidence-based foundations and components of literacy and language, their interconnections, and the role of literacy specialists in supporting development of these in school-age learners.

Goal 2 Candidates are Skillful Curriculum Designers and Instructional Strategists: Candidates are strong collaborators and partners who are able to work alongside classroom teachers to design, implement and evaluate literacy curricula and instruction based on evidence, to ensure programs effectively meet the needs of individuals and small-groups of learners, particularly for those experiencing literacy difficulties.

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assessment in ways that honor the purposes, strengths and limitations of these tools; advocate to various stakeholders for effective assessment practices.

**Goal 4 Candidates are Strong Advocates for Diversity, Equity and Global Awareness:** Candidates demonstrate knowledge of the foundations, pedagogies, and essential concepts related to diversity, equity and global connectedness; demonstrate appropriate socio-cultural awareness and foster inclusive, affirming and equitable classroom and school climates; advocate for equity in school, district, and community arenas.

**Goal 5 Candidates are Skillful Materials, Resource and Educational Media Specialists:** Candidates collaborate with fellow educators to review, select and apply materials that address students’ developmental needs and unique characteristics; promote student motivation and engagement with a variety of print and digital materials and technologies in appropriate, safe, and effective ways; and foster learning environments that are positive, supportive and well-resourced.

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**Proposed Completion Schedule**

**The program can be completed in 4 semesters (summer, fall, spring, summer).** Typical completion schedule for a full-time student is as follows:

**Semester 1**
- LRC 525: Theories and Teaching of Writing
- LRC 530: Theories of Literacy

**Semester 2**
- LRC 520: Advanced Developmental Literacy, Birth-G6
- LRC 570: Literacy for ELLs

**Semester 3**
- LRC 567: Introduction to Literacy Leadership and Adult Learning
- LRC 546: Diagnosis & Remediation of Literacy Problems, Birth-G6

**Semester 4**
- LRC 552: Classroom Practicum, Birth-G6
- LRC 554: Clinical Practicum in Literacy, B-G6

**Program Contacts:**
- **Dr. Michelle McAnuff-Gumbs**
  Graduate Literacy Program Co-Chair
  Email: mcanuff@strose.edu
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**Program Webpage:** Literacy

**Program Requirements:**

**The 24 semester hours of graduate credit include:**
- LRC 520: Adv Devel Literacy (Birth-G 6) 3
- LRC 525: Theories/Tchg Writing 3
- LRC 530: Theories of Literacy 3
- LRC 546: Diagnosis & Remed Lit Prob 3
- LRC 552: Classm Pract Literacy B-Gr6 3
- LRC 554: Clinical Practicum Lit K-12 3
- LRC 567: Intro to Literacy Coaching 3
- LRC 570: Literacy for Eng Lang Learners 3

ALL Literacy courses require New York State fingerprint clearance in advance.

LRC 552, LRC 554: To register for these courses, a B or better must be earned in the prerequisite course(s).

LRC 520, LRC 525: taken with or before LRC 552.

LRC 567 taken before or with LRC 552.

LRC 546: take before LRC 554 and with or before LRC 567.

*3 credit hours of studies in special education must be completed before or during program*

**Required Workshops (0 Credits)**
- EPY 637: Substance Abuse Workshop 0
- EDU 603: Child Abuse Prevention 0
- EDU 606: Univ Prc & Conf AIDS/HIV 0
- EDU 602: Violence Prevention 0
- EDU 611: Dignity For All Students 0

All workshops should be completed within first twelve credit hours.

All courses counted toward the non-degree Certificate of Advanced Study program must be completed within six years. Students may request that up to six previously earned graduate credits earned at an accredited institution or up to nine graduate credits previously earned at The College of Saint Rose be applied to the non-degree Certificate of Advanced Study program.

**Internship/Field Experience/Service:**

**Required Course:**
- LRC 552: Classrm Pract Literacy B-Gr6 3

**Culminating Academic Experiences:**

**Required Course:**
- LRC 554: Clinical Practicum Lit K-12 3

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Admissions and Financial Aid Information:

General Admission Information

Eligibility for admission to The College of Saint Rose graduate programs is typically based upon the following minimum requirements:

1. Submission of a completed application, a resume, and Statement of Purpose of approximately 300 words detailing the applicant’s goals for graduate study.

2. Evidence of the possession of a U.S. baccalaureate degree or equivalent from an accredited institution through submission of official transcripts from all post-secondary education.

3. Academic and professional qualifications for graduate study, as indicated by two letters of recommendation. The Communication Sciences & Disorders and School Psychology programs require three letters of recommendation.

4. A grade point average of 3.0 (on a 4.0 scale), overall and in the undergraduate major.

5. Other admission criteria specified by academic programs such as submission writing samples, portfolios, test scores, and participation in interviews or admissions workshops.

Applicants to The College of Saint Rose are responsible for completing their applications by submitting all required components. Prospective students can access the online application and application instructions at www.strose.edu/gradapply.

See Graduate Admissions section (p. 10) for more information.

Financial Aid

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See Financial Aid section (p. 13) for more information.

Additional Requirements for Admission into the Program:

Admission to graduate study in Literacy is limited to those either seeking admission to one of the Birth to Grade 12 degree programs or to one of the non-degree programs (CAS Birth to Grade 6; Grades 5-12; Birth to Grade 12). In addition to the general requirements for admission to The College of Saint Rose graduate study, students applying for degree or non-degree Certification-Only programs must provide verification of certification in elementary education (early childhood education or childhood education) or secondary education (middle childhood education or adolescence education) and complete 3 credit hours of coursework in Special Education. They also may be required to have a personal interview.

Find Out More:

- Mission and History
- Academic Policies
- Academic Integrity
- Academic Scholarship
- Faculty Directory
- Library
- Technology
- Career Center
- Academic Support Center
- Study Abroad
- Residence Life
- Student Life
- Health Service
- Spiritual Life
- Community Service
- Athletics

Literacy: Grades 5-12 - ADV CERT **No new applications are being accepted**

Program Overview:

The 24-credit hour Certificate of Advanced Study in Literacy prepares teachers to work as classroom teachers and specialized literacy professionals (specialists, coaches or program coordinators). The program is offered in a distance education format. Applicants must possess a master’s degree or be currently enrolled in a master’s degree program and possess the certification in Secondary Education (Middle Childhood Education or Adolescent Education) to qualify for entry to the program. Upon program completion, candidates will have met the academic requirements for initial certification in Literacy at Grades 5-12 developmental range. The Literacy Grade 5-12 Advanced Certificate program is registered with
and meets all of the current stipulations published by the New York State Education Department. The program also aligns with the International Literacy Association Standards for the Preparation of Literacy Professionals (2017), and with those of the Association for Advancing Quality in Educator Preparation (2020).

Program Outcomes

Goal 1 Candidates are Strong Content and Pedagogical Experts in Literacy: Candidates demonstrate robust understanding of major evidence-based foundations and components of literacy and language, their interconnections, and the role of literacy specialists in supporting development of these in school-age learners.

Goal 2 Candidates are Skillful Curriculum Designers and Instructional Strategists: Candidates are strong collaborators and partners who are able to work alongside classroom teachers to design, implement and evaluate literacy curricula and instruction based on evidence, to ensure programs effectively meet the needs of individuals and small-groups of learners, particularly for those experiencing literacy difficulties.

Goal 3 Candidates are Skillful Evaluators and Assessment Leaders: Candidates use assessment tools and procedures that are valid, reliable, fair, and appropriate to screen and diagnose students' strengths and needs, and to inform and monitor effectiveness of instruction and interventions; model for teachers the use of assessment in ways that honor the purposes, strengths and limitations of these tools; advocate to various stakeholders for effective assessment practices.

Goal 4 Candidates are Strong Advocates for Diversity, Equity and Global Awareness: Candidates demonstrate knowledge of the foundations, pedagogies, and essential concepts related to diversity, equity and global connectedness; demonstrate appropriate sociocultural awareness and foster inclusive, affirming and equitable classroom and school climates; advocate for equity in school, district, and community arenas.

Goal 5 Candidates are Skillful Materials, Resource and Educational Media Specialists: Candidates collaborate with fellow educators to review, select and apply materials that address students' developmental needs and unique characteristics; promote student motivation and engagement with a variety of print and digital materials and technologies in appropriate, safe, and effective ways; and foster learning environments that are positive, supportive and well-resourced.

Goal 6 Candidates are Skillful Collaborators and Job-Embedded Coaches: Candidates are reflective literacy professionals who possess requisite socio-emotional competence, skillfully apply understanding of adult learning principles in collaborative work with colleagues, demonstrate strong leadership and facilitation skills, and advocate on behalf of those they serve.

Goal 7 Candidates are Excellent Literacy Practitioners and Clinicians: Candidates complete supervised, integrated, extended practical/clinical experiences that include intervention work with students and collaboration with experienced educators in a variety of settings (schools, non-profit organizations, and clinics); they gain ongoing supervision, guidance and mentoring from experienced educators and college professors.

Proposed Completion Schedule

The program can be completed in 4 semesters (summer, fall, spring, summer). Typical completion schedule for a full-time student is as follows:

Semester 1
LRC 525: Theories and Teaching of Writing
LRC 530: Theories of Literacy

Semester 2
LRC 521: Advanced Literacy Improvement, Grades 4-12
LRC 570: Literacy for ELLs

Semester 3
LRC 546: Diagnosis & Remediation of Literacy Problems, Birth-G12
LRC 567: Introduction to Literacy Leadership and Advanced Learning

Semester 4
LRC 552: Classroom Practicum, Birth-G6
LRC 554: Clinical Practicum in Literacy, K-G12

Program Contacts:
Dr. Michelle McAnuff-Gumbs
Graduate Literacy Program Co-Chair
Email: mcanuff@strose.edu
Dr. Ekaterina Midgette
Graduate Literacy Program Co-Chair
Email: midgette@strose.edu
Program Webpage: Literacy

Program Requirements:
The 24 semester hours of graduate credit include:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LRC 521</td>
<td>Adv Literacy Improvement G 5-12</td>
<td>3</td>
</tr>
<tr>
<td>LRC 525</td>
<td>Theories/Tchg Writing</td>
<td>3</td>
</tr>
<tr>
<td>LRC 530</td>
<td>Theories of Literacy</td>
<td>3</td>
</tr>
<tr>
<td>LRC 546</td>
<td>Diagnosis &amp; Remed Lit Prob</td>
<td>3</td>
</tr>
<tr>
<td>LRC 552</td>
<td>Classrm Pract Literacy B-Gr6</td>
<td>3</td>
</tr>
<tr>
<td>LRC 554</td>
<td>Clinical Practicum Lit K-12</td>
<td>3</td>
</tr>
<tr>
<td>LRC 567</td>
<td>Intro to Literacy Coaching</td>
<td>3</td>
</tr>
<tr>
<td>LRC 570</td>
<td>Literacy for Eng Lang Learners</td>
<td>3</td>
</tr>
</tbody>
</table>

ALL literacy courses require New York State fingerprint clearance in advance.

LRC 554: To register for the course, a B or better must be earned in the prerequisite course(s).

LRC 525: taken before LRC 552.
LRC 521: taken before or with LRC 552 and LRC 567
LRC 521, LRC 546: taken before LRC 554.

*3 credit hours of studies in special education must be completed before or during program
Required Workshops (0 Credits)

- EPY 637  Substance Abuse Workshop  0
- EDU 603  Child Abuse Prevention  0
- EDU 606  Univ Prc & Conf AIDS/HIV  0
- EDU 602  Violence Prevention  0
- EDU 611  Dignity For All Students  0

All workshops should be completed within first twelve credit hours.

All courses counted toward the non-degree Certificate of Advanced Study program must be completed within six years. Students may request that up to six previously earned graduate credits previously earned at The College of Saint Rose be applied to the non-degree Certificate of Advanced Study program.

Internship/Field Experience/Service:

Required Course:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LRC 521</td>
<td>Adv Literacy Improvment G 5-12</td>
<td>3</td>
</tr>
</tbody>
</table>

Culminating Academic Experiences:

Required Course:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LRC 554</td>
<td>Clinical Practicum Lit K-12</td>
<td>3</td>
</tr>
</tbody>
</table>

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General Admission Information

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Find Out More:

- Mission and History
- Academic Policies
- Academic Integrity
- Academic Scholarship
- Faculty Directory
- Library
Organizational Leadership in Higher Education - ADV CERT

Program Overview:
The Certificate of Advanced Study in Organizational Leadership in Higher Education is designed for graduate students interested in understanding leadership within the higher education environment. Enhancing knowledge of organizational structure, governance, and change and development, as well as improving managerial and leadership skills are essential for success as a leader in the higher education environment.

Program Contacts:
Dr. Margaret McLane
Dean, Lally School of Education
Email: mclanem@strose.edu

Program Requirements:
Required Courses:
- HLA 501 ProSem: Critical College Issues 3
- HLA 520 Leadership in Higher Education 3
- HLA 530 Ethical Found Higher Educ 3
- HLA 560 Law and Higher Education 3
- MBA 595 Managing Organiz Devel & Chng 3

Culminating Academic Experiences:
Research project on an issue related to Leadership in Higher Education.

Professional Accreditation:
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Admissions and Financial Aid Information:
General Admission Information
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2. Evidence of the possession of a U.S. baccalaureate degree or equivalent from an accredited institution through submission of official transcripts from all post-secondary education.

3. Academic and professional qualifications for graduate study, as indicated by two letters of recommendation. The Communication Sciences & Disorders and School Psychology programs require three letters of recommendation.

4. A grade point average of 3.0 (on a 4.0 scale), overall and in the undergraduate major.

5. Other admission criteria specified by academic programs such as submission writing samples, portfolios, test scores, and participation in interviews or admissions workshops.

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Additional Organizational Leadership Admission Information:
Organizational Leadership Admission Information
1. At least one year of professional work experience at a campus, governmental or higher education related organization;

2. At least one letter of recommendation from a senior higher education administrator attesting the candidate’s preparation for advanced graduate study in higher education leadership;
3. A statement of interest explaining the candidate’s motivation to enroll in the program.

**Find Out More:**
- Mission and History
- Academic Policies
- Academic Integrity
- Academic Scholarship
- Faculty Directory
- Library
- Technology
- Career Center
- Academic Support Center
- Study Abroad
- Residence Life
- Student Life
- Health Service
- Spiritual Life
- Community Service
- Athletics

**Quality Control for Higher Education - ADV CERT**

**No new applications are being accepted**

**Program Overview:**
The Certificate of Advanced Study in Quality Control for Higher Education focuses on developing skills in research, assessment, accreditation and program evaluation. The certificate program provides focused learning and professional development opportunities to early- and mid-career faculty and administrators, with or without a master’s degree, seeking an additional credential to improve their prospects for advancement. Certificates will also be attractive to mid-career or senior-level executives in other professions who are considering a career change into higher education administration.

**Program Contacts:**
Dr. Margaret McLane
Dean, Lally School of Education
Email: mclanem@strose.edu

**Program Webpage:**
Quality Control for Higher Education C.A.S.

**Program Requirements:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>HLA 510</td>
<td>Quality Control in Higher Ed</td>
<td>3</td>
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<tr>
<td>HLA 530</td>
<td>Ethical Found Higher Educ</td>
<td>3</td>
</tr>
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</table>

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3. Academic and professional qualifications for graduate study, as indicated by two letters of recommendation. The Communication Sciences & Disorders and School Psychology programs require three letters of recommendation.
4. A grade point average of 3.0 (on a 4.0 scale), overall and in the undergraduate major.
5. Other admission criteria specified by academic programs such as submission writing samples, portfolios, test scores, and participation in interviews or admissions workshops.

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Find Out More:
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- Residence Life
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- Spiritual Life
- Community Service
- Athletics

School Building Leader (SBL) - ADV CERT

Program Overview:

The programs in Educational Leadership and Administration prepare students for careers in educational leadership in school building and school district environments at public, non-public, private, state and national agency levels. Educational leadership program options are available to meet a variety of student interests and career goals. Roles may also include department chair, curriculum specialist, supervisor, academic director, or administrator at the elementary, middle, or high school level; or teacher leader/instructional coach. Programs include a Master of Science in Education (concentration in School Building Leadership or School District Business Leadership), and advanced certificates leading to New York State certification as a School Building Leader (SBL), School District Leader (SDL), or School District Business Leader (SDBL).

The preparation programs combine school leadership theory with practice so program graduates are fully prepared to be successful school leaders. The combination of full-time faculty supported by adjunct field based faculty, ensures a student’s preparation is relevant, practical, and replicates the demanding expectations of school leadership. In most cases, students will be required to be matriculated into a program prior to being able to register for classes. Students are expected to work closely with the assigned college adviser to ensure that the program of study and experience are both appropriate and meaningful for meeting individuals’ personal and professional goals.

The School Building Leader:

The School Building Leader (SBL) advanced certificate program prepares students to assume roles in school buildings or single building departments as instructional leaders. Typical roles may include specialty subject area director for a building; or an Assistant Principal, or Building Principal. Students choose the courses and speed of program completion. Courses may be offered in a variety of options including weekday late afternoons, evenings, occasional Saturdays, or full days during the summer. Students may begin either in fall, spring, or summer semester. Program completion can range from 18-24 months but may be longer depending upon student speed of schedule and student background and preparation. At the conclusion of the program to qualify for the SBL New York State certificate, students must have earned the advanced certificate, a master’s degree, and have at least three years of grade P-12 full time teaching experience, public or private, or three years of experience in Pupil Personnel Services (PPS).

Program Contacts:

Dr. Deborah Shea
Graduate Coordinator of the Education Leadership and Administration programs
Email: shad@strose.edu

Program Webpage:
Educational Leadership & Administration

Program Requirements:

The SBL program is a 24-credit hour program including 6 core courses and a 6-credit hour internship experience of at least 600 in-district hours. Although students usually are able to conduct internships in the schools in which they are already employed, the College can assist those seeking internship placements if requested. Students must also take and pass the New York State School Leadership Assessment for School Building Leaders which is usually taken towards the completion of a student’s program. Students must also possess a master’s degree to meet the SBL certification requirement.

New York State Certification Test:

The New York State Education Department requires candidates for the School Building Leadership (SBL) certificate to successfully complete the written and performance components of the state assessment in School Building Leadership. For further information on testing: http://www.nystce.nesinc.com/index.asp

a. Required Core (18 Credits)

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<thead>
<tr>
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<th>Title</th>
<th>Credit</th>
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<tbody>
<tr>
<td>EDA 503</td>
<td>Curr Ldrshp for Equity</td>
<td>3</td>
</tr>
<tr>
<td>EDA 505</td>
<td>Principles of Ed Ldrshp&amp;Admin</td>
<td>3</td>
</tr>
<tr>
<td>EDA 510</td>
<td>Supervn of Tching &amp; Lrning</td>
<td>3</td>
</tr>
<tr>
<td>EDA 540</td>
<td>Education Law, Ethics &amp; Policy</td>
<td>3</td>
</tr>
<tr>
<td>EDA 550</td>
<td>Sch Fin, Res Plan &amp; Pers Mgmt</td>
<td>3</td>
</tr>
<tr>
<td>EDA 590</td>
<td>Culturally Responsive Ldrshp</td>
<td>3</td>
</tr>
</tbody>
</table>
b. Internship (6 Credits)

Students must have completed a minimum of 12 credits at The College of Saint Rose before initiating the internship. Students must also complete EDA 546 Part I Intern: Educ Lead & Admin (3 credits) and EDA 547 Part II Intern: Educ Lead & Admin (3 credits) prior to initiating the internship. EDA 547. Fingerprinting clearance from the New York State Department of Education is also required prior to initiating the internship. Fingerprinting information is available on the NYSED “TEACH” website: http://www.highered.nysed.gov/tcert/teach.

<table>
<thead>
<tr>
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<tr>
<td>EDA 546</td>
<td>Part I Intern: Educ Lead &amp; Admin</td>
<td>3</td>
</tr>
<tr>
<td>EDA 547</td>
<td>Part II Intern: Educ Lead &amp; Admin</td>
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</table>

c. Required Workshops (0 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 602</td>
<td>Violence Prevention</td>
</tr>
<tr>
<td>EDU 603</td>
<td>Child Abuse Prevention</td>
</tr>
<tr>
<td>EDU 611</td>
<td>Dignity For All Students</td>
</tr>
</tbody>
</table>

Final Evaluation

The final evaluation of SBL candidates is based on the following criteria:

1. Demonstrated competency in course work; and
2. Demonstrated competency in the internship placement.
3. Students meeting all other requirements

Students who complete the School Building Leader certification program and who have completed a prior Master's Degree will qualify to receive a Certificate of Advanced Study (CAS) from The College of Saint Rose.

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Additional Admissions Information:

For admission to the program, applicants must provide the following:

1. A completed application from The College of Saint Rose;
2. Official transcripts from all colleges/universities attended;
3. Verification of permanent or professional certification status;
4. For SBL admission verification of at least three years of approved teaching and/or pupil personnel experience in a P-12 school setting (exceptions to the three-year teaching requirement are made in special circumstances upon the recommendation of the educational leadership program faculty; these candidates will not be eligible for New York State SBL certification until and unless the experience requirement is met);
5. Verification of at least three years of approved administrative experience in a P-12 school setting may be substituted for the teaching and/or pupil personnel experience for SDL certification but not for SBL certification; and

6. At least two letters of recommendation: one from a school administrator, which must attest to the individual’s good character and potential as an administrator; and one from a professional who is qualified to evaluate the applicant’s scholarship. It is expected that the school administrator who acts as a reference for the applicant will be willing to mentor the applicant throughout the applicant’s administrative program at The College of Saint Rose.

For more information regarding application and admission, please visit the web page: http://www.strose.edu/admissions/graduate-students/.

Find Out More:
- Mission and History
- Academic Policies
- Academic Integrity
- Academic Scholarship
- Faculty Directory
- Library
- Technology
- Career Center
- Academic Support Center
- Study Abroad
- Residence Life
- Student Life
- Health Service
- Spiritual Life
- Community Service
- Athletics

School Counseling - MSED

Program Overview:
School Counseling Master’s Program (48 Credits)

The mission of The College of Saint Rose School Counseling program is to prepare students to become culturally competent counselors, leaders and advocates that work in diverse school settings. Our students are prepared to promote equity and access to a rigorous education for all P-12 students. Our students will work to prevent and remove barriers to learning and achievement including college and career readiness for all students. Students in our program will learn to design, develop, implement and evaluate components of comprehensive school counseling programs to make sure that every P-12 student receives developmentally appropriate academic, career and social emotional development.

The School Counseling program is intended to prepare professionals for the demanding task of meeting needs of children and adolescents in K-12 school settings. Competencies in working with students, parents, teachers and administrators are developed through a combination of course work in theory, application, and the internships in school counseling. Competence in school counseling is gained through course work in traditional and comprehensive developmental guidance programs, child and adolescent development and psychology, theory-based and specialized interventions with a focus on advocacy and social justice, counseling skills to meet the unique needs of students and help close the achievement gap, and tests, measurement and appraisal. The internships in school counseling allow students to take knowledge gained from course work and apply it to practical situations in a school setting. This is done under the cooperative supervision of a New York State-certified school counselor and a faculty liaison. There are no electives in this concentration, which allows course work to be focused within the concentration.

Program Contacts:
Dr. Claudia Lingertat
Counseling and Educational Leadership Department Chair
Email: lingertc@strose.edu

Program Webpage:
School Counseling M.S.E.D.

Program Requirements:
Evaluation of Master’s Degree Candidates

The evaluation of master’s degree candidates is as follows:

1. The Counseling program uses an Individual Student Progress Review process to evaluate students related to their knowledge, skills and dispositions. Counseling faculty assess each student on his/her interpersonal skills, progress in graduate course work, and progress toward becoming a competent and ethical counseling professional. For students who are not progressing adequately, the Counseling program uses a Retention, Remediation & Dismissal process outlined in the program handbook.

2. Students must successfully pass the qualifying examination (CSL 999) before moving on to internship. Students may sit for the examination after completing the core counseling coursework. Students may also elect to write a thesis (CSL 599) in addition to, but not in place of, taking the qualifying examination. Students who elect to write a thesis should make this decision prior to the completion of the first 18 hours of study. The thesis option is dependent upon the acceptance of a thesis advisor from among the department faculty;

3. Students must maintain a GPA of 3.0 or better in all course work; and

4. Students must demonstrate competent and ethical clinical work by successfully passing a 100-hour practicum and two 300-hour internships as part of their program.

Required Core Courses (24 credits)
**Required Concentration Courses in School Counseling Program (24 Credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSL 504</td>
<td>Orgzn&amp;Collabn in Sch Csl Prog</td>
<td>3</td>
</tr>
<tr>
<td>CSL 506</td>
<td>Cnsl for College&amp;Career Read</td>
<td>3</td>
</tr>
<tr>
<td>CSL 508</td>
<td>Practicum in Sch. Csl.</td>
<td>3</td>
</tr>
<tr>
<td>CSL 510</td>
<td>Prof Orient &amp; Eth Prct SchCol</td>
<td>3</td>
</tr>
<tr>
<td>CSL 511</td>
<td>Counseling Child/Adoles in Schs</td>
<td>3</td>
</tr>
<tr>
<td>CSL 532</td>
<td>Sch Counselor - Educ Advocate</td>
<td>3</td>
</tr>
<tr>
<td>CSL 591</td>
<td>InternshipSch Couns I</td>
<td>3</td>
</tr>
<tr>
<td>CSL 592</td>
<td>InternshipSch Couns II</td>
<td>3</td>
</tr>
</tbody>
</table>

Fingerprinting clearance for the New York State Department of Education is required prior to internship. Fingerprinting information is available on the New York State Department of Education “TEACH” website, [http://www.highered.nysed.gov/teett/teach](http://www.highered.nysed.gov/teett/teach).

**Required Courses:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSL 508</td>
<td>Practicum in Sch. Csl.</td>
<td>3</td>
</tr>
<tr>
<td>CSL 591</td>
<td>InternshipSch Couns I</td>
<td>3</td>
</tr>
<tr>
<td>CSL 592</td>
<td>InternshipSch Couns II</td>
<td>3</td>
</tr>
</tbody>
</table>

**Professional Accreditation:**

The College of Saint Rose is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104 (267-284-5000). The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

The specialized accrediting agencies noted below are recognized by the U.S. Secretary of Education and/or the Council for Higher Education Accreditation:

1. The College of Saint Rose is accredited by the Middle States Commission on Higher Education.
2. Accreditation of Teacher Education programs offered by The College of Saint Rose for the preparation of all school professionals, leading to initial and advanced certifications, are accredited by the National Council for Accreditation of Teacher Education.

**Admissions and Financial Aid Information:**

**General Admission Information**

Eligibility for admission to The College of Saint Rose graduate programs is typically based upon the following minimum requirements:

1. Submission of a completed application, a resume, and Statement of Purpose of approximately 300 words detailing the applicant’s goals for graduate study.
2. Evidence of the possession of a U.S. baccalaureate degree or equivalent from an accredited institution through submission of official transcripts from all post-secondary education.
3. Academic and professional qualifications for graduate study, as indicated by two letters of recommendation. The Communication Sciences & Disorders and School Psychology programs require three letters of recommendation.
4. A grade point average of 3.0 (on a 4.0 scale), overall and in the undergraduate major.
5. Other admission criteria specified by academic programs such as submission writing samples, portfolios, test scores, and participation in interviews or admissions workshops.

Applicants to The College of Saint Rose are responsible for completing their applications by submitting all required components. Prospective students can access the online application and application instructions at [www.strose.edu/gradapply](http://www.strose.edu/gradapply).

See Graduate Admissions section (p. 10) for more information.

**Financial Aid**

The College of Saint Rose has long been committed to the premise that a quality education should be within the reach of qualified students. To this end, the College serves its student body through a
comprehensive program of federal, state, and institutional financial aid. While the basic responsibility for financing education lies with the students and their families, scholarships, loans, and/or assistantships can supplement insufficient family resources. The amount of aid available through the College is limited and is awarded on the basis of academic merit. All financial assistance from the College is subject to adjustment if the recipients are later granted aid from other sources. Financial aid awards are contingent upon students’ maintaining good academic standing and satisfactory academic progress.

See Financial Aid section (p. 13) for more information.

**Additional School Counseling Admission Information:**

**Requirements for Admission to the Counseling Master's Degree Programs (M.S. in Education)**

1. Completion of application for graduate study;
2. An undergraduate GPA of 3.0 or higher;
3. At least two letters of recommendation, one which addresses the applicant’s character and potential to be a counselor, and one which addresses the applicant’s scholarship and is written by a professional qualified to make that assessment;
4. Completion of a bachelor’s degree, which included nine hours of psychology course work beyond Introduction to Psychology, which may include or be similar to child or adolescent development, theories of personality, or educational psychology. These courses must have been taken within five years prior to admission to the degree program in Counseling. If applicants have not taken the course(s), they must do so during their first 18 graduate credit hours. These prerequisite courses may be taken at the undergraduate level. They may also be taken at the graduate level, but may not be counted as electives within the program or as part of the required 48 or 60 credit hours and they cannot be taken pass/fail.
5. An essay discussing the applicant’s objectives and motivation for pursuing a graduate degree in Counseling, an understanding of his/her preferred program and a discussion of how this degree will meet the applicant’s professional development plans;
6. A resume demonstrating work and volunteer experience in the field; and
7. Attendance at an Admissions Workshop. During each semester, Admissions Workshops are held on campus. A Workshop must be attended for admission into the program. The Workshops provide program information and also allow for individual and group interviews.

Students are admitted to the Master's Degree programs in the fall or spring semesters.

**Find Out More:**

- Library
- Technology
- Career Center
- Academic Support Center
- Study Abroad
- Residence Life
- Student Life
- Health Service
- Spiritual Life
- Community Service
- Athletics

**School Counseling - ADV CERT**

**Program Overview:**

The Advanced Study in School Counseling program (CAS) is designed for the student who has attained a Master’s Degree in Counseling or Counselor Education, and wishes to acquire the necessary coursework for professional certification as a School Counselor in New York State, and/or to advance his/her post graduate training and education. The Advanced Study in School Counseling Program consists of 12 post-graduate credits developed with approval of the student’s academic advisor to meet the New York State requirements for professional certification, and the student’s plan of study.

**Program Contacts:**

Dr. Claudia Lingertat

*Counseling and Educational Leadership Department Chair*

Email: lingertc@strose.edu

Program Webpage:

School Counseling C.A.S.

**Program Requirements:**

**Prerequisites:**

A 48 credit Master’s Degree in Counseling with a concentration in School Counseling which will include the following applicable coursework or its equivalent:

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counseling Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>Research in Methods Counseling or Education</td>
<td>3</td>
</tr>
<tr>
<td>Clinical Counseling Skills</td>
<td>3</td>
</tr>
<tr>
<td>Tests, Measurements, and Appraisal or Assessment</td>
<td>3</td>
</tr>
<tr>
<td>Child, Adolescent or Lifespan Development</td>
<td>3</td>
</tr>
<tr>
<td>Social and Cultural Foundations in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>Group Counseling</td>
<td>3</td>
</tr>
<tr>
<td>Career Development</td>
<td>3</td>
</tr>
</tbody>
</table>
1. Submission of a completed application, a resume, and evidence of the possession of a U.S. baccalaureate degree or courses as pre-requisites to the 12 credit Advanced Study in School Counseling.

2. **General Admission Information**

   - Admissions and Financial Aid Information:
     - **Professional Accreditation:**
       - The College of Saint Rose, sponsored by the Sisters of Saint Joseph of Carondelet, Albany Province, is chartered by the Board of Regents of New York State. All of its degrees and programs are registered and its professional programs are fully approved by the Board of Regents through the New York State Education Department.

   - The College of Saint Rose is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104 (267-284-5000). The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

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   - **Admissions and Financial Aid Information:**
     - **General Admission Information**
       - Eligibility for admission to The College of Saint Rose graduate programs is typically based upon the following minimum requirements:

         1. Submission of a completed application, a resume, and Statement of Purpose of approximately 300 words detailing the applicant's goals for graduate study.

         2. Evidence of the possession of a U.S. baccalaureate degree or equivalent from an accredited institution through submission of official transcripts from all post-secondary education.

         3. Academic and professional qualifications for graduate study, as indicated by two letters of recommendation. The Communication Sciences & Disorders and School Psychology programs require three letters of recommendation.

         4. A grade point average of 3.0 (on a 4.0 scale), overall and in the undergraduate major.

         5. Other admission criteria specified by academic programs such as submission writing samples, portfolios, test scores, and participation in interviews or admissions workshops.

   - Applicants to The College of Saint Rose are responsible for completing their applications by submitting all required components. Prospective students can access the online application and application instructions at [www.strose.edu/gradapply](http://www.strose.edu/gradapply).

   - See Graduate Admissions section (p. 10) for more information.

   - **Financial Aid**

     The College of Saint Rose has long been committed to the premise that a quality education should be within the reach of qualified students. To this end, the College serves its student body through a comprehensive program of federal, state, and institutional financial aid. While the basic responsibility for financing education lies with the students and their families, scholarships, loans, and/or assistantships can supplement insufficient family resources. The amount of aid available through the College is limited and is awarded on the basis of academic merit. All financial assistance from the College is subject to adjustment if the recipients are later granted aid from other sources. Financial aid awards are contingent upon students’ maintaining good academic standing and satisfactory academic progress.

   - See Financial Aid section (p. 13) for more information.

   - **Additional School Counseling Admission Information:**

     **Requirements for Admission to the Advanced Study in School Counseling (CAS) Program**

     1. A Master's Degree in Counseling or Counselor Education of at least 48 credits from an accredited college or university;

     2. Completed application for graduate study;

     3. Graduate transcripts with a GPA of 3.0 or higher;

     4. At least two letters of recommendation, one that addresses the applicant's clinical and professional skills and accomplishments, and one that addresses the applicant's academic and scholarly abilities and accomplishments;

     5. A professional essay which delineates the applicant's reasons for pursuing the CAS in School Counseling and how the CAS will assist the applicant in attaining his/her professional goals; and

     6. Attendance at an Admissions Workshop is required for applicants who are not graduates of the Counseling M.S. in Education degree from The College of Saint Rose.

     7. Students must also provide verification of initial certification. Students are admitted to the certificate programs in the fall, spring, or summer semesters.
School District Business Leader (SDBL) - MSED

Program Overview:
The programs in Educational Leadership and Administration prepare students for careers in educational leadership in school building and school district environments at public, non-public, private, state and national agency levels. Educational leadership program options are available to meet a variety of student interests and career goals. Programs include a Master of Science in Education (concentration in School Building Leadership or School District Business Leadership), and advanced certificates leading to New York State certification as a School Building Leader (SBL), School District Leader (SDL), or School District Business Leader (SDBL).

The preparation programs combine school leadership theory with high engagement and relevant practice so program graduates are fully prepared to be successful school leaders. The combination of full-time faculty supported by adjunct field based faculty, ensures a student's preparation is practical, and replicates the demanding expectations of school leadership. In most cases, students will be required to be matriculated into a program prior to being able to register for classes. Students are expected to work closely with the assigned college adviser to ensure that the program of study and experience are both appropriate and meaningful for meeting individuals' personal and professional goals.

The School District Business Leader and MSED:
The Master of Science in Education, with a concentration in School District Business Leadership (SDBL), is a 36 credit on-line format that prepares students to assume school business and school financial district wide leadership roles including Business Administrator, Director of Finance or Business, or Assistant Superintendent for Finance or Business. This program provides students with the required master’s degree to meet New York State administrative certification for School District Business Leader (SDBL).

The program prepares students with a broad perspective on school leadership and improving student outcomes using resources efficiently and effectively. The on-line SDBL program is a combination of asynchronous (learn at your own rate and convenience) and synchronous learning (scheduled on-line live sessions). There is no on-campus in person requirement for the SDBL portion of study. Each cohort studies and progresses through coursework together. Cohorts take two courses per semester and a single course during the summer session. An administrative internship in a school district business or financial office over one to two semesters is the capstone activity. In meeting New York State internship requirements, the internship must include a minimum of 600 hours for this field based experience. The program may assist students in locating a school district business office internship placement. The 36 credit hour Master of Science in Education and SDBL program leads to New York State certification as a School District Business Leader (SDBL) after meeting other state certification requirements.

MBA/SDBL Combined Program:
This 60-credit program is designed for students who seek careers in a school business office but do not yet have a master's degree. The profile of typical students includes an accounting background instead. For New York State to grant the SDBL certificate, students must have earned 60 graduate credits. This program is also fully online and begins with the MBA part of the program. Once this is completed, students will be placed into an SDBL cohort and will proceed forward with this program.

Program Contacts:
Dr. Deborah Shea
Graduate Coordinator of the Education Leadership and Administration programs
Email: shead@strose.edu

Program Webpage:
Educational Leadership & Administration

Program Requirements:
All students enrolled in the Master of Science in Education (concentration in School District Business Leadership) must take two research tools based courses. Students should register for EPY 500 in the first 12-15 credits and then either SED 590 Research...
Seminar in Special Education, or EDU 590 Integrative Research Seminar, or EPY 592 Integrative Seminar in Education. Students should consult with their advisor prior to selecting these courses.

The Master’s program is a combination of the 24 credit hour on-line program in School District Business Leadership (SDBL) and 12 additional credits, six credits in educational research tools and six credits in electives meeting student interest and linked to school leadership. The 12 credits may be taken on-line depending upon course availability and student course requirements and interests. For international students and those not seeking administrative certification, certain course requirements may be waived and course substitution approved after consultation with the College adviser.

Master’s degree students, in lieu of taking the EDA 999 Comprehensive Examination, may optionally take EDA 599, Master’s Thesis. A student must propose, develop, research, write and present a comprehensive Master’s Thesis research paper related to educational financial leadership. Prerequisites are: EDA 506; EDA 541; EDA 543; EDA 551; EDA 589; EDA 591; and EDA 500. If students elect this option, students are not required to take the research writing component (SED 590 Research Seminar in Special Education; EDU 590 Integrative Research Seminar; or EPY 592 Integrative Seminar in Education). Prior permission of the instructor is required and the adviser should be consulted prior to registration. (3-6 credits)

Students who wish to pursue administrative certification in New York State must take the internship, EDA 596 and EDA 597, a 600-hour in-district internship. Students who do not wish or do not qualify for New York State administrative certification will complete a 3-6 credit clinical field experience, EDA 586 Field Based Experience. Prior to certification by New York State, candidates will need a Master’s degree, and accumulate a minimum of 60 graduate hours (36 hours in the master’s program plus an additional 24 graduate level hours) and pass the NYSTCE SDBL Assessment. Candidates will also need to document a minimum of three years of successful school or organizational leadership experience.

a. Required Core (18 Credits on-line)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDA 506</td>
<td>Intro to Ed Lead &amp; Adm - SDBL</td>
<td>3</td>
</tr>
<tr>
<td>EDA 541</td>
<td>Education Law for SDBL</td>
<td>3</td>
</tr>
<tr>
<td>EDA 543</td>
<td>Personnel Administration</td>
<td>3</td>
</tr>
<tr>
<td>EDA 551</td>
<td>SDBL School Finance</td>
<td>3</td>
</tr>
<tr>
<td>EDA 589</td>
<td>SDBL Finance &amp; Practice</td>
<td>3</td>
</tr>
<tr>
<td>EDA 591</td>
<td>SDBL SemCrit Issues in SDB</td>
<td>3</td>
</tr>
</tbody>
</table>

b. Research Tools (6-9 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPY 500</td>
<td>Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>EDU 590</td>
<td>Integrative Research Seminar</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EPY 592</td>
<td>Integ Sem Ed Psyc</td>
<td>3</td>
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<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDA 599</td>
<td>Thesis</td>
<td>3 or</td>
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<tr>
<td>or</td>
<td></td>
<td>6</td>
</tr>
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</table>

or

EDA 999 Comp Exam 0

Note: EDA 599 is an alternative to EDA 595 (or equivalent) and EDA 999

c. Electives (3-6 Credits)

Students in the Master’s in Education program (concentration in School District Business Leader) are required to complete a total of 12 credits beyond the 24 credit SBL program. Students should take graduate level electives that align with the student’s career and program goals. Students should consult the graduate course listing at: http://www.strose.edu/academics/graduate-programs/courses/. Some electives are available on-line. All electives require prior consultation and approval from the College adviser. Students may also take the following on-campus electives to meet these elective requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDA 601</td>
<td>District Level Leadership &amp; Mg</td>
<td>3</td>
</tr>
<tr>
<td>EDA 602</td>
<td>School Dis/Com Policy &amp; Politi</td>
<td>3</td>
</tr>
</tbody>
</table>

d. Internship (6 Credits)

Students in the in the Master’s in Education program (concentration in School District Business Leader) must have completed a minimum of 18 credits at The College of Saint Rose before initiating the internship. Fingerprinting clearance from the New York State Department of Education is also required prior to initiating the internship. Fingerprinting information is available on the NYSED “TEACH” website: http://www.highered.nysed.gov/tcert/teach.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDA 596</td>
<td>Sch Business Ldr Intern 1</td>
<td>3</td>
</tr>
<tr>
<td>EDA 597</td>
<td>Sch Business Ldr Intern 2</td>
<td>3</td>
</tr>
</tbody>
</table>

For those students not seeking certification in lieu of EDA 596 and EDA 597

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDA 586</td>
<td>Adv Fld Exp Ed Leadership</td>
<td>3-6</td>
</tr>
</tbody>
</table>

e. Required Workshops (0 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 602</td>
<td>Violence Prevention</td>
<td>0</td>
</tr>
<tr>
<td>EDU 603</td>
<td>Child Abuse Prevention</td>
<td>0</td>
</tr>
<tr>
<td>EDU 611</td>
<td>Dignity For All Students</td>
<td>0</td>
</tr>
</tbody>
</table>

New York State Certification Test:

All students must successfully complete the written and performance components of the State assessment in School District Business Leadership in order to receive the New York State School District Business Leadership (SDBL) certificate. Successful completion of the State assessment is also required in order for the master’s degree or Certificate of Advanced Study in School District Business Leadership to be awarded by The College of Saint Rose.

Final Evaluation

The final evaluation of students is based on the following criteria:

1. Demonstrated competency in coursework;
2. Candidates are required to successfully complete the written and performance components of the State assessment in School District Business Leadership.
3. In accordance with New York State Education Law, the student will have completed a master's degree and the student will have earned a total of 60 graduate hours inclusive of the master's degree and the required program described above;

4. Demonstrated competency in research through satisfactory completion of the required research sequence;

5. Demonstrated competency in the internship placement;

6. Satisfactory performance on a comprehensive examination or by writing a thesis, and

7. The student documents at least three years of approved teaching and/or administrative and/or pupil personnel experience in a school setting. (Note: Exceptions described below).

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2. Evidence of the possession of a U.S. baccalaureate degree or equivalent from an accredited institution through submission of official transcripts from all post-secondary education.

3. Academic and professional qualifications for graduate study, as indicated by two letters of recommendation. The Communication Sciences & Disorders and School Psychology programs require three letters of recommendation.

4. A grade point average of 3.0 (on a 4.0 scale), overall and in the undergraduate major.

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See Financial Aid section (p. 13) for more information.

**Additional School District Business Leader Admission Information:**

Candidates from teaching and non-teaching backgrounds may apply for admission to the School District Business Leader (SDBL) program. The following are admissions requirements for applicants.

Applicants from the teaching professions:

1. Submission of the completed graduate studies application packet from The College of Saint Rose;

2. Official transcripts from all colleges/universities attended;

3. Transcript review by program faculty for pre-requisite course work and experience (see below) for admission and/or for recommendation of certification upon program completion;

4. Verification of permanent or professional certification status, (Upon program faculty review, persons who have taught in private or parochial school settings for three or more years and are not certified to teach may still be accepted for admission if all other requirements are met);

5. Verification of at least three years of approved teaching and/or administrative and/or pupil personnel experience in a school setting, (Exceptions to the three-year teaching requirement are made in special circumstances upon the recommendation of the educational leadership program faculty);

6. At least two letters of recommendation, one from a school administrator who acts as a reference for the applicant who acts as a reference for the applicant will be willing to mentor the applicant throughout the applicant’s administrative program at The College of Saint Rose; and
Applicants from a non-teaching profession:

1. Submission of the completed graduate studies application packet from The College of Saint Rose;
2. Official transcripts from all colleges/universities attended;
3. Transcript review by program faculty for pre-requisite course work and experience (see below) for admission and/or for recommendation of certification upon program completion;
4. Verification, as judged by the program faculty, of three years of exemplary, relevant prior service in a leadership position of a high performing organization in a non-teaching field;
5. At least two letters of recommendation, one from their current organization’s Chief Executive Officer (CEO) or unit head, and one from their immediate supervisor; and

(Exceptions to the three-year teaching requirement are made in special circumstances upon the recommendation of the educational leadership program faculty.)

Review of applicants' prior transcripts and application materials for both the certificate and master's program will be conducted by Educational Leadership faculty. Deficiencies in pre-requisite course work and experience must be satisfied prior to the College’s recommending program completers for SDBL certification, and depending on the extent of deficiencies, may delay or preclude acceptance to the program. The competencies and course work to be assessed include:

- Accounting course work (must be met for admission);
- Finance and business course work (must be met for admission);
- Finance and business experience (experience must be documented for admission);

Demonstrated knowledge through course work or experience of public education and educational issues (may be demonstrated within admissions essay and interview).

For more information regarding application and admission, please visit the web page:  http://www.strose.edu/admissions/graduate-students/.

The programs in Educational Leadership and Administration prepare students for careers in educational leadership in school building and school district environments at public, non-public, private, state and national agency levels. Educational leadership program options are available to meet a variety of student interests and career goals. Programs include a Master of Science in Education (concentration in School Building Leadership or School District Business Leadership), and advanced certificates leading to New York State certification as a School Building Leader (SBL), School District Leader (SDL), or School District Business Leader (SDBL).

The School District Business Leader:

The School District Business Leader (SDBL) advanced certificate program is a fully on-line format. The program prepares students to assume school business and school financial district wide leadership roles including Business Administrator, Director of Finance or Business, or Assistant Superintendent for Finance or Business.

The program prepares students with a broad perspective on school leadership and improving student outcomes using resources efficiently and effectively. The on-line program is a combination of asynchronous (learn at your own rate and convenience) and synchronous learning (scheduled on-line live sessions). Each cohort studies and progresses through coursework together. Cohorts take two courses per semester and a single course during the summer session. An administrative internship in a school district business or financial office over one to two semesters is the capstone activity. In meeting New York State internship requirements, the internship must include a minimum of 600 hours for this field based experience. The program may assist students in locating a school
1. Demonstrated competency in coursework;
2. Candidates are required to successfully complete the written and performance components of the State assessment in School District Business Leadership.
3. In accordance with New York State Education Law, the student will have completed a master’s degree and the student will have earned a total of 60 graduate hours inclusive of the master's degree and the required program described above;
4. Demonstrated competency in the internship placement; and
5. The student documents at least three years of approved teaching and/or administrative and/or pupil personnel experience in a school setting. (Note: Exceptions described below).

Program Contacts:
Dr. Deborah Shea
Graduate Coordinator of the Education Leadership and Administration programs
Email: shead@strose.edu

Program Webpage:
Educational Leadership & Administration

Program Requirements: 
Prior to certification by New York State, candidates will need a Master’s degree, and accumulate a minimum of 60 graduate hours (36 graduate plus the 24 graduate level hours in the SDBL program) and pass the NYSTCE SDBL Assessment. Candidates will also need to document a minimum of three years of successful school or organizational leadership experience.

a. Required Core (18 Credits on-line)
EDA 506 Intro to Ed Lead & Adm - SDBL 3
EDA 541 Education Law for SDBL 3
EDA 543 Personnel Administration 3
EDA 551 SDBL School Finance 3
EDA 589 SDBL Finance & Practice 3
EDA 591 SDBL Sem: Crit Issues in SDB 3

b. Internship (6 Credits)
Students in the in the School District Business Leader program must have completed a minimum of 12 credits at The College of Saint Rose before initiating the 600 hour internship. Fingerprinting clearance from the New York State Department of Education is also required prior to initiating the internship. Fingerprinting information is available on the NYSED “TEACH” website: http://www.highered.nysed.gov/tcert/teach .
EDA 596 Sch Business Ldr Intern 1 3
EDA 597 Sch Business Ldr Intern 2 3

c. Required Workshops (0 Credits)
EDU 602 Violence Prevention 0
EDU 603 Child Abuse Prevention 0
EDU 611 Dignity For All Students 0

New York State Certification Test: 
All students must successfully complete the written and performance components of the State assessment in School District Business Leadership in order to receive the New York State School District Business Leadership (SDBL) certificate. Successful completion of the State assessment is also required in order for the master’s degree or Certificate of Advanced Study in School District Business Leader to be awarded by The College of Saint Rose.

Final Evaluation 
The final evaluation of SDBL candidates is based on the following criteria:

Admissions and Financial Aid Information: 
General Admission Information
Eligibility for admission to The College of Saint Rose graduate programs is typically based upon the following minimum requirements:
1. Submission of a completed application, a resume, and Statement of Purpose of approximately 300 words detailing the applicant’s goals for graduate study.
2. Evidence of the possession of a U.S. baccalaureate degree or equivalent from an accredited institution through submission of official transcripts from all post-secondary education.
3. Academic and professional qualifications for graduate study, as indicated by two letters of recommendation. The Communication Sciences & Disorders and School Psychology programs require three letters of recommendation.
4. A grade point average of 3.0 (on a 4.0 scale), overall and in the undergraduate major.
5. Other admission criteria specified by academic programs such as submission writing samples, portfolios, test scores, and participation in interviews or admissions workshops.

Applicants to The College of Saint Rose are responsible for completing their applications by submitting all required components. Prospective students can access the online application and application instructions at www.strose.edu/gradapply.

See Graduate Admissions section (p. 10) for more information.

Financial Aid

The College of Saint Rose has long been committed to the premise that a quality education should be within the reach of qualified students. To this end, the College serves its student body through a comprehensive program of federal, state, and institutional financial aid. While the basic responsibility for financing education lies with the students and their families, scholarships, loans, and/or assistantships can supplement insufficient family resources. The amount of aid available through the College is limited and is awarded on the basis of academic merit. All financial assistance from the College is subject to adjustment if the recipients are later granted aid from other sources. Financial aid awards are contingent upon students’ maintaining good academic standing and satisfactory academic progress.

See Financial Aid section (p. 13) for more information.

Additional School District Business Leader Admission Information:

Candidates from teaching and non-teaching backgrounds may apply for admission to the School District Business Leader (SDBL) program. The following are admissions requirements for applicants.

Applicants from the teaching professions:

1. Submission of the completed graduate studies application packet from The College of Saint Rose;
2. Official transcripts from all colleges/universities attended;
3. Transcript review by program faculty for pre-requisite course work and experience (see below) for admission and/or for recommendation of certification upon program completion;
4. Verification of permanent or professional certification status, (Upon program faculty review, persons who have taught in private or parochial school settings for three or more years and are not certified to teach may still be accepted for admission if all other requirements are met);
5. Verification of at least three years of approved teaching and/or administrative and/or pupil personnel experience in a school setting, (Exceptions to the three-year teaching requirement are made in special circumstances upon the recommendation of the educational leadership program faculty);
6. At least two letters of recommendation, one from a school administrator who must attest to the individual’s good character and potential as a SDBL administrator, and one from a professional who is qualified to evaluate the applicant’s scholarship. It is expected that the school administrator who acts as a reference for the applicant will be willing to mentor the applicant throughout the academic progress.

Applicants from a non-teaching profession:

1. Submission of the completed graduate studies application packet from The College of Saint Rose;
2. Official transcripts from all colleges/universities attended;
3. Transcript review by program faculty for pre-requisite course work and experience (see below) for admission and/or for recommendation of certification upon program completion;
4. Verification, as judged by the program faculty, of three years of exemplary, relevant prior service in a leadership position of a high performing organization in a non-teaching field;
5. At least two letters of recommendation, one from their current organization’s Chief Executive Officer (CEO) or unit head, and one from their immediate supervisor; and (Exceptions to the three-year teaching requirement are made in special circumstances upon the recommendation of the educational leadership program faculty.)

Review of applicants’ prior transcripts and application materials for both the certificate and master’s program will be conducted by Educational Leadership faculty. Deficiencies in pre-requisite course work and experience must be satisfied prior to the College’s recommending program completers for SDBL certification, and depending on the extent of deficiencies, may delay or preclude acceptance to the program. The competencies and course work to be assessed include:

- Accounting course work (must be met for admission);
- Finance and business course work (must be met for admission);
- Finance and business experience (experience must be documented for admission); and
- Demonstrated knowledge through course work or experience of public education and educational issues (may be demonstrated within admissions essay and interview).

For more information regarding application and admission, please visit the web page: http://www.strose.edu/admissions/graduate-students/.

Find Out More:
- Mission and History
- Academic Policies
- Academic Integrity
- Academic Scholarship
- Faculty Directory
- Library
- Technology
- Career Center
- Academic Support Center
School District Leader (SDL) - ADV CERT

Program Overview:
The programs in Educational Leadership and Administration prepare students for careers in educational leadership in school building and school district environments at public, non-public, private, state and national agency levels. Educational leadership program options are available to meet a variety of student interests and career goals. Programs include a Master of Science in Education (concentration in School Building Leadership or School District Business Leadership), and advanced certificates leading to New York State certification as a School Building Leader (SBL), School District Leader (SDL), or School District Business Leader (SDBL).

The preparation programs combine school leadership theory with high engagement and relevant practice so program graduates are fully prepared to be successful school leaders. The combination of full-time faculty supported by adjunct field based faculty, ensures a student's preparation is practical, and replicates the demanding expectations of school leadership.

This course utilizes the analysis of education case studies, interactive classroom experiences, potential site visits, expert panels, and a project based methodology. The emphasis of the course is on district level leadership. It is designed to shape and assess the abilities of potential leaders to analyze, strategize, implement and follow-up, individually and in groups, with respect to the problems faced by school district leaders in a variety of settings. There is also an emphasis on systems and organizational change management. The cases, assignments, and classroom experiences are targeted to specific activities that a district level leader might perform in his or her job. Upon completion students will acquire the knowledge, dispositions and skills necessary to perform the functions of the chief executive officer and instructional leader of a school district.

In most cases, students will be required to be matriculated into a program prior to being able to register for classes. Students are expected to work closely with the assigned college adviser to ensure that the program of study and experience are both appropriate and meaningful for meeting individuals’ personal and professional goals.

The School District Leader:
The School District Leader (SDL) advanced certificate prepares students to assume most district-wide or multiple building responsibility leadership roles. Typical district leadership roles might include a district director of a specialty subject area, District Director of Instruction, Assistant Superintendent, or Superintendent of Schools. The cornerstone courses for the SDL program (EDA 601 & EDA 602) are typically offered in the summer over 9 full-days as part of a Summer Leadership Academy. Program completion requires students to meet New York State SDL qualifications for certification including a master's degree, 60 graduate hours, and have at least three years of grade P-12 full time teaching experience, public or private, or three years of experience in Pupil Personnel Services (PPS), or three years of school leadership experience.

Program Contacts:
Dr. Deborah Shea
Graduate Coordinator of the Education Leadership and Administration programs
Email: shead@strose.edu

Program Webpage:
Educational Leadership & Administration

Program Requirements:

Students must first meet course and credit requirements for the School Building Leader (SBL) Advanced Certificate (a minimum of 24 credits). The number of credits and course requirements for completion of the School District Leader (SDL) Advanced Certificate program depends upon several variables, including possessing a master’s degree and where the student completed the SBL certification preparation. If a student graduated from The College of Saint Rose Educational Leadership SBL program within the previous 6 years and met other requirements, the student can complete the program with 6 additional credits. The courses required are EDA 601 District Level Leadership & Management, and EDA 602 School District/Community Policy & Politics. Students completing SBL administrative work at other colleges, or students who completed the program at The College of Saint Rose more than 6 years from the date of application, will typically need a minimum of 6-9 additional credits (in addition to the six credits mentioned above) to meet the SDL preparation requirements. The course requirements for these students are determined at the time of application and depend upon background and preparation. Students may furnish a copy of the transcript for review by the departmental faculty who can provide pending course requirements after student acceptance into the program. Students with school administration preparation backgrounds from other institutions would be required at a minimum to take EDA 505, Principles of Leadership, and EDA 590, Culturally Responsive Leadership in addition to the course requirements described above. These courses are typically offered in the fall semester.

New York State Certification Tests:
The New York State Education Department requires candidates for the School District Leadership (SDL) certificate to successfully complete the written and performance components of the State assessment in School District Leadership. Successful completion of the State assessment is also required in order for the Certificate of
Advanced Study to be awarded by The College of Saint Rose. For further information on testing: http://www.nystce.nesinc.com/index.asp

a. Pre-Requisite Core (18 Credits)

EDA 503  Curr Ldrshp for Equity  3
EDA 505  Principles of Ed Ldrshp&Admin  3
EDA 510  Suprvsn of Tching & Lrning  3
EDA 540  Education Law, Ethics & Policy  3
EDA 550  Sch Fin, Res Plan & Pers Mgmt  3
EDA 590  Culturally Responsive Ldrshp  3

b. Pre-Requisite Internship (6 Credits)

Students must have completed a minimum of 12 credits at The College of Saint Rose before initiating the internship. Students must also complete EDA 510 Supervision & Teacher Development prior to initiating part II of the internship, EDA 547. Fingerprinting clearance from the New York State Department of Education is also required prior to initiating the internship. Fingerprinting information is available on the NYSED “TEACH” website: http://www.highered.nysed.gov/tecert/teach.

EDA 546  Part 1 Intern:Educ Lead & Admin  3
EDA 547  Part 2 Intern:Educ Lead & Admi  3

Fingerprinting clearance for the New York State Department of Education is required prior to internship. Fingerprinting information is available on the New York State Department of Education “TEACH” website, http://www.highered.nysed.gov/tecert/teach.

c. Required Core for All SDL Program Students (6 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDA 601</td>
<td>District Level Leadership &amp; Mg</td>
</tr>
<tr>
<td>EDA 602</td>
<td>School Dis/Com Policy &amp; Politi</td>
</tr>
</tbody>
</table>

EDA 601 and EDA 602 must be taken together.

d. Additional Required Courses for Students with SBL Certification from Other Institutions or with Older Program Credits (6-9 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDA 505</td>
<td>Principles of Ed Ldrshp&amp;Admin</td>
</tr>
<tr>
<td>EDA 590</td>
<td>Culturally Responsive Ldrshp</td>
</tr>
</tbody>
</table>

Actual required courses are determined by a review of students' transcripts by departmental faculty.

e. Required Workshops (0 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 602</td>
<td>Violence Prevention</td>
</tr>
<tr>
<td>EDU 603</td>
<td>Child Abuse Prevention</td>
</tr>
<tr>
<td>EDU 611</td>
<td>Dignity For All Students</td>
</tr>
</tbody>
</table>

Final Evaluation

The final evaluation of SDL candidates is based on the following criteria:

1. Demonstrated competency in all additional course work.
2. Candidates are required to successfully complete the written and performance components of the State assessment in School District Leadership.
3. In accordance with New York State Education Law, the student will have completed a Master’s Degree and the student will have earned a total of 60 graduate hours inclusive of the master’s degree and the required program described above.

Professional Accreditation:

The College of Saint Rose, sponsored by the Sisters of Saint Joseph of Carondelet, Albany Province, is chartered by the Board of Regents of New York State. All of its degrees and programs are registered and its professional programs are fully approved by the Board of Regents through the New York State Education Department.

The College of Saint Rose is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104 (267-284-5000). The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

The specialized accrediting agencies noted below are recognized by the U.S. Secretary of Education and/or the Council for Higher Education Accreditation: Programs offered by The College of Saint Rose for the preparation of all school professionals, leading to initial and advanced certifications, are accredited by the National Council for Accreditation of Teacher Education (NCATE).

Admissions and Financial Aid Information:

General Admission Information

Eligibility for admission to The College of Saint Rose graduate programs is typically based upon the following minimum requirements:

1. Submission of a completed application, a resume, and Statement of Purpose of approximately 300 words detailing the applicant's goals for graduate study.
2. Evidence of the possession of a U.S. baccalaureate degree or equivalent from an accredited institution through submission of official transcripts from all post-secondary education.
3. Academic and professional qualifications for graduate study, as indicated by two letters of recommendation. The Communication Sciences & Disorders and School Psychology programs require three letters of recommendation.
4. A grade point average of 3.0 (on a 4.0 scale), overall and in the undergraduate major.
5. Other admission criteria specified by academic programs such as submission writing samples, portfolios, test scores, and participation in interviews or admissions workshops.

Applicants to The College of Saint Rose are responsible for completing their applications by submitting all required components. Prospective students can access the online application and application instructions at www.strose.edu/gradapply.

See Graduate Admissions section (p. 10) for more information.

Financial Aid

The College of Saint Rose has long been committed to the premise that a quality education should be within the reach of qualified students. To this end, the College serves its student body through a
comprehensive program of federal, state, and institutional financial aid. While the basic responsibility for financing education lies with the students and their families, scholarships, loans, and/or assistantships can supplement insufficient family resources. The amount of aid available through the College is limited and is awarded on the basis of academic merit. All financial assistance from the College is subject to adjustment if the recipients are later granted aid from other sources. Financial aid awards are contingent upon students’ maintaining good academic standing and satisfactory academic progress.

See Financial Aid section (p. 13) for more information.

**Additional Admission Information:**
For admission to the program, applicants must provide the following:

1. A completed application from The College of Saint Rose;
2. Official transcripts from all colleges/universities attended;
3. Verification of permanent or professional certification status;
4. For SDL admission, verification of at least three years of approved teaching and/or pupil personnel experience in a P-12 school setting or verification of at least three years of approved administrative experience in a P-12 school setting may be substituted for the teaching and/or pupil personnel experience for SDL certification but not for SBL certification; and
5. At least two letters of recommendation: one from a school administrator, which must attest to the individual’s good character and potential as an administrator; and one from a professional who is qualified to evaluate the applicant’s scholarship. It is expected that the school administrator who acts as a reference for the applicant will be willing to mentor the applicant throughout the applicant’s administrative program at The College of Saint Rose.

For more information regarding application and admission, please visit the web page: [http://www.strose.edu/admissions/graduate-students/](http://www.strose.edu/admissions/graduate-students/).

**Find Out More:**
- Mission and History
- Academic Policies
- Academic Integrity
- Academic Scholarship
- Faculty Directory
- Library
- Technology
- Career Center
- Academic Support Center
- Study Abroad
- Residence Life
- Student Life
- Health Service
- Spiritual Life
- Community Service
- Athletics

### School Psychology - MSED + ADV CERT

**Program Overview:**
The School Psychology Program has full approval from the National Association of School Psychologists. Following the scientist practitioner model, students are prepared for careers as certified school psychologists. The program provides students with an interdisciplinary curriculum that integrates school psychology, educational psychology, counseling and special education, and provides them, as well with a supervised field experience in practicum and internship settings. The program embraces a systems-based, culturally informed approach. The program leads to a Certificate of Advanced Study (C.A.S) in School Psychology. The C.A.S. is a 69-credit program that includes a Master of Science in Education (M.S.Ed.) embedded in the curriculum sequence. The program entails three years of full-time study; the final year is a full-time field placement internship.

**Program Contacts:**
Andrew Shanock, PhD, NCSP
Eduational & School Psychology Department Chair
Email: shanocka@strose.edu

**Program Webpage:**
School Psychology C.A.S.

**Program Requirements:**
The Master of Science in Education is awarded at the end of the third semester and requires the successful completion of 30 credits as outlined in Scheme III of the Education Psychology Master’s program. The C.A.S. is awarded at the end of the three-year training program. It requires successful completion of 39 credits beyond the master’s degree and includes 15 credits of direct practicum and internship experience. The 69 credits of graduate course work include:

**School Psychology (42 Credits)**
- SPY 500 Intro to School Psychology 3
- SPY 501 Assessment I: Cognition 3
- SPY 502 Assessment II: Academic 3
- SPY 505 Assess III: Social Emotional 3
- SPY 503 Child & Adoles Psychopathology 3
- SPY 525 Sch Psychology Consultation 3
- SPY 530 Ment Hlth Interventions in SPY 3
- SPY 531 Advanced Dev Psychology 3
- SPY 510 Academic Interventions 3
- SPY 585 Pract Sch Psy/Ethics Sem 3
- SPY 590 Internship School Psychology 6
- SPY 591 Adv Internship Schl Psych 6
- SPY 700 Praxis Review 0

**Educational Psychology (15 Credits)**
- EPY 500 Educational Research 3
- EPY 524 Theories of Learning 3
- EPY 529 Measurement, Stats, Appraisal 3
- EPY 535 Psychology of Diversity 3
**Counseling (6 Credits)**

- CSL 528 Clinical Counsel Skills 3
- CSL 553 Group Counseling & Dynamics 3

**Special Education (6 Credits)**

- SED 501 IntroToChild w/Dis/Ed Settings 3
- SED 512 Classrm Mngmr Individ Behav 3

**New York State-approved mandated training in the following areas is also required:**

- EDU 602 Violence Prevention 0
- EDU 603 Child Abuse Prevention 0
- EDU 606 Univ Prc & Conf AIDS/HIV 0
- EDU 611 Dignity For All Students 0
- EPY 637 Substance Abuse Workshop 0

**Final Evaluation for MS in Education**

Students will meet the requirements for the degree by satisfactorily completing all course work and demonstrating an integration of this course work in the integrative seminar (EPY 592). As part of the final evaluation, students will engage in a roundtable presentation of a major paper during the research seminar.

**Admissions and Financial Aid Information:**

**General Admission Information**

Eligibility for admission to The College of Saint Rose graduate programs is typically based upon the following minimum requirements:

1. Submission of a completed application, a resume, and Statement of Purpose of approximately 300 words detailing the applicant’s goals for graduate study.
2. Evidence of the possession of a U.S. baccalaureate degree or equivalent from an accredited institution through submission of official transcripts from all post-secondary education.
3. Academic and professional qualifications for graduate study, as indicated by two letters of recommendation. The Communication Sciences & Disorders and School Psychology programs require three letters of recommendation.
4. A grade point average of 3.0 (on a 4.0 scale), overall and in the undergraduate major.
5. Other admission criteria specified by academic programs such as submission writing samples, portfolios, test scores, and participation in interviews or admissions workshops.

Applicants to The College of Saint Rose are responsible for completing their applications by submitting all required components. Prospective students can access the online application and application instructions at www.strose.edu/gradapply.

See Graduate Admissions section (p. 10) for more information.

**Financial Aid**

The College of Saint Rose has long been committed to the premise that a quality education should be within the reach of qualified students. To this end, the College serves its student body through a comprehensive program of federal, state, and institutional financial aid. While the basic responsibility for financing education lies with the students and their families, scholarships, loans, and/or assistantships can supplement insufficient family resources. The amount of aid available through the College is limited and is
awarded on the basis of academic merit. All financial assistance from the College is subject to adjustment if the recipients are later granted aid from other sources. Financial aid awards are contingent upon students' maintaining good academic standing and satisfactory academic progress.

See Financial Aid section (p. 13) for more information.

**Additional School Psychology Admission Information:**

All candidates accepted into the School Psychology program will be admitted in the fall semester. Admission to the C.A.S. program will be based upon the following:

1. Submission of all necessary documentation specified in the application packet available from the Graduate Admissions office;
2. Possession of a baccalaureate degree from an accredited institution;
3. Personal and academic qualifications for graduate study as indicated by three letters of recommendation; at least two by professors;
4. A grade point average of 3.0 (4.0 scale) or better in the undergraduate major and overall; and
5. Attendance at an admissions workshop, which includes group and individual interviews and a writing exercise.

All accepted students must attend a School Psychology orientation session at the beginning of the first semester of program enrollment.

**Find Out More:**

- Mission and History
- Academic Policies
- Academic Integrity
- Academic Scholarship
- Faculty Directory
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- Technology
- Career Center
- Academic Support Center
- Study Abroad
- Residence Life
- Student Life
- Health Service
- Spiritual Life
- Community Service
- Athletics

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**Special Education: Adolescence (Grades 7-12) Generalist - MSED**

**Program Overview:**

The Special Education Adolescence Grades 7-12 Generalist Program is designed for students who hold provisional certification in secondary education or initial certification in adolescence education at the time of acceptance to the program. Students with the following content emphases may apply to this program option: Biology, Chemistry, Earth Science, English, Mathematics, Social Studies or Spanish. This program requires a minimum of 33 credits of study and includes a three-credit student teaching experience (that may be completed during summers). To be eligible for the New York State special education certification, the candidate must successfully complete the New York State Teacher Certification Examinations required by The New York State Department of Education. Fingerprinting clearance from The New York State Department of Education is required prior to doing SED 504. Certification exam information and fingerprinting information/processing are available at the New York State Department of Education “TEACH” website http://www.highered.nysed.gov/teach/teach. Consult the Graduate Catalog for more information on Certification in Literacy, an Extension in Bilingual Education and the Grade Level Extensions for 5-6.

**Objectives for Programs in Special Education**

The objectives for the Special Education Programs have been developed within the context of goals set by the professional accrediting bodies including the Association for Advancing Quality in Educator Preparation (AAQEP), Interstate Teacher Assessment and Support Consortium (InTASC), Council for Exceptional Children (CEC) and the professional organizations guiding each content discipline.

Upon completion of a graduate program in Special Education at The College of Saint Rose, candidates will:

1. Demonstrate respect for all P-12 students as unique individuals by advancing their learning and development.
2. Create inclusive and supportive learning environments within a variety of school settings where cultural understanding, safety and emotional well-being, positive social interactions, and active engagement in learning is promoted.
3. Incorporate understanding of learner development, individual learning differences, and diversity in their teaching practices to positively impact the social, academic, and communication skills of P-12 students.
4. Use multiple types of assessment tools for a variety of educational decisions that inform instruction for all P-12 students.
5. Demonstrate understanding of the central concepts, tools of inquiry, and discipline-specific practices to teach curricular content knowledge related to the New York State P-12 Common Core Learning Standards.
6. Plan and use a variety of evidence-based instructional strategies to provide effective group and individual instructions for P-12 students' learning and development.

7. Collaborate with families, students, educators, related service providers, and personnel from community agencies to have a positive impact on student learning.

8. Incorporate the elements of professional learning and ethical practice to assure that the legal rights and responsibilities of students, caretakers, and professionals are upheld.

9. Demonstrate understanding of research and applied professional practice by using inquiry and data collection to establish priorities, enhance teaching, and continually inform instructional decisions.

10. Demonstrate the ability to plan and teach using the principles of Universal Design for Learning, which includes current and appropriate educational and assistive technologies, supplemental materials, and community resources to benefit the needs of all learners.

**Program Contacts:**

Dr. Susan DeLuke  
*Literacy & Special Education Department Co-Chair*

Email: delukes@strose.edu

**Program Webpage:**

Special Education Adolescence Grades 7-12 Generalist M.S.E.D.

**Program Requirements:**

**a. Educational Research (6-9 Credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SED 506</td>
<td>Found/Issues/Resrch in Spec Ed</td>
<td>3</td>
</tr>
<tr>
<td>SED 590</td>
<td>Res Seminar Sp Ed</td>
<td>3</td>
</tr>
<tr>
<td>SED 599</td>
<td>Thesis in Special Education</td>
<td>3 or 6</td>
</tr>
</tbody>
</table>

Students selecting Thesis should take it for 3 credits to stay within the 33 credits.

**b. Core Coursework (9 Credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SED 512</td>
<td>Classrm Mngmnt Individ Behav</td>
<td>3</td>
</tr>
<tr>
<td>SED 519</td>
<td>Inst Prac Divers Learn Eng Soc</td>
<td>3</td>
</tr>
<tr>
<td>SED 530</td>
<td>Inst Pract Diverse Learn; MST</td>
<td>3</td>
</tr>
</tbody>
</table>

**c. Advanced Pedagogy in Special Education (9 Credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SED 529</td>
<td>Transition Asses Pln Std w/Dis</td>
<td>3</td>
</tr>
<tr>
<td>SED 566</td>
<td>Assess Students w/Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SIE 566</td>
<td>Assess Content Instruct &amp; Indiv</td>
<td>3</td>
</tr>
<tr>
<td>SED 522</td>
<td>Autism Spectrum Disorders</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>or</td>
<td></td>
</tr>
<tr>
<td>SED 567</td>
<td>AdvThry/Prac Tch Chldw/EBD</td>
<td>3</td>
</tr>
</tbody>
</table>

**d. Literacy Coursework (6 Credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LRC 521</td>
<td>Adv Literacy Improvmt G 5-12</td>
<td>3</td>
</tr>
<tr>
<td>LRC 528</td>
<td>Read &amp; Write for Adol w/ Disab</td>
<td>3</td>
</tr>
</tbody>
</table>

**e. Student Teaching or Internship in Special Education (3 Credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SED 504</td>
<td>On-Site Prof Exp Child Ed</td>
<td>3</td>
</tr>
<tr>
<td>SED 505</td>
<td>On-Site Prof Exp Sem Child Ed</td>
<td>0</td>
</tr>
<tr>
<td>SED 594</td>
<td>Internship in Spec Educ</td>
<td>0-3</td>
</tr>
<tr>
<td>SED 595</td>
<td>Internship Seminar</td>
<td>0 or 3</td>
</tr>
</tbody>
</table>

**f. Workshops Requirements (0 Credits)**

<table>
<thead>
<tr>
<th>Workshop</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 602</td>
<td>Violence Prevention</td>
<td>0</td>
</tr>
<tr>
<td>EDU 603</td>
<td>Child Abuse Prevention</td>
<td>0</td>
</tr>
<tr>
<td>EDU 606</td>
<td>Univ Prc &amp; Conf AIDS/HIV</td>
<td>0</td>
</tr>
<tr>
<td>EDU 611</td>
<td>Dignity For All Students</td>
<td>0</td>
</tr>
<tr>
<td>EPY 637</td>
<td>Substance Abuse Workshop</td>
<td>0</td>
</tr>
</tbody>
</table>

Waived for candidates who met this requirement as part of their provisional secondary education or initial adolescence education certification requirements.

**Internship/Field Experience/Service:**

**Required Course:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SED 504</td>
<td>On-Site Prof Exp Child Ed</td>
<td>3</td>
</tr>
<tr>
<td>SED 594</td>
<td>Internship in Spec Educ</td>
<td>0-3</td>
</tr>
</tbody>
</table>

A full-year paid internship opportunity is available to those applicants who possess provisional or initial certification in early childhood (birth-grade 2), childhood (grades 1-6), or adolescence (grades 7-12), and are enrolled in a Special Education graduate program at The College of Saint Rose. Interns are placed in inclusive classrooms for the district school year under the supervision of special education teachers. Interested applicants should contact the Graduate and Continuing Education Admissions office for the internship application. Interns must complete a minimum of 18 credits of their required course work prior to beginning their internship placements. Internship placements begin in September of each school year. An interview may be required with the internship coordinator.

**Culminating Academic Experiences:**

**Required Courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SED 505</td>
<td>On-Site Prof Exp Sem Child Ed</td>
<td>0</td>
</tr>
<tr>
<td>SED 595</td>
<td>Internship Seminar</td>
<td>0 or 3</td>
</tr>
<tr>
<td>SED 590</td>
<td>Res Seminar Sp Ed</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>or</td>
<td></td>
</tr>
<tr>
<td>SED 599</td>
<td>Thesis in Special Education</td>
<td>3 or 6</td>
</tr>
</tbody>
</table>

**Professional Accreditation:**

The College of Saint Rose, sponsored by the Sisters of Saint Joseph of Carondelet, Albany Province, is chartered by the Board of Regents of New York State. All of its degrees and programs are registered and its professional programs are fully approved by the Board of Regents through the New York State Education Department.

The College of Saint Rose is accredited by the Middle States Commission on Higher Education, 3624 Market Street,
Admissions and Financial Aid Information:

General Admission Information
Eligibility for admission to The College of Saint Rose graduate programs is typically based upon the following minimum requirements:

1. Submission of a completed application, a resume, and Statement of Purpose of approximately 300 words detailing the applicant’s goals for graduate study.
2. Evidence of the possession of a U.S. baccalaureate degree or equivalent from an accredited institution through submission of official transcripts from all post-secondary education.
3. Academic and professional qualifications for graduate study, as indicated by two letters of recommendation. The Communication Sciences & Disorders and School Psychology programs require three letters of recommendation.
4. A grade point average of 3.0 (on a 4.0 scale), overall and in the undergraduate major.
5. Other admission criteria specified by academic programs such as submission writing samples, portfolios, test scores, and participation in interviews or admissions workshops.

Applicants to The College of Saint Rose are responsible for completing their applications by submitting all required components. Prospective students can access the online application and application instructions at www.strose.edu/gradapply. See Graduate Admissions section (p. 10) for more information.

Financial Aid
The College of Saint Rose has long been committed to the premise that a quality education should be within the reach of qualified students. To this end, the College serves its student body through a comprehensive program of federal, state, and institutional financial aid. While the basic responsibility for financing education lies with the students and their families, scholarships, loans, and/or assistantships can supplement insufficient family resources. The amount of aid available through the College is limited and is awarded on the basis of academic merit. All financial assistance from the College is subject to adjustment if the recipients are later granted aid from other sources. Financial aid awards are contingent upon students' maintaining good academic standing and satisfactory academic progress.

See Financial Aid section (p. 13) for more information.

Additional Admission Requirements for Special Education Adolescence:

- Certification requirement: Initial certification in adolescence education. A copy of the initial certification or certificate of qualification must be included with the application.
- Candidates must have 6 undergraduate credits in each of the following disciplines: English, Social Studies, Mathematics and Science (at least one laboratory science). These credits can be completed after admissions to the program.

Find Out More:
- Mission and History
- Academic Policies
- Academic Integrity
- Academic Scholarship
- Faculty Directory
- Library
- Technology
- Career Center
- Academic Support Center
- Study Abroad
- Residence Life
- Student Life
- Health Service
- Spiritual Life
- Community Service
- Athletics

Special Education: Certification in Special Education - ADV CERT

Program Overview:
The non-degree Certification-Only program in Special Education is open only to students holding a master’s degree or who are earning a master's in another area of education, and who hold New York State teacher certification in early childhood, childhood, middle or adolescence education. The program leads to initial special education certification at the level of corresponding general education certification already held. Students must select assessment and curriculum course work at the level that corresponds to their certification. Student teaching is required and can be completed during a Summer Session provided the candidate has completed the required pre-requisite course work. To be eligible for New York State special education certification, the candidate must successfully complete the Content Specialty Examination in Special Education. Fingerprinting clearance from The New York State Education Department is required prior to doing SED 504. Fingerprinting information/processing is available at the New York State Department of Education “TEACH” website http://www.highered.nysed.gov/ctcert/teach. The College of Saint Rose only recommends candidates for New York State certification.
upon completion of the entire 15-credit program of study at The College of Saint Rose, including student teaching. New York State Education Department required course work in teaching individuals with autism spectrum disorders is integrated into the required courses for certification. If a candidate applies for certification through transcript review, it is necessary to take an additional workshop from an approved provider on teaching individuals with autism spectrum disorders.

Objectives for Programs in Special Education

The objectives for the Special Education Programs have been developed within the context of goals set by the professional accrediting bodies including the Council for the Accreditation Educator Preparation (CAEP), Interstate Teacher Assessment and Support Consortium (InTASC), Council for Exceptional Children (CEC) and the professional organizations guiding each content discipline.

Upon completion of a graduate program in Special Education at The College of Saint Rose, candidates will:

1. Demonstrate respect for all P-12 students as unique individuals by advancing their learning and development.
2. Create inclusive and supportive learning environments within a variety of school settings where cultural understanding, safety and emotional well-being, positive social interactions, and active engagement in learning is promoted.
3. Incorporate understanding of learner development, individual learning differences, and diversity in their teaching practices to positively impact the social, academic, and communication skills of P-12 students.
4. Use multiple types of assessment tools for a variety of educational decisions that inform instruction for all P-12 students.
5. Demonstrate understanding of the central concepts, tools of inquiry, and discipline-specific practices to teach curricular content knowledge related to the New York State P-12 Common Core Learning Standards.
6. Plan and use a variety of evidence-based instructional strategies to provide effective group and individual instructions for P-12 students’ learning and development.
7. Collaborate with families, students, educators, related service providers, and personnel from community agencies to have a positive impact on student learning.
8. Incorporate the elements of professional learning and ethical practice to assure that the legal rights and responsibilities of students, caretakers, and professionals are upheld.
9. Demonstrate understanding of research and applied professional practice by using inquiry and data collection to establish priorities, enhance teaching, and continually inform instructional decisions.
10. Demonstrate the ability to plan and teach using the principles of Universal Design for Learning, which includes current and appropriate educational and assistive technologies, supplemental materials, and community resources to benefit the needs of all learners.

Program Contacts:
Dr. Frances Ihle
Literacy & Special Education Department Co-Chair
Email: ihlef@strose.edu

Program Webpage:
Special Education Certification Only C.A.S.

Program Requirements:
a. Special Education Foundations (3 Credits)
Select one.

- SED 501 IntroToChild w/Dis/Ed Settings 3
- SED 515 Fnd&Pract Incl Stud w/Dis PK-6 3
- SIE 515 Fnd&Prac Incl Stud w/Dis 7-12 3

b. Behavior Management (3 Credits)
- SED 512 Classrm Mgmt Individ Behav 3

c. Assessment of Students with Disabilities (3 Credits)
Select one. Course must match level of certification sought.

- SED 529 Transition Assn Pln Std w/Dis 3
- SED 549 Assess & Tch Yng Chld w/Disabi 3
- SED 550 Dev Asses Young Child 3
- SED 568 Assess/Instruction Practices 3
- SIE 566 Assess Content Instruc & Indiv 3

d. Special Education Curriculum (3 Credits)
Select one. Course must match level of certification sought.

- SED 517 Adapting Instruction for Stdt 3
- SED 518 Child Methods in Math,Sci,Tech 3
- SED 519 Instr Prac Divers Learn Eng Soc 3
- SED 522 Autism Spectrum Disorders 3
- SED 538 Curricula for Young Children 3
- SED 539 Instruct Pract in SpEd Gr 7-12 3
- SED 544 Soc Interv Autism Spec Disor 3
- SED 567 AdvThry/Prc Tch Chldw/EBD 3

e. Student Teaching (3 Credits)
Placement must match level of certification sought.

- SED 504 On-Site Prof Exp Child Ed 3
- SED 505 On-Site Prof Exp Sem Child Ed 0

Internship/Field Experience/Service:
Required Course:

- SED 504 On-Site Prof Exp Child Ed 3

Internship Opportunity in Special Education

A full-year paid internship opportunity is available to those applicants who possess provisional or initial certification in early childhood (birth-grade 2), childhood (grades 1-6), or adolescence (grades 7-12), and are enrolled in a Special Education graduate program at The College of Saint Rose. Interns are placed in inclusive classrooms for the district school year under the
supervision of special education teachers. Interested applicants should contact the Graduate and Continuing Education Admissions office for the internship application. Interns must complete a minimum of 18 credits of their required course work prior to beginning their internship placements. Internship placements begin in September of each school year. An interview may be required with the internship coordinator.

Culminating Academic Experiences:
Required Course:
SED 505 On-Site Prof Exp Sem Child Ed 0

Professional Accreditation:
The College of Saint Rose, sponsored by the Sisters of Saint Joseph of Carondelet, Albany Province, is chartered by the Board of Regents of New York State. All of its degrees and programs are registered and its professional programs are fully approved by the Board of Regents through the New York State Education Department.

The College of Saint Rose is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104 (267-284-5000). The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

The specialized accrediting agencies noted below are recognized by the U.S. Secretary of Education and/or the Council for Higher Education Accreditation: Programs offered by The College of Saint Rose for the preparation of all school professionals, leading to initial and advanced certifications, are accredited by the National Council for Accreditation of Teacher Education and the Council for the Accreditation of Educator Preparation (CAEP).

Admissions and Financial Aid Information:
General Admission Information
Eligibility for admission to The College of Saint Rose graduate programs is typically based upon the following minimum requirements:

1. Submission of a completed application, a resume, and Statement of Purpose of approximately 300 words detailing the applicant’s goals for graduate study.
2. Evidence of the possession of a U.S. baccalaureate degree or equivalent from an accredited institution through submission of official transcripts from all post-secondary education.
3. Academic and professional qualifications for graduate study, as indicated by two letters of recommendation. The Communication Sciences & Disorders and School Psychology programs require three letters of recommendation.
4. A grade point average of 3.0 (on a 4.0 scale), overall and in the undergraduate major.
5. Other admission criteria specified by academic programs such as submission writing samples, portfolios, test scores, and participation in interviews or admissions workshops.

Applicants to The College of Saint Rose are responsible for completing their applications by submitting all required components. Prospective students can access the online application and application instructions at www.strose.edu/gradapply. See Graduate Admissions section (p. 10) for more information.

Financial Aid
The College of Saint Rose has long been committed to the premise that a quality education should be within the reach of qualified students. To this end, the College serves its student body through a comprehensive program of federal, state, and institutional financial aid. While the basic responsibility for financing education lies with the students and their families, scholarships, loans, and/or assistantships can supplement insufficient family resources. The amount of aid available through the College is limited and is awarded on the basis of academic merit. All financial assistance from the College is subject to adjustment if the recipients are later granted aid from other sources. Financial aid awards are contingent upon students’ maintaining good academic standing and satisfactory academic progress.

See Financial Aid section (p. 13) for more information.

Additional Admission Requirements for Special Education Certification Only:
• Certification requirement: Initial certification in early childhood education, childhood education, or adolescence Education. A copy of the initial certification or certificate of qualification must be included with the application.
• Adolescence (Grades 7-12) Generalist requirement: Candidates must have 6 credits in each of the following disciplines: English, Social Studies, Mathematics and Science (at least one laboratory science).

Find Out More:
• Mission and History
• Academic Policies
• Academic Integrity
• Academic Scholarship
• Faculty Directory
• Library
• Technology
• Career Center
• Academic Support Center
• Study Abroad
• Residence Life
• Student Life
• Health Service
• Spiritual Life
• Community Service
• Athletics
Special Education: Childhood (Grades 1-6) - MSED

Program Overview:
The Special Education Childhood Grades 1-6 Program is designed for students who hold provisional certification in elementary education or initial certification in childhood education at the time of acceptance to the program. This program requires a minimum of 33 credits of study and includes a three-credit student teaching experience (that may be completed during summers) under the guidance of a special educator. To be eligible for the New York State special education certification, the candidate must successfully complete the New York State Teacher Certification Examinations required by The New York State Department of Education. Fingerprinting clearance from The New York State Department of Education is required prior to doing SED 504. Certification exam information and fingerprinting information/processing is available at the New York State Department of Education “TEACH” website. Consult the Graduate Catalog for more information on Certification in Literacy, an Extension in Bilingual Education and Grade Level Extensions for 7-9.

Objectives
The objectives for the Special Education Programs have been developed within the context of goals set by the professional accrediting bodies including including Association for Advancing Quality in Educator Preparation (AAQEP), Interstate Teacher Assessment and Support Consortium (InTASC), Council for Exceptional Children (CEC) and the professional organizations guiding each content discipline.

Upon completion of a graduate program in Special Education at The College of Saint Rose, candidates will:

1. Demonstrate respect for all P-12 students as unique individuals by advancing their learning and development.
2. Create inclusive and supportive learning environments within a variety of school settings where cultural understanding, safety and emotional well-being, positive social interactions, and active engagement in learning is promoted.
3. Incorporate understanding of learner development, individual learning differences, and diversity in their teaching practices to positively impact the social, academic, and communication skills of P-12 students.
4. Use multiple types of assessment tools for a variety of educational decisions that inform instruction for all P-12 students.
5. Demonstrate understanding of the central concepts, tools of inquiry, and discipline-specific practices to teach curricular content knowledge related to the New York State P-12 Common Core Learning Standards.
6. Plan and use a variety of evidence-based instructional strategies to provide effective group and individual instructions for P-12 students’ learning and development.
7. Collaborate with families, students, educators, related service providers, and personnel from community agencies to have a positive impact on student learning.
8. Incorporate the elements of professional learning and ethical practice to assure that the legal rights and responsibilities of students, caretakers, and professionals are upheld.
9. Demonstrate understanding of research and applied professional practice by using inquiry and data collection to establish priorities, enhance teaching, and continually inform instructional decisions.
10. Demonstrate the ability to plan and teach using the principles of Universal Design for Learning, which includes current and appropriate educational and assistive technologies, supplemental materials, and community resources to benefit the needs of all learners.

Program Contacts:
Dr. Frances Ihle
Literacy & Special Education Department Co-Chair
Email: ihlef@strose.edu

Program Webpage:
Special Education Childhood Grades 1-6 M.S.E.D

Program Requirements:

a. Educational Research (6-9 Credits)
- SED 506 Found/Issues/Resrch in Spec Ed 3
- SED 590 Res Seminar 3
- or SED 595 Internship Seminar 0 or 3
- or SED 599 Thesis in Special Education 3 or 6

SED 595 (required for students completing the internship)
Thesis may increase the total credit hours for the program from 33 to 36. Candidates may register for 3 credits of Thesis to stay at 33 credits.

b. Core Course Work (9 Credits)
- SED 512 Classrm Mngmnt Individ Behav 3
- SED 517 Adapting Instruction for Stmnt 3
- SED 518 Child Methods in Math,Sci,Tech 3

c. Advanced Pedagogy in Special Education (9 Credits)
- SED 566 Assess Students w/Disabilities 3
- SED 568 Assess/Instruction Practices 3
- SED 522 Autism Spectrum Disorders 3
- or SED 567 AdvThry/Prac Tch Childw/EBD 3

d. Literacy Course Work (6 Credits)
- LRC 520 Adv Devel Literacy (Birth-G 6) 3
- or LRC 525 Theories/Tchg Writing 3
- LRC 546 Diagnosis & Remed Lit Prob 3
- or LRC 570 Literacy for Eng Lang Learners 3

e. Student Teaching or Internship in Special Education (3 Credits)
work and best practices. This research project is completed as part of the course requirements for SED 590 Research Seminar in Special Education.

Professional Accreditation:
The College of Saint Rose, sponsored by the Sisters of Saint Joseph of Carondelet, Albany Province, is chartered by the Board of Regents of New York State. All of its degrees and programs are registered and its professional programs are fully approved by the Board of Regents through the New York State Education Department.

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The specialized accrediting agencies noted below are recognized by the U.S. Secretary of Education and/or the Council for Higher Education Accreditation: Programs offered by The College of Saint Rose for the preparation of all school professionals, leading to initial and advanced certifications, are undergoing the process to be accredited by the Association for Advancing Quality in Educator Preparation (AAQEP).

Admissions and Financial Aid Information:
General Admission Information
Eligibility for admission to The College of Saint Rose graduate programs is typically based upon the following minimum requirements:

1. Submission of a completed application, a resume, and Statement of Purpose of approximately 300 words detailing the applicant’s goals for graduate study.

2. Evidence of the possession of a U.S. baccalaureate degree or equivalent from an accredited institution through submission of official transcripts from all post-secondary education.

3. Academic and professional qualifications for graduate study, as indicated by two letters of recommendation. The Communication Sciences & Disorders and School Psychology programs require three letters of recommendation.

4. A grade point average of 3.0 (on a 4.0 scale), overall and in the undergraduate major.

5. Other admission criteria specified by academic programs such as submission writing samples, portfolios, test scores, and participation in interviews or admissions workshops.

Applicants to The College of Saint Rose are responsible for completing their applications by submitting all required components. Prospective students can access the online application and application instructions at www.strose.edu/gradapply.

See Graduate Admissions section (p. 10) for more information.

Financial Aid
The College of Saint Rose has long been committed to the premise that a quality education should be within the reach of qualified
students. To this end, the College serves its student body through a comprehensive program of federal, state, and institutional financial aid. While the basic responsibility for financing education lies with the students and their families, scholarships, loans, and/or assistantships can supplement insufficient family resources. The amount of aid available through the College is limited and is awarded on the basis of academic merit. All financial assistance from the College is subject to adjustment if the recipients are later granted aid from other sources. Financial aid awards are contingent upon students’ maintaining good academic standing and satisfactory academic progress.

See Financial Aid section (p. 13) for more information.

**Additional Admission Requirements for Special Education Childhood:**

- Certification requirement: Initial certification in childhood education. A copy of the initial certification or certificate of qualification must be included with the application.

**Find Out More:**

- Mission and History
- Academic Policies
- Academic Integrity
- Academic Scholarship
- Faculty Directory
- Library
- Technology
- Career Center
- Academic Support Center
- Study Abroad
- Residence Life
- Student Life
- Health Service
- Spiritual Life
- Community Service
- Athletics

**Special Education: Collaborative Support Teacher in Special Education Generalist (Grades 7-12) - MSED**

**Program Overview:**
The Collaborative-Support Teacher in Special Education Generalist (Adolescence Level) is designed to prepare educators who have previous preparation and certification in related fields of teaching outside of adolescence education and wish to become certified in special education at the adolescence level (Grades 7-12). Those entering with certification in another level of special education (Early Childhood Special Education or Childhood Special Education) will complete the **36 credit** program of study that includes a student teaching experience. Those with certification outside of special education including certification in Early Childhood Education, Childhood Education and specialty content areas including Art, Music, Physical Education, Health, Family and Consumer Sciences, Business, Educational Technology and Technology Education (Grades K-12) will complete the **45 credit** program of study. At the conclusion of the program, candidates will qualify for certification in the area of Students with Disabilities (SWD) Grade 7-12 Generalist. To be eligible for the New York State special education certification the candidate must successfully complete the Students with Disabilities-Teacher Certification Examinations required by the New York State Department of Education. Fingerprinting clearance from the New York State Department of Education is required prior to doing SED 574. Certification exam information and fingerprinting information/processing is available at the New York State Department of Education “TEACH” website http://www.highered.nysed.gov/tcert/teach.

**Objectives for Programs in Special Education**
The objectives for the Special Education Programs have been developed within the context of goals set by the professional accrediting bodies including the Council for the Accreditation Educator Preparation (CAEP), Interstate Teacher Assessment and Support Consortium (InTASC), Council for Exceptional Children (CEC) and the professional organizations guiding each content discipline.

Upon completion of a graduate program in Special Education at The College of Saint Rose, candidates will:

1. Demonstrate respect for all P-12 students as unique individuals by advancing their learning and development.

2. Create inclusive and supportive learning environments within a variety of school settings where cultural understanding, safety and emotional well-being, positive social interactions, and active engagement in learning is promoted.

3. Incorporate understanding of learner development, individual learning differences, and diversity in their teaching practices to positively impact the social, academic, and communication skills of P-12 students.

4. Use multiple types of assessment tools for a variety of educational decisions that inform instruction for all P-12 students.

5. Demonstrate understanding of the central concepts, tools of inquiry, and discipline-specific practices to teach curricular content knowledge related to the New York State P-12 Common Core Learning Standards.

6. Plan and use a variety of evidence-based instructional strategies to provide effective group and individual instructions for P-12 students’ learning and development.

7. Collaborate with families, students, educators, related service providers, and personnel from community agencies to have a positive impact on student learning.

8. Incorporate the elements of professional learning and ethical practice to assure that the legal rights and responsibilities of students, caretakers, and professionals are upheld.
9. Demonstrate understanding of research and applied professional practice by using inquiry and data collection to establish priorities, enhance teaching, and continually inform instructional decisions.

10. Demonstrate the ability to plan and teach using the principles of Universal Design for Learning, which includes current and appropriate educational and assistive technologies, supplemental materials, and community resources to benefit the needs of all learners.

Program Contacts:
Dr. Frances Ihle
Literacy & Special Education Department Co-Chair
Email: ihlef@strose.edu

Program Requirements:
Collaborative Support Teacher in Special Education (Grades 7-12)

Program Requirements (for candidates certified in Special Education B-2 or 1-6) 36 credits:
a. Credits of Educational Research (6-9 Credits)
   SED 506  Found/Issues/Resrch in Spec Ed  3
   SED 590  Res Seminar Sp Ed  3
   or
   SED 599  Thesis in Special Education  3 or 6

b. Development and Curriculum at the Adolescence Level (6 Credits)
   EPY 523  Adolesc Psych & Devel  3
   Advisor approved SEC course  3

c. Behavior and Social Emotional Curricula (3 Credits)
   SED 567  AdvThry/Prac Tch Chldw/EBD  3
   or
   SED 522  Autism Spectrum Disorders  3

d. Assessment in Special Education (6 Credits)
   SIE 566  Assess Content Instruc & Indiv  3
   SIE 529  Transition Asses Pn Std w/Dis  3

e. Instructional Planning, Advanced Pedagogy, and Collaboration (6 Credits)
   SED 519  Inst Prac Divers Learn Eng Soc  3
   or
   SIE 585  Instruc Div Lnrns:ENG/SOC ST  3
   SED 530  Inst Pract Diverse Learn; MST  3
   or
   SIE 586  Inst Diverse Learn:Mat/Sci/Tec  3

f. Literacy Coursework (6 Credits)
   LRC 521  Adv Literacy Improvmt G 5-12  3
   LRC 528  Read & Write for Adol w/ Disab  3

g. Student Teaching and Related Study (3 Credits)
   SED 574  On-site Prof Exp Adol CST  3
   SED 575  On-site Prof Exp Sem Adol CST  0

h. Additional Requirements (0 Credits)
   EDU 602  Violence Prevention  0
   EDU 603  Child Abuse Prevention  0
   EDU 606  Univ Prc & Conf AIDS/HIV  0

Program Requirements (for candidates certified in Early Childhood Education, Childhood Education and specialty content areas) 45 credits:
a. Credits of Educational Research (6-9 Credits)
   SED 506  Found/Issues/Resrch in Spec Ed  3
   SED 590  Res Seminar Sp Ed  3
   or
   SED 599  Thesis in Special Education  3 or 6

b. Development and Curriculum at the Adolescence Level (12 Credits)
   EPY 502  Survey of Educ Psychology  3
   EDU 506  Educational Foundations  3
   EPY 523  Adolesc Psych & Devel  3
   Advisor approved SEC course  3

c. Behavior and Social Emotional Curricula (6 Credits)
   SED 512  Classrm Mngmnt Individ Behav  3
   SED 567  AdvThry/Prac Tch Chldw/EBD  3
   or
   SED 522  Autism Spectrum Disorders  3

d. Assessment in Special Education (6 Credits)
   SIE 566  Assess Content Instruc & Indiv  3
   SED 529  Transition Asses Pn Std w/Dis  3

e. Instructional Planning, Advanced Pedagogy, and Collaboration (6 Credits)
   SED 519  Inst Prac Divers Learn Eng Soc  3
   or
   SIE 585  Instruc Div Lnrns:ENG/SOC ST  3
   SED 530  Inst Pract Diverse Learn; MST  3
   or
   SIE 586  Inst Diverse Learn:Mat/Sci/Tec  3

f. Literacy Coursework (6 Credits)
   LRC 521  Adv Literacy Improvmt G 5-12  3
   LRC 528  Read & Write for Adol w/ Disab  3

g. Student Teaching and Related Study (3 Credits)
   SED 574  On-site Prof Exp Adol CST  3
   SED 575  On-site Prof Exp Sem Adol CST  0

h. Additional Requirements (0 Credits)
   EDU 602  Violence Prevention  0
   EDU 603  Child Abuse Prevention  0
   EDU 606  Univ Prc & Conf AIDS/HIV  0
Final Evaluation for Programs in Special Education:
Graduate students in the Collaborative Support Teacher in Special Education Generalist Grades 7-12 program will meet the requirements for the degree by completing all course work at the satisfactory level (minimum of B grade). As part of the final evaluation, students will conduct and present an action research project that satisfactorily demonstrates the integration of course work and best practices. This research project is completed as part of the course requirements for SED 590 Research Seminar in Special Education.

Internship/Field Experience/Service: Required Courses:
- SED 574 On-site Prof Exp Adol CST 3
- SED 575 On-site Prof Exp Sem Adol CST 0

SED 574 requires a minimum of 50 days in the field for student teaching including 5 weeks in each of the 2 placements at the Adolescence Level, one in grades 7-9 and one in grades 10-12.

Culminating Academic Experiences: Required Courses:
- SED 590 Res Seminar Sp Ed 3
  or
- SED 599 Thesis in Special Education 3 or 6

Professional Accreditation:
The College of Saint Rose, sponsored by the Sisters of Saint Joseph of Carondelet, Albany Province, is chartered by the Board of Regents of New York State. All of its degrees and programs are registered and its professional programs are fully approved by the Board of Regents through the New York State Education Department.

The College of Saint Rose is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104 (267-284-5000). The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

The specialized accrediting agencies noted below are recognized by the U.S. Secretary of Education and/or the Council for Higher Education Accreditation: Programs offered by The College of Saint Rose for the preparation of all school professionals, leading to initial and advanced certifications, are accredited by the National Council for Accreditation of Teacher Education.

Admissions and Financial Aid Information:

General Admission Information

Eligibility for admission to The College of Saint Rose graduate programs is typically based upon the following minimum requirements:

1. Submission of a completed application, a resume, and Statement of Purpose of approximately 300 words detailing the applicant’s goals for graduate study.
2. Evidence of the possession of a U.S. baccalaureate degree or equivalent from an accredited institution through submission of official transcripts from all post-secondary education.
3. Academic and professional qualifications for graduate study, as indicated by two letters of recommendation. The Communication Sciences & Disorders and School Psychology programs require three letters of recommendation.
4. A grade point average of 3.0 (on a 4.0 scale), overall and in the undergraduate major.
5. Other admission criteria specified by academic programs such as submission writing samples, portfolios, test scores, and participation in interviews or admissions workshops.

Applicants to The College of Saint Rose are responsible for completing their applications by submitting all required components. Prospective students can access the online application and application instructions at www.strose.edu/gradapply.

See Graduate Admissions section (p. 10) for more information.

Financial Aid

The College of Saint Rose has long been committed to the premise that a quality education should be within the reach of qualified students. To this end, the College serves its student body through a comprehensive program of federal, state, and institutional financial aid. While the basic responsibility for financing education lies with the students and their families, scholarships, loans, and/or assistantships can supplement insufficient family resources. The amount of aid available through the College is limited and is awarded on the basis of academic merit. All financial assistance from the College is subject to adjustment if the recipients are later granted aid from other sources. Financial aid awards are contingent upon students’ maintaining good academic standing and satisfactory academic progress.

See Financial Aid section (p. 13) for more information.

Additional Collaborative Support Teacher in Special Education (Grades 7-12) Admission Information:

Admission to the Collaborative Support Teacher in Special Education Grades 7-12 is contingent upon meeting general admissions requirements for graduate study at The College of Saint Rose.

Requirements for College Recommendation for Certification*

- Liberal Education requirement (31-36 credits): college-level study in the areas of English (9 credits including composition and literature), social science (6 credits including economics, political science, history, sociology, geography, anthropology [Note: not psychology]), technology (3 credits or evidence of proficiency), artistic expression (3 credits including music, art, drama, film, and media arts), and a language other than English (3 credits which may include American Sign Language). For Adolescence Education and
Special Education, the following requirements also apply: mathematics (6 credits which may include statistics), science (6 credits which MUST include at least one laboratory science).

- Requirements for a 30 credit academic concentration or content area major as applicable including Art (may not be predominately Studio Art), American Studies, Biology, Chemistry, Earth Science, English/Language Arts, General Science, language other than English, Mathematics, Music (may not be predominately studio studies), Physics, or Social Studies.

- Candidates must have 6 credits in the each of the following disciplines: English, Social Studies, Mathematics and Science (at least one laboratory science).

* Applicants with insufficient credit in the academic concentrations or majors not listed above, are encouraged to apply but may need to complete additional course work. Analysis of transcripts may lead to recommendations that individuals accepted into the program complete the additional course work in liberal arts and/or approved academic concentrations or majors. Deficiencies may be completed at the undergraduate or graduate level. Content specialty deficiencies

Find Out More:
- Mission and History
- Academic Policies
- Academic Integrity
- Academic Scholarship
- Faculty Directory
- Library
- Technology
- Career Center
- Academic Support Center
- Study Abroad
- Residence Life
- Student Life
- Health Service
- Spiritual Life
- Community Service
- Athletics

Special Education: Early Childhood and Childhood (Birth-Grade 6) - MSED

Program Overview:
The Special Education Childhood Birth-Grade 6 Program is designed for students who hold provisional certification in elementary education or initial certification in early childhood and childhood education at the time of acceptance to the program. This program requires a minimum of 33 credits of study and includes a three-credit student teaching experience (that may be completed during summers) under the guidance of a special educator. To be eligible for the New York State special education certification, the candidate must successfully complete the New York State Teacher Certification Examinations required by The New York State Department of Education. Fingerprinting clearance from The New York State Department of Education is required prior to doing SED 504. Certification exam information and fingerprinting information/processing is available at the New York State Department of Education “TEACH” website. Consult the Graduate Catalog for more information on Certification in Literacy, an Extension in Bilingual Education and Grade Level Extensions for 7-9.

Objectives
The objectives for the Special Education Programs have been developed within the context of goals set by the professional accrediting bodies including including Association for Advancing Quality in Educator Preparation (AAQEP), Interstate Teacher Assessment and Support Consortium (InTASC), Council for Exceptional Children (CEC) and the professional organizations guiding each content discipline.

Upon completion of a graduate program in Special Education at The College of Saint Rose, candidates will:

1. Demonstrate respect for all P-12 students as unique individuals by advancing their learning and development.
2. Create inclusive and supportive learning environments within a variety of school settings where cultural understanding, safety and emotional well-being, positive social interactions, and active engagement in learning is promoted.
3. Incorporate understanding of learner development, individual learning differences, and diversity in their teaching practices to positively impact the social, academic, and communication skills of P-12 students.
4. Use multiple types of assessment tools for a variety of educational decisions that inform instruction for all P-12 students.
5. Demonstrate understanding of the central concepts, tools of inquiry, and discipline-specific practices to teach curricular content knowledge related to the New York State P-12 Common Core Learning Standards.
6. Plan and use a variety of evidence-based instructional strategies to provide effective group and individual instructions for P-12 students’ learning and development.
7. Collaborate with families, students, educators, related service providers, and personnel from community agencies to have a positive impact on student learning.
8. Incorporate the elements of professional learning and ethical practice to assure that the legal rights and responsibilities of students, caretakers, and professionals are upheld.
9. Demonstrate understanding of research and applied professional practice by using inquiry and data collection to
establish priorities, enhance teaching, and continually inform instructional decisions.

10. Demonstrate the ability to plan and teach using the principles of Universal Design for Learning, which includes current and appropriate educational and assistive technologies, supplemental materials, and community resources to benefit the needs of all learners.

Program Contacts:
Dr. Frances Ihle
Literacy & Special Education Department Co-Chair
Email: ihlef@strose.edu
Program Webpage:
Special Education Childhood Grades 1-6 M.S.E.D

Program Requirements:

a. Educational Research (6-9 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SED 506</td>
<td>Found/Issues/Resrch in Spec Ed</td>
<td>3</td>
</tr>
<tr>
<td>SED 590</td>
<td>Res Seminar Sp Ed</td>
<td>3</td>
</tr>
<tr>
<td>SED 595</td>
<td>Internship Seminar 0 or</td>
<td>0 or 3</td>
</tr>
<tr>
<td></td>
<td>Internship Seminar</td>
<td></td>
</tr>
<tr>
<td>SED 599</td>
<td>Thesis in Special Education 3 or</td>
<td>3 or 6</td>
</tr>
</tbody>
</table>

SED 595 (required for students completing the internship)

Thesis may increase the total credit hours for the program from 33 to 36. Candidates may register for 3 credits of Thesis to stay at 33 credits.

b. Core Course Work (9 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SED 512</td>
<td>Classrm Mngmt Individ Behav</td>
<td>3</td>
</tr>
<tr>
<td>SED 517</td>
<td>Adapting Instruction for Stdnt</td>
<td>3</td>
</tr>
<tr>
<td>SED 518</td>
<td>Child Methods in Math,Sci,Tech</td>
<td>3</td>
</tr>
</tbody>
</table>

c. Advanced Pedagogy in Special Education (9 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SED 566</td>
<td>Assess Students w/Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SED 550</td>
<td>Dev Asses Young Child</td>
<td>3</td>
</tr>
<tr>
<td>SED 568</td>
<td>Assess/Instruction Practices</td>
<td>3</td>
</tr>
<tr>
<td>SED 549</td>
<td>Assess &amp; Teh Yng Child w/Disabi</td>
<td>3</td>
</tr>
<tr>
<td>SED 522</td>
<td>Autism Spectrum Disorders</td>
<td>3</td>
</tr>
<tr>
<td>SED 567</td>
<td>AdvThry/Prac Tch Childw/EBD</td>
<td>3</td>
</tr>
</tbody>
</table>

d. Literacy Course Work (6 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LRC 520</td>
<td>Adv Devel Literacy (Birth-G 6)</td>
<td>3</td>
</tr>
<tr>
<td>LRC 525</td>
<td>Theories/Teh Writing</td>
<td>3</td>
</tr>
<tr>
<td>LRC 546</td>
<td>Diagnosis &amp; Remed Lit Prob</td>
<td>3</td>
</tr>
<tr>
<td>LRC 570</td>
<td>Literacy for Eng Lang Learners</td>
<td>3</td>
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</table>

e. Student Teaching or Internship in Special Education (3 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SED 504</td>
<td>On-Site Prof Exp Child Ed</td>
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</table>

Additional Requirements (0 Credits)

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<tr>
<th>Course</th>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDU 602</td>
<td>Violence Prevention</td>
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</tr>
<tr>
<td>EDU 603</td>
<td>Child Abuse Prevention</td>
<td>0</td>
</tr>
<tr>
<td>EDU 606</td>
<td>Univ Prec &amp; Conf AIDS/HIV</td>
<td>0</td>
</tr>
<tr>
<td>EDU 611</td>
<td>Dignity For All Students</td>
<td>0</td>
</tr>
<tr>
<td>EPY 637</td>
<td>Substance Abuse Workshop</td>
<td>0</td>
</tr>
</tbody>
</table>

Internship/Field Experience/Service:

Required Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SED 504</td>
<td>On-Site Prof Exp Child Ed</td>
<td>3</td>
</tr>
<tr>
<td>SED 505</td>
<td>On-Site Prof Exp Sem Child Ed</td>
<td>0</td>
</tr>
<tr>
<td>SED 594</td>
<td>Internship in Spec Educ</td>
<td>0-3</td>
</tr>
<tr>
<td>SED 595</td>
<td>Internship Seminar</td>
<td>0 or 3</td>
</tr>
</tbody>
</table>

Internship Opportunity in Special Education

A full-year paid internship opportunity is available to those applicants who possess provisional or initial certification in childhood (grades 1-6) education and are enrolled in a Special Education graduate program at The College of Saint Rose. Interns are placed in inclusive classrooms for the district school year under the supervision of special education teachers. Interested applicants should contact the Graduate and Continuing Education Admissions office for the internship application. Interns must complete a minimum of 18 credits of their required course work prior to beginning their internship placements. Internship placements begin in September of each school year. An interview may be required with the internship coordinator.

Culminating Academic Experiences:

Required Course:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SED 595</td>
<td>Internship Seminar</td>
<td>0 or 3</td>
</tr>
<tr>
<td>SED 590</td>
<td>Res Seminar Sp Ed</td>
<td>3</td>
</tr>
<tr>
<td>SED 599</td>
<td>Thesis in Special Education 3 or</td>
<td>3 or 6</td>
</tr>
</tbody>
</table>

SED 595: (required for students completing the internship)

Graduate students in the Childhood Special Education program will meet the requirements for the degree by completing all course work at the satisfactory level (minimum of B grade). As part of the final evaluation, students will conduct and present an action research project that satisfactorily demonstrates the integration of course work and best practices. This research project is completed as part of the course requirements for SED 590 Research Seminar in Special Education.
Professional Accreditation:
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The specialized accrediting agencies noted below are recognized by the U.S. Secretary of Education and/or the Council for Higher Education Accreditation: Programs offered by The College of Saint Rose for the preparation of all school professionals, leading to initial and advanced certifications, are undergoing the process to be accredited by the Association for Advancing Quality in Educator Preparation (AAQEP).

Admissions and Financial Aid Information:
General Admission Information
Eligibility for admission to The College of Saint Rose graduate programs is typically based upon the following minimum requirements:

1. Submission of a completed application, a resume, and Statement of Purpose of approximately 300 words detailing the applicant's goals for graduate study.

2. Evidence of the possession of a U.S. baccalaureate degree or equivalent from an accredited institution through submission of official transcripts from all post-secondary education.

3. Academic and professional qualifications for graduate study, as indicated by two letters of recommendation. The Communication Sciences & Disorders and School Psychology programs require three letters of recommendation.

4. A grade point average of 3.0 (on a 4.0 scale), overall and in the undergraduate major.

5. Other admission criteria specified by academic programs such as submission writing samples, portfolios, test scores, and participation in interviews or admissions workshops.

Applicants to The College of Saint Rose are responsible for completing their applications by submitting all required components. Prospective students can access the online application and application instructions at www.strose.edu/gradapply.

See Graduate Admissions section (p. 10) for more information.

Financial Aid
The College of Saint Rose has long been committed to the premise that a quality education should be within the reach of qualified students. To this end, the College serves its student body through a comprehensive program of federal, state, and institutional financial aid. While the basic responsibility for financing education lies with the students and their families, scholarships, loans, and/or assistantships can supplement insufficient family resources. The amount of aid available through the College is limited and is awarded on the basis of academic merit. All financial assistance from the College is subject to adjustment if the recipients are later granted aid from other sources. Financial aid awards are contingent upon students' maintaining good academic standing and satisfactory academic progress.

See Financial Aid section (p. 13) for more information.

Additional Admission Requirements for Special Education Childhood:
- Certification requirement: Initial certification in childhood education. A copy of the initial certification or certificate of qualification must be included with the application.

Find Out More:
- Mission and History
- Academic Policies
- Academic Integrity
- Academic Scholarship
- Faculty Directory
- Library
- Technology
- Career Center
- Academic Support Center
- Study Abroad
- Residence Life
- Student Life
- Health Service
- Spiritual Life
- Community Service
- Athletics

Special Education: Early Childhood (Birth-Grade 2) - MSED

Program Overview:
The Special Education Early Childhood Program is designed for students who hold provisional elementary education certification or initial certification in early childhood education at the time of acceptance into this program. The program will lead to initial certification in special education birth-grade 2. This program requires a minimum of 33 credits of study and includes a three-credit student teaching experience (that may be completed during summers) under the guidance of a special educator at the appropriate level. To be eligible for the New York State special education certification, the candidate must successfully complete the New York State Teacher Certification Examinations required by the New York State Department of Education.
Fingerprinting clearance from The New York State Department of Education is required prior to taking SED 504. Certification exam information and fingerprinting information/processing is available at the New York State Department of Education “TEACH” website http://www.highered.nysed.gov/teach. Consult the Graduate Catalog for more information on Certification in Literacy and an Extension in Bilingual Education.

Objectives

The objectives for the Special Education Programs have been developed within the context of goals set by the professional accrediting bodies including the Association for Advancing Quality in Educator Preparation (AAQEP), Interstate Teacher Assessment and Support Consortium (InTASC), Council for Exceptional Children (CEC) and the professional organizations guiding each content discipline.

Upon completion of a graduate program in Special Education at The College of Saint Rose, candidates will:

1. Demonstrate respect for all P-12 students as unique individuals by advancing their learning and development.

2. Create inclusive and supportive learning environments within a variety of school settings where cultural understanding, safety and emotional well-being, positive social interactions, and active engagement in learning is promoted.

3. Incorporate understanding of learner development, individual learning differences, and diversity in their teaching practices to positively impact the social, academic, and communication skills of P-12 students.

4. Use multiple types of assessment tools for a variety of educational decisions that inform instruction for all P-12 students.

5. Demonstrate understanding of the central concepts, tools of inquiry, and discipline-specific practices to teach curriculum content knowledge related to the New York State P-12 Common Core Learning Standards.

6. Plan and use a variety of evidence-based instructional strategies to provide effective group and individual instructions for P-12 students’ learning and development.

7. Collaborate with families, students, educators, related service providers, and personnel from community agencies to have a positive impact on student learning.

8. Incorporate the elements of professional learning and ethical practice to assure that the legal rights and responsibilities of students, caretakers, and professionals are upheld.

9. Demonstrate understanding of research and applied professional practice by using inquiry and data collection to establish priorities, enhance teaching, and continually inform instructional decisions.

10. Demonstrate the ability to plan and teach using the principles of Universal Design for Learning, which includes current and appropriate educational and assistive technologies, supplemental materials, and community resources to benefit the needs of all learners.

Program Contacts:

Dr. Frances Ihle

Literacy & Special Education Department Co-Chair

Email: ihlef@strose.edu

Program Webpage:

Special Education Birth-Grade 2 M.S.E.D.

Program Requirements:

a. Educational Research (6-9 Credits)

SED 506 Found/Issues/Resrch in Spec Ed 3
SED 590 Res Seminar Sp Ed 3
SED 595 Internship Seminar 0 or 3
SED 599 Thesis in Special Education 3 or 6

SED 595 (required for students completing the internship)

Thesis may increase the total credit hours for the program from 30 to 33. Candidates may register for 3 credits of Thesis to stay at 33 credits.

b. Core Course Work (9 Credits)

SED 512 Classm Mngmnt Individ Behav 3
SED 517 Adapting Instruction for Stdnt 3
SED 518 Child Methods in Math,Sci,Tech 3

C. Advanced Pedagogy in Special Education (9 Credits)

SED 566 Assess Students w/Disabilities 3
SED 550 Dev Asses Young Child 3
SED 549 Assess & Tecg Yng Chld w/Disabi 3
SED 522 Autism Spectrum Disorders 3
SED 567 AdvThry/Prac Tecg Chldw/EBD 3

D. Literacy Course Work (6 Credits)

LRC 520 Adv Devel Literacy (Birth-G 6) 3
LRC 525 Theories/Tchg Writing 3
LRC 546 Diagnosis & Remed Lit Prob 3
LRC 570 Literacy for Eng Lang Learners 3

E. Student Teaching or Internship in Special Education (3 Credits)

SED 504 On-Site Prof Exp Child Ed 3
SED 505 On-Site Prof Exp Sem Child Ed 0
SED 594 Internship in Spec Educ 0-3
SED 595 Internship Seminar 0 or 3

F. Additional Requirements (0 Credits)

EDU 602 Violence Prevention 0
EDU 603 Child Abuse Prevention 0
EDU 606 Univ Prc & Conf AIDS/HIV 0
EDU 611 Dignity For All Students 0
EPY 637 Substance Abuse Workshop 0
Additional requirements waived for candidates who met these requirements as part of their provisional elementary education or initial childhood education certification requirements.

Internship/Field Experience/Service:
Required Courses:
SED 504 On-Site Prof Exp Child Ed 3
SED 505 On-Site Prof Exp Sem Child Ed 0

Culminating Academic Experiences:
Required Courses:
SED 590 Res Seminar Sp Ed 3
or
SED 599 Thesis in Special Education 3 or 6
Graduate students in the Early Childhood Special Education program will meet the requirements for the degree by completing all course work at the satisfactory level (minimum of B grade). As part of the final evaluation, students will conduct and present an action research project that satisfactorily demonstrates the integration of course work and best practices. This research project is completed as part of the course requirements for SED 590 Research Seminar in Special Education.

Professional Accreditation:
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3. Academic and professional qualifications for graduate study, as indicated by two letters of recommendation. The Communication Sciences & Disorders and School Psychology programs require three letters of recommendation.
4. A grade point average of 3.0 (on a 4.0 scale), overall and in the undergraduate major.
5. Other admission criteria specified by academic programs such as submission writing samples, portfolios, test scores, and participation in interviews or admissions workshops.

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See Financial Aid section (p. 13) for more information.

Additional Admission Requirements for Special Education Early Childhood:
- Certification requirement: Initial certification in early childhood education. A copy of the initial certification or certificate of qualification must be included with the application.

Find Out More:
- Mission and History
- Academic Policies
- Academic Integrity
- Academic Scholarship
- Faculty Directory
- Library
- Technology
- Career Center
Special Education: Professional - MSED

Program Overview:
Professional Special Education is a 30 credit program designed for students with initial Special Education certification who are seeking to deepen their knowledge of special education content by completing a Master’s Degree in Special Education. Candidates have the opportunity to work with their advisors to define their program around a specialized area of interest that may include working with children and youth in any of the following areas of concentration:

- Behavioral and social-emotional challenges,
- High incidence disabilities,
- Autism spectrum disorders,
- Low incidence disabilities,
- Adolescence special needs,
- Early childhood special needs, and
- Inclusive education roles and responsibilities.

The combination of electives and required courses in the areas of assessment, technology, collaborative roles in education and specialized interests will provide candidates with an 18-credit area of concentrated study. This area of concentrated study will also determine the focus of the candidate’s final research project in EPY 540 or SED 590 or SED 599. A minimum of 15 of the 30 credits within the program must be completed in the area of Special Education.

Candidates must meet the New York State Education Department requirements for 12-credits of study in content areas related to the disciplines of math, science, technology, social studies and English language arts. The courses that meet the requirements for the concentrated area of study may simultaneously meet the content area requirements. These requirements should be discussed with an advisor early in the program.

Candidates in professional programs are required to have field experience hours documented in working with families, working in Special Education, teaching English Language Learners, and working in schools that are high needs. These requirements should be discussed with an advisor upon entering the program and documentation will be required prior to graduation. Fingerprinting clearance from The New York State Department of Education is required prior to doing any field experiences. Fingerprinting information/processing is available at the New York State Department of Education “TEACH” website. Students wishing to pursue NYSED certification in Literacy (24 credit program) should enroll simultaneously in the Special Education program and the Literacy program so that literacy courses are counted towards both programs. Consult the Graduate Catalog for more information on Certification in Literacy, an Extension in Bilingual Education and Grade Level Extensions for 5-6 or 7-9.

Program Contacts:
Dr. Frances Ihle
Literacy & Special Education Department Co-Chair
Email: ihlef@strose.edu

Program Webpage:
Special Education Professional M.S.E.D.

Program Requirements:

a. Educational Research (6-9 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SED 506</td>
<td>Found/Issues/Resrch in Spec Ed</td>
<td>3</td>
</tr>
<tr>
<td>SED 596</td>
<td>Adv Practicum in Spec Ed</td>
<td>3</td>
</tr>
<tr>
<td>SED 590</td>
<td>Res Seminar Sp Ed</td>
<td>3</td>
</tr>
<tr>
<td>or SED 599</td>
<td>Thesis in Special Education</td>
<td>3 or 6</td>
</tr>
</tbody>
</table>

Thesis may increase the total credit hours for the program from 30 to 33. Candidates may register for 3 credits of Thesis to stay at 30 credits.

b. Special Education Assessment Course Work (3 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SIE 566</td>
<td>Assess Content Instruc &amp; Indiv</td>
<td>3</td>
</tr>
<tr>
<td>or SED 568</td>
<td>Assess/Instruction Practices</td>
<td>3</td>
</tr>
<tr>
<td>or SED 550</td>
<td>Dev Asses Young Child</td>
<td>3</td>
</tr>
<tr>
<td>SED 549</td>
<td>Assess &amp; Tch Yng Chld w/Disabi</td>
<td>3</td>
</tr>
</tbody>
</table>

c. Technology Course Work related to Disabilities (3 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSD 548</td>
<td>AAC &amp; Clin App Tech</td>
<td>3</td>
</tr>
<tr>
<td>or TED 503</td>
<td>Assistive Tech:Spec Needs Stdt</td>
<td>3</td>
</tr>
</tbody>
</table>

d. Collaborative (3 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SED 528</td>
<td>Fostering Family-School Part</td>
<td>3</td>
</tr>
<tr>
<td>or Advisor approved course in ECE, ELE, SED, EPY or LRC</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

e. Specialized Areas of Study (9 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LRC 525</td>
<td>Theories/Tehg Writing</td>
<td>3</td>
</tr>
<tr>
<td>SED 518</td>
<td>Child Methods in Math,Sci,Tech</td>
<td>3</td>
</tr>
<tr>
<td>SED 519</td>
<td>Inst Prac Divers Learn Eng Soc</td>
<td>3</td>
</tr>
<tr>
<td>SED 522</td>
<td>Autism Spectrum Disorders</td>
<td>3</td>
</tr>
<tr>
<td>SED 529</td>
<td>Transition Asses Pln Std w/Dis</td>
<td>3</td>
</tr>
<tr>
<td>SED 530</td>
<td>Inst Pract Diverse Learn; MST</td>
<td>3</td>
</tr>
</tbody>
</table>
Internship/Field Experience/Service:

Internship Opportunity in Special Education

A full-year paid internship opportunity is available to those applicants who possess provisional or initial certification in early childhood (birth-grade 2), childhood (grades 1-6), or adolescence (grades 7-12), and special education and are enrolled in a Special Education graduate program at The College of Saint Rose. Interns are placed in inclusive classrooms for the district school year under the supervision of special education teachers. Interested applicants should contact the Graduate and Continuing Education Admissions office for the internship application. Internship placements begin in September of each school year. An interview may be required with the internship coordinator.

Culminating Academic Experiences:

Required Course:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SED 590</td>
<td>Res Seminar Sp Ed</td>
<td>3</td>
</tr>
<tr>
<td>SED 599</td>
<td>Thesis in Special Ed</td>
<td>3 or 6</td>
</tr>
</tbody>
</table>

Graduate students in the Professional Special Education program will meet the requirements for the degree by completing all course work at the satisfactory level (minimum of B grade). As part of the final evaluation, students will conduct and present an action research project that satisfactorily demonstrates the integration of course work and best practices. This research project is completed as part of the course requirements for SED 590 Research Seminar in Special Education or EPY 540 Program Evaluation.

Professional Accreditation:

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The College of Saint Rose is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104 (267-284-5000). The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

The specialized accrediting agencies noted below are recognized by the U.S. Secretary of Education and/or the Council for Higher Education Accreditation: Programs offered by The College of Saint Rose for the preparation of all school professionals, leading to initial and advanced certifications, are accredited by the National Council for Accreditation of Teacher Education and the Council for the Accreditation of Educator Preparation (CAEP).

Admissions and Financial Aid Information:

General Admission Information

Eligibility for admission to The College of Saint Rose graduate programs is typically based upon the following minimum requirements:

1. Submission of a completed application, a resume, and Statement of Purpose of approximately 300 words detailing the applicant’s goals for graduate study.
2. Evidence of the possession of a U.S. baccalaureate degree or equivalent from an accredited institution through submission of official transcripts from all post-secondary education.
3. Academic and professional qualifications for graduate study, as indicated by two letters of recommendation. The Communication Sciences & Disorders and School Psychology programs require three letters of recommendation.
4. A grade point average of 3.0 (on a 4.0 scale), overall and in the undergraduate major.
5. Other admission criteria specified by academic programs such as submission writing samples, portfolios, test scores, and participation in interviews or admissions workshops.

Applicants to The College of Saint Rose are responsible for completing their applications by submitting all required components. Prospective students can access the online application and application instructions at www.strose.edu/gradapply.

See Graduate Admissions section (p. 10) for more information.

Financial Aid

The College of Saint Rose has long been committed to the premise that a quality education should be within the reach of qualified students. To this end, the College serves its student body through a comprehensive program of federal, state, and institutional financial aid. While the basic responsibility for financing education lies with the students and their families, scholarships, loans, and/or assistantships can supplement insufficient family resources. The amount of aid available through the College is subject to adjustment if the recipients are later granted aid from other sources. Financial aid awards are contingent upon students’ maintaining good academic standing and satisfactory academic progress.

See Financial Aid section (p. 13) for more information.
Additional Admission Requirements for Professional Special Education:
• Certification requirement: Initial certification in teaching students with disabilities. A copy of the initial certification or certificate of qualification must be included with the application.

Find Out More:
• Mission and History
• Academic Policies
• Academic Integrity
• Academic Scholarship
• Faculty Directory
• Library
• Technology
• Career Center
• Academic Support Center
• Study Abroad
• Residence Life
• Student Life
• Health Service
• Spiritual Life
• Community Service
• Athletics

Teaching English as a New Language - ADV CERT

Program Overview:
The New York State Education Department offers a second initial certificate in Teaching English to Students of Other Languages (TESOL) to the provisional/initial or permanent/professional teaching certificated obtained for Early Childhood Education (birth-grade 2), Childhood Education (1-6), Adolescence Education (grades 7-12), and special education. Completing the advanced certificate and related requirements will lead to recommendation for a second initial certificate in TESOL. Candidates will be eligible to serve as English as a New Language teachers.

Program Contacts:
Dr. Elizabeth Yanoff
Teacher Education Department Chair
Email: yanoffe@strose.edu

Program Requirements:
Certificate Requirements (15 Credits)
EDU 500 Foundations of Bilingual Ed 3
EDU 502 Study of Ling/Lang Dev Tch ELL 3
EDU 581 Meth: ELA Bi-Ling Lang 3
EDU 582 Mtd Tch Eng as New Lang-Cnt Ar 3
EDU 586 Adv Field Exp TESOL Practicum 3-6

Additional testing requirements from the New York State Education department will be required to earn TESOL certification. Visit the NYSED testing website for details.

Internship/Field Experience/Service:
EDU 581: Methods of Teaching English Language Arts as a New Language, 25 hours
EDU 582: Methods of Teaching English as a New Language through the Content Areas, 25 hours
EDU 586: Advanced Field Experience in Education, TESOL Practicum, 20 days practicum

Culminating Academic Experience:
EDU 586: Advanced Field Experience in Education, TESOL Practicum, 20 days practicum

Career Opportunities:
Candidates are qualified to serve as teachers for students learning English as a New Language in birth-grade 12 settings. Candidates may complete the certificate after earning their initial teaching certification or concurrently with their initial certification.

Professional Accreditation:
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The specialized accrediting agencies noted below are recognized by the U.S. Secretary of Education and/or the Council for Higher Education Accreditation: Programs offered by The College of Saint Rose for the preparation of all school professionals, leading to initial and advanced certifications, are accredited by the National Council for Accreditation of Teacher Education.

Admissions and Financial Aid Information:
General Admission Information
Eligibility for admission to The College of Saint Rose graduate programs is typically based upon the following minimum requirements:
1. Submission of a completed application, a resume, and Statement of Purpose of approximately 300 words detailing the applicant’s goals for graduate study.
2. Evidence of the possession of a U.S. baccalaureate degree or equivalent from an accredited institution through submission of official transcripts from all post-secondary education.

3. Academic and professional qualifications for graduate study, as indicated by two letters of recommendation. The Communication Sciences & Disorders and School Psychology programs require three letters of recommendation.

4. A grade point average of 3.0 (on a 4.0 scale), overall and in the undergraduate major.

5. Other admission criteria specified by academic programs such as submission writing samples, portfolios, test scores, and participation in interviews or admissions workshops.

Applicants to The College of Saint Rose are responsible for completing their applications by submitting all required components. Prospective students can access the online application and application instructions at www.strose.edu/gradapply.

See Graduate Admissions section (p. 10) for more information.

Financial Aid
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See Financial Aid section (p. 13) for more information.

Additional Admissions Requirements for Teaching English as a New Language Advanced Certificate:
Candidates for the advanced certificate are certified teachers or students currently in a teacher certification program. Candidates have earned a Master's Degree or are completing the Advanced Certificate concurrently with a Master's Degree program. Candidates who want the College to recommend them to the New York State Education Department for the Second Initial-TESOL must complete all the requirements for provisional/initial or permanent certification or licensure in their area, demonstrate successful completion of 12 credits of languages other than English, and complete the program requirements. Additional testing requirements from the New York State Education department will be required to earn TESOL certification. Visit the NYSED testing website for details.

Find Out More:
• Mission and History
• Academic Policies
• Academic Integrity
• Academic Scholarship

The School of Mathematics and Sciences

<table>
<thead>
<tr>
<th>Programs of Graduate Study</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Information Systems</td>
<td>Advanced Certificate</td>
</tr>
<tr>
<td>Computer Science</td>
<td>MS</td>
</tr>
<tr>
<td>Information Technology**</td>
<td>MS</td>
</tr>
<tr>
<td>Internet Programming</td>
<td>Advanced Certificate</td>
</tr>
<tr>
<td>Social Work</td>
<td>MS</td>
</tr>
</tbody>
</table>

**No new applications are being accepted for these programs at The College Saint Rose.

The School of Mathematics and Sciences Policy on Academic Standards
The following academic standards apply to all graduate degree and certificate programs in the School of Mathematics and Sciences. Students should refer to appropriate sections of this catalog for additional program-specific requirements.

• Only one grade of "C" may be applied toward a degree or certificate.

The Registrar will complete a check of grades each semester to determine eligibility to continue matriculation.

Computer Information Systems - ADV CERT

Program Overview:
The advanced certificate in Computer Information Systems is an evening program that enables students that are new to the field to gain a deeper understanding of computer information systems. For some students, this program will be a useful and interesting option as they seek their M.B.A. + degree. For other students, this program will help them explore their interest in this field, and prepare them for further graduate study.
The program is designed for students with little prior experience in computer technology and programming who wish to advance their technical skills and knowledge. The goal of the program is to produce graduates who are technically proficient in their field and capable of working successfully in government and business.

Completion of the advanced certificate requires a total of five courses (15 credits). All students take required courses in object-oriented programming and database. All students also take three elective courses. Possible elective courses include Internet development, database theory and design, data communications, and advanced programming.

Program Contacts:
John Avitabile
Computer Science Department Chair
Email: avitabij@strose.edu

Program Webpage:
Computer Information Systems C.A.S.

Program Requirements:

Core Requirements (6 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 520</td>
<td>Introduction to Database</td>
<td>3</td>
</tr>
<tr>
<td>CSC 522</td>
<td>Object-Oriented Programming</td>
<td>3</td>
</tr>
</tbody>
</table>

*A student with sufficient experience that is equivalent to a core course may substitute (with departmental approval) an additional elective course.

Electives (9 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 503</td>
<td>Database Theory &amp; Design</td>
<td>3</td>
</tr>
<tr>
<td>CSC 504</td>
<td>Data Communications</td>
<td>3</td>
</tr>
<tr>
<td>CSC 505</td>
<td>User Interface Design</td>
<td>3</td>
</tr>
<tr>
<td>CSC 506</td>
<td>Advanced Programming</td>
<td>3</td>
</tr>
<tr>
<td>CSC 507</td>
<td>Software Engineering</td>
<td>3</td>
</tr>
<tr>
<td>CSC 515</td>
<td>Internet Programming 1</td>
<td>3</td>
</tr>
<tr>
<td>CSC 516</td>
<td>Internet Programming 2</td>
<td>3</td>
</tr>
</tbody>
</table>

Eligibility for admission to The College of Saint Rose graduate programs is typically based upon the following minimum requirements:

1. Submission of a completed application, a resume, and Statement of Purpose of approximately 300 words detailing the applicant’s goals for graduate study.
2. Evidence of the possession of a U.S. baccalaureate degree or equivalent from an accredited institution through submission of official transcripts from all post-secondary education.
3. Academic and professional qualifications for graduate study, as indicated by two letters of recommendation. The Communication Sciences & Disorders and School Psychology programs require three letters of recommendation.
4. A grade point average of 3.0 (on a 4.0 scale), overall and in the undergraduate major.
5. Other admission criteria specified by academic programs such as submission writing samples, portfolios, test scores, and participation in interviews or admissions workshops.

Applicants to The College of Saint Rose are responsible for completing their applications by submitting all required components. Prospective students can access the online application and application instructions at www.strose.edu/gradapply.

See Graduate Admissions section (p. 10) for more information.

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Find Out More:
- Mission and History
- Academic Policies
- Academic Integrity
- Academic Scholarship
- Faculty Directory
- Library
- Technology
- Career Center
- Academic Support Center
- Study Abroad
Computer Science - MS

Program Overview:
The Masters in Computer Science ensures you gain a solid foundation in computing theory, operating systems, and algorithm development, as well as practical skills in applying your knowledge to real-world issues. You’ll study with supportive faculty tuned into your individual learning style and needs, alongside friendly and helpful peers from all walks of life; you’ll learn through classroom lectures and team projects. Each class is deliberately small to maximize your learning and your interaction with faculty and classmates.

Program Contacts:
John Avitabile
Computer Science Department Chair
Email: avitabij@strose.edu

Program Webpage:
Computer Science M.S.

Program Requirements:
All students must complete a total of 33 credits, which includes a three-credit Master's project.

Core Requirements (15 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 507</td>
<td>Software Engineering</td>
<td>3</td>
</tr>
<tr>
<td>CSC 509</td>
<td>Algorithms</td>
<td>3</td>
</tr>
<tr>
<td>CSC 541</td>
<td>Networking</td>
<td>3</td>
</tr>
<tr>
<td>CSC 542</td>
<td>Theory of Computation</td>
<td>3</td>
</tr>
<tr>
<td>CSC 563</td>
<td>Operating Systems</td>
<td>3</td>
</tr>
</tbody>
</table>

CSC Elective (15 Credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC XXX</td>
<td>Computer Science Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

Students are required to take at least 15 credits of electives. An elective course is any graduate level computer science course offered at the College of Saint Rose that does not count toward the core or research requirements. CSC 501, CSC 506, CSC 520, and CSC 522 cannot count as elective courses for the Computer Science Master's degree.

Research Requirement (3 Credits)
Students must choose one of the options below to complete their research requirement.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 593</td>
<td>Master's Research Seminar</td>
<td>3</td>
</tr>
<tr>
<td>CSC 595</td>
<td>Project-Based Internship</td>
<td>3</td>
</tr>
<tr>
<td>CSC 596</td>
<td>Research Master's Project</td>
<td>3</td>
</tr>
<tr>
<td>CSC 597</td>
<td>Master's Project</td>
<td>3</td>
</tr>
</tbody>
</table>

Culminating Academic Experiences:
Students must choose to choose a capstone experience which can be a Master's Research Seminar (CSC 593), a Master's Project (CSC 597), a Project-Based Internship (CSC 595) or a Research Master's Project (CSC 596) as a culminating experience. Research-Based Master's Project is open to students who have earned a grade point average of 3.5 or higher and is best suited to students who anticipate further graduate study. The Master’s Research Seminar is a way of grouping together several students doing research with a particular faculty member. The Internship is designed for students who plan to immediately enter the job market. For students interested in further graduate study or immediate entry into industry upon graduation, the master’s project is a good fit since it is flexible to allow students to find a good balance between in depth research and practical experience. Students wishing to work closely with a faculty in their area of expertise may choose the Seminar as a capstone experience.

The capstone project also requires the student to produce a written report and give a presentation at the end of the semester at a department colloquium. All capstone projects require the approval and supervision of a faculty member.

Required Course

CSC 593 Master's Research Seminar 3
or
CSC 595 Project-Based Internship 3
or
CSC 596 Research Master's Project 3
or
CSC 597 Master's Project 3

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3. Academic and professional qualifications for graduate study, as indicated by two letters of recommendation. The Communication Sciences & Disorders and School Psychology programs require three letters of recommendation.
4. A grade point average of 3.0 (on a 4.0 scale), overall and in the undergraduate major.
5. Other admission criteria specified by academic programs such as submission writing samples, portfolios, test scores, and participation in interviews or admissions workshops.

Applicants to The College of Saint Rose are responsible for completing their applications by submitting all required components. Prospective students can access the online application and application instructions at www.strose.edu/gradapply.

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See Financial Aid section (p. 13) for more information.

Additional Information Technology Admission Information:

A student seeking admission to the program must fulfill all general requirements for admission to graduate study. In addition to meeting these criteria, all students should have:

A bachelor's degree in computer science or related field.

A GPA of 3.0 or higher.

Find Out More:

- Mission and History
- Academic Policies
- Academic Integrity
- Academic Scholarship
- Faculty Directory
- Library
- Technology
- Career Center
- Academic Support Center
- Study Abroad
- Residence Life
- Student Life
- Health Service
- Spiritual Life
- Community Service
- Athletics

Information Technology - MS **No new applications are being accepted**

Program Overview:

The Master of Science in Information Technology is a degree program that presents students with an applied education in advanced topics associated with computer science, computer engineering, and information systems. Students can enroll in this program on either a full-time or a part-time basis.

The program is designed for students with some experience in computer technology and programming, who wish to advance their technical skills and knowledge. The goal of the program is to produce graduates who are technically proficient in their field and capable of working successfully in government and business.

All students must take eight required courses in areas that are central to computer information systems. These areas are advanced programming, data structures, computer architecture, database management systems, data communications, user interface design, systems administration, and software engineering. All students must also take two electives and complete their research requirement under the supervision of a department faculty member. Elective courses vary based on student and faculty interest, and currently include cryptography and cybersecurity, operating systems, artificial intelligence, programming languages, big data, Internet programming, advanced database, and parallel and high-performance computing.

Program Contacts:

John Avitabile

Computer Science Department Chair

Email:avitabije@strose.edu

Program Webpage:

Information Technology M.S.

Program Requirements:

All students must complete a total of 33 credits, which includes a three-credit Master's project.
Core Requirements (24 Credits)

- CSC 501  Data Struct/Algorithm Analysis  3
- CSC 502  Computer Organization  3
- CSC 503  Database Theory & Design  3
- CSC 504  Data Communications  3
- CSC 505  User Interface Design  3
- CSC 506  Advanced Programming  3
- CSC 507  Software Engineering  3
- CSC 538  System Administration  3

CSC 507 serves as a capstone course and is typically taken as the last course requirement.

A student with sufficient experience that is equivalent to a required course may substitute (with departmental approval) an additional elective course or independent study.

CSC Elective (6 Credits)

- CSC XXX  Computer Science Elective  3
- CSC XXX  Computer Science Elective  3

CSC courses numbered 520, 593, 595, 596, or 597 cannot be used as electives. Independent studies (CSC 598) can be used with department approval.

Research Requirement (3 Credits)

Students must choose one of the options below to complete their research requirement.

- CSC 593  Master’s Research Seminar  3
- CSC 595  Project-Based Internship  3
- CSC 596  Research Master’s Project  3
- CSC 597  Master’s Project  3

Culminating Academic Experiences:

Research Requirement (3 Credits)

All students must complete a master’s project of significant scope closely related to one or more of their elective courses. The topic for the project will be decided by the student in consultation with the faculty advisor. Faculty advisors normally supervise projects related to the areas in which they teach elective courses.

Students should consult with faculty early in the semester before the project is to be completed to choose an appropriate project and to select the most appropriate advisor, as well as to determine which of the four options to satisfy the requirement will be pursued. Projects in all formats must go well beyond what is done in any course, and must include a formal written report and public presentation.

- A Master’s Research Seminar (CSC 593) will be arranged by a faculty member when it is determined that a sufficiently large group of students are interested in pursuing research in the faculty member’s area of expertise.
- A Project-Based Internship (CSC 595) is an internship that includes a sufficiently large project, as determined in consultation among the student, the faculty internship coordinator, and the internship supervisor at the organization where the internship will be completed.
- A Master’s Project (CSC 597) consists of a large-scale software development project, completed under direct supervision of a faculty member. This project must represent a full three-credit course worth of work, and must demonstrate an understanding of the topic well beyond that covered in any course.
- A Research Master’s Project (CSC 596) offers a student to pursue a more significant research project under faculty supervision. This option is open only to students who have earned a grade-point average of 3.5 or higher. The project could focus on a topic beyond those covered in an elective course or could pursue a research interest outside of elective offerings. A Research Master’s Project culminates in a research paper suitable for submission for publication (though an actual submission or acceptance is not required) and a more substantial formal presentation. One or more additional faculty members will serve as readers for the research paper, and their approval, in addition to that of the faculty advisor, is required for successful completion. Students considering further graduate study at the Ph.D. level are especially encouraged to pursue the Research Master’s Project option.

At the end of the semester, all projects must be formally presented to department faculty and student colleagues.

Professional Accreditation:

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Admissions and Financial Aid Information:

General Admission Information

Eligibility for admission to The College of Saint Rose graduate programs is typically based upon the following minimum requirements:

1. Submission of a completed application, a resume, and Statement of Purpose of approximately 300 words detailing the applicant’s goals for graduate study.
2. Evidence of the possession of a U.S. baccalaureate degree or equivalent from an accredited institution through submission of official transcripts from all post-secondary education.
3. Academic and professional qualifications for graduate study, as indicated by two letters of recommendation. The Communication Sciences & Disorders and School Psychology programs require three letters of recommendation.
4. A grade point average of 3.0 (on a 4.0 scale), overall and in the undergraduate major.

5. Other admission criteria specified by academic programs such as submission writing samples, portfolios, test scores, and participation in interviews or admissions workshops.

Applicants to The College of Saint Rose are responsible for completing their applications by submitting all required components. Prospective students can access the online application and application instructions at www.strose.edu/gradapply.

See Graduate Admissions section (p. 10) for more information.

Financial Aid

The College of Saint Rose has long been committed to the premise that a quality education should be within the reach of qualified students. To this end, the College serves its student body through a comprehensive program of federal, state, and institutional financial aid. While the basic responsibility for financing education lies with the students and their families, scholarships, loans, and/or assistantships can supplement insufficient family resources. The amount of aid available through the College is limited and is awarded on the basis of academic merit. All financial assistance from the College is subject to adjustment if the recipients are later granted aid from other sources. Financial aid awards are contingent upon students’ maintaining good academic standing and satisfactory academic progress.

See Financial Aid section (p. 13) for more information.

Additional Information Technology Admission Information:

A student seeking admission to the program must fulfill all general requirements for admission to graduate study. In addition to meeting these criteria, all students must have either a grade point average of 3.0 or better in their undergraduate work or present a portfolio of professional work to be evaluated by the faculty of the Computer Science department.

All students are expected to complete the following prerequisite courses with a grade of B or better:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CSC 202</td>
<td>Introduction to Programming</td>
<td>4</td>
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<td>or</td>
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<tr>
<td>CSC 522</td>
<td>Object-Oriented Programming</td>
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<td>or</td>
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<td>CSC 321</td>
<td>Database Management Systems</td>
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<td>or</td>
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<tr>
<td>CSC 520</td>
<td>Introduction to Database</td>
<td>3</td>
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</table>

One or more of the above prerequisite courses may be waived for students who have completed equivalent coursework at an accredited institution and have earned a B or better. Prerequisite courses do not count towards the 33 credit total required for the degree.

All students must have at least nine credits in undergraduate mathematics courses.

Find Out More:

- Mission and History
- Academic Policies
- Academic Integrity
- Academic Scholarship

- Faculty Directory
- Library
- Technology
- Career Center
- Academic Support Center
- Study Abroad
- Residence Life
- Student Life
- Health Service
- Spiritual Life
- Community Service
- Athletics

Internet Programming - ADV CERT

Program Overview:

The advanced certificate in Internet Programming is a program available exclusively online. For many students, this certificate can provide valuable formal training in the latest Internet technologies and programming fundamentals. The program is designed for students with some experience in computer technology and programming, who wish to advance their technical skills and knowledge with respect to Internet programming. For some students, this certificate may serve as an entry point for future graduate study.

Completion of the advanced certificate requires a total of five courses (15 credits). All students must take three required courses in database management systems and Internet programming and two elective courses. Possible elective courses include advanced database with PL/SQL and XML, Java Frameworks, or AJAX.

Program Contacts:

John Avitabile
Computer Science Department Chair
Email: avitabij@strose.edu

Program Webpage:
Internet Programming C.A.S.

Program Requirements:

Core Requirements (9 Credits)

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<td>CSC 503</td>
<td>Database Theory &amp; Design</td>
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<tr>
<td>CSC 515</td>
<td>Internet Programming 1</td>
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Electives (6 Credits)

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<td>CSC 530</td>
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<td>CSC 531</td>
<td>Java Frameworks</td>
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One or more of the above prerequisite courses may be waived for students who have completed equivalent coursework at an accredited institution and have earned a B or better. Prerequisite courses do not count towards the certificate.

All students must have at least nine credits in undergraduate mathematics courses.

Find Out More:
- Mission and History
- Academic Policies
- Academic Integrity
- Academic Scholarship
- Faculty Directory
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- Academic Support Center
- Study Abroad
- Residence Life
- Student Life
- Health Service
- Spiritual Life
- Community Service
- Athletics
Social Work - MS

Program Overview:
The MSSW program at the College of Saint Rose prepares students as practitioners by providing both generalist and specialist knowledge in the area of health and well-being and the skills to engage with individuals, families, groups, organizations and communities as an agent and facilitator of change. Grounded in scientific inquiry and using specialized skills and interdisciplinary knowledge, graduates will be prepared to practice with a commitment to social work values. The program will promote justice, respect for diversity and ethical decision making in practice, policy making and service delivery in order to improve the well-being of the greater community and its diverse members and constituencies. Building on social work values and the generalist model the program believes that at the core of optimal functioning is health and overall wellbeing. The MSSW Program at the College of Saint Rose is an Advanced Generalist Program with focus on Health and Wellbeing.

In daily life that optimal quality of life is undermined when members of our communities cannot or do not have access to economic, physical, emotional/psychological, social/environmental and spiritual domains of well-being – the “pillars” of well-being.

Understanding that socioeconomic determinants of health, marginalization and poverty dramatically impact well-being within our own community, the program is designed specifically to train students to intervene in the infrastructure of communities and the challenges of daily living that impede quality of life. It is only by creating, restoring or stabilizing these “pillars” of well-being that we can aid our constituencies – individuals, families, groups, organizations and communities – in meeting their full potential and the professions purpose of promoting human well-being. Teaching concepts, models and interventions that support economic, physical, emotional/psychological, social/environmental, and spiritual wellness will allow our graduates to be skilled in developing, supporting and restoring these vital pathways to quality of life. We focus on what we can do to improve lives, prevent crisis, build community, reject marginalization and promote equality and understanding. This includes taking a proactive interest in the lives of communities and therefore always tending to the continuum and fluidity between micro and macro practice, serving not just individuals families and groups, but also organizations and communities.

The Program Goals of the MSSW Program are:

1. To educate generalist practitioners who can identify and meet the varied needs of the community and its diverse constituencies by engaging in practice across the micro, mezzo and macro levels.

2. To educate competent practitioners who can apply ethical principles and critical thinking to promote well-being and health using research-informed practices.

3. To offer flexible program options, both through classroom learning and field placements, that expand opportunities for both traditional and non-traditional students to enter the social work profession.

NOTE: As per CSWE standards, The College of Saint Rose does not grant social work course credit for life experience or previous work experience.

Program Contacts:
Janet Acker, Ph.D., LCSW-R
Social Work Graduate Program Director
Email: ackerj@strose.edu

Maureen Rotondi, LCSW-R
Social Work Department Chair
Email: rotondim@strose.edu

Program Webpage: Social Work M.S.

Program Requirements:
A grade of B or higher is required in all courses for both the Two Year and Advanced Standing programs.

Two Year Program (62 Credits)
Students who enter the two-year MSSW program at the College of Saint Rose complete 62 credits of course and field work to complete the degree. Most students attending full-time will complete their degree over four semesters. Part-time students, however, may complete their degree over a three- or four-year period.

Advanced Standing Program (31 Credits)
Students who enter the Advanced Standing program without Psychopathology, or a comparable course, will be required to meet this pre-requisite, either before matriculation or during their Advanced Standing studies. Psychopathology may not count as an elective in the program.

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Program Contacts:
Janet Acker, Ph.D., LCSW-R
Social Work Graduate Program Director
Email: ackerj@strose.edu

Maureen Rotondi, LCSW-R
Social Work Department Chair
Email: rotondim@strose.edu

Program Webpage: Social Work M.S.

Program Requirements:
A grade of B or higher is required in all courses for both the Two Year and Advanced Standing programs.

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**Internship/Field Experience/Service:**
The 62 credit MSSW requires a field practicum in each academic year. In the first generalist year the practicum is at least 400 hours. In the second specialist year the field practicum is at least 500 hours.
The 31 credit Advanced Standing MSSW requires a field practicum of at least 500 hours over the course of the academic year.

In the field practicum, under the supervision of social work field instructors, students put classroom learning into practice, and then reflect on their practice in the community. The result of the reflective practice – the cognitive and affective processes that are by nature part of field practice - brings about change and improvements in skill, deepening of knowledge, transformation of values. An essential aspect integrated into the practicums, is one hour per week of group supervision with faculty. This faculty led discussion and processing of field experiences and commonality, further leverages the relationship between classroom and field and further connects faculty with field practicum sites.

**Culminating Academic Experiences:**
**Required Courses**

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The Social Work program is in Candidacy status with the Council on Social Work Education, and should attain full accreditation by 2020.

**Additional Social Work Admission Information:**
A grade point average of 3.2 (on a 4.0 scale), overall and in the undergraduate major.

**Find Out More:**
- Mission and History
- Academic Policies
- Academic Integrity
- Academic Scholarship
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John R. Dunne, Spencertown, NY
Joanne Esposito, Guilderland, NY
Sr. Mary Kevin Ford, CSJ, Tucson, AZ *
Richard J. Huehner, Schenectady, NY
Sr. Margaret Keeshan, CSJ, Latham, NY *
Kenneth T. Lally, Schenectady, NY *
Kevin G. Langan, Menands, NY *
Thomas A. Manion, Depew, WI
Donald A. McKay, Richfield Springs, NY *
Kathleen M. Picotte, Albany, NY *
Victor J. Riley, Jr., Hatert, NC *
Margaret D. Sandman, Naples, FL *
Robert H. Sloan, Ladora, NY *
The Honorable Ronald B. Stafford, Plattsburgh, NY *

Carl E. Touhey, Feura Bush, NY *
The Honorable Leonard A. Weiss, Albany, NY *

Institutional Leadership
Lori Anctil, Associate Vice President and Director of Athletics
Shai Butler, Associate Vice President for Student Success and Chief Diversity Officer, B.A., M.S., State University of New York at Albany; L.P.D., Northeastern University
Chuck Carletta, Chief Operating Officer
Susan Kassab, Interim Vice President for Enrollment Management and Marketing
Lisa McKenzie, Interim Vice President for Institutional Advancement, A.A.S., State University of New York College of Agriculture and Technology at Cobleskill; B.S., Southern Vermont College
Debra Lee Polley, Vice President for Finance and Administration, CPA, B.S., State University of New York College at Oneonta
Steven Ralston, Provost/Vice President for Academic Affairs
Lisa Haley Thomson, Chief of Staff, B.A., Drew University; M.S. in Ed., The College of Saint Rose
Marcia J. White, Interim President

School Deans
Rajarshi Aroskar, Dean, Huether School of Business
Gerald Lorentz, Dean, School of Arts and Humanities
Ian MacDonald, Dean, School of Mathematics and Science, B.S., Siena College; M.S., Ph.D., The State University of New York at Albany (January 2001)

2020-2022 Full-time Faculty
Dana Abbott, Associate Professor of Special Education, B.A., University of New England; M.S., Ph.D., The State University of New York at Albany (2004)
Janet Acker, Associate Professor of Social Work, B.M., Depauw University; M.Div., Union Theology Seminary; M.S., Columbia University; Ph.D., The State University of New York at Albany (2012)
Zumrut Akcam-Kibis, Assistant Professor of Computer Science, B.E., Ege University, Turkey; M.S., Ph.D., The State University of New York at Albany. (2018)
Gariba Al-Abdul Korah, Professor of History, B.A., University of Ghana; M.A., University of Tromso, Norway; M.A., Ph.D., University of Minnesota (2004)

Sara Alvaro, Associate Professor of Chemistry, B.S., Union College; Ph.D., Duke University (2011)

Yu-Jung Avis, Professor of Business Administration, I.L.B., National Taiwan University Law School; M.B.A., The State University of New York at Binghamton; Ph.D., Rutgers, The State University of New Jersey (1994)

John Avitabile, Associate Professor of Computer Science, B.S., Rensselaer Polytechnic Institute; M.S., Rutgers University (1989)

Patricia Baldwin, Assistant Professor of Teacher Education, B.S., The State University of New York at Oneonta; M.S. in Ed., The State University of New York at New Paltz (1999)

Brad Bauer, Associate Professor of Physical Chemistry, B.S., DeSales University; Ph.D., The University of Delaware (2011)

David Bebe, Associate Professor of Music, B.M., M.M., Indiana University; D.M.A., University of Miami (2011)

Stephanie Bennett-Knapp, Professor of Sociology, B.S., M.S., Ph.D., The State University of New York at Albany (2008)

Paul Benzing, Assistant Professor of Environmental Science, B.S., Virginia Polytechnic Institute and State University; Ph.D., Duke University (2007)

Michael Bologna, Professor of Counseling, B.A., M.S.W., Ph.D., The State University of New York at Albany (2001)

Lucy Bowditch, Professor of Art History, B.A., Bowdoin College; M.A., Ph.D., University of Chicago (1995)

Ann Breaznell, Associate Professor of Art, B.S., Skidmore College; M.F.A., Yale University (1997)


Callin Brown Leary, Associate Professor of Communications, B.A., LeMoyne College; M.A., Ph.D., The State University of New York at Albany (2005)

Douglas R. Butler, Associate Professor of English, B.A., University of Rochester; M.A., Ph.D., The Pennsylvania State University (1986)

Jennifer Campbell, Assistant Professor and Coordinator of Music Education, B.M.E., Baldwin Wallace University; M.M.M.E., Ph.D., University of Mississippi. (2017)

May Caroline Chan, Associate Professor of English, B.A., Wesleyan University; M.A., Ph.D., University of Wisconsin, Madison (2005)

Alfred Chapleau, Associate Professor of Criminal Justice, B.A., Siena College; M.A., The State University of New York at Albany; J.D., Albany Law School (2011)

Benjamin Clansy, Associate Professor of Political Science, B.A., University of California, Los Angeles; M.A., California State University; Ph.D., University of Colorado (1993)

Warren Cook, Assistant Professor of Management, B.A., M.B.A., Washington State University Vancouver; Ph.D. Washington State University Pullman (2019)

Kimberly Cornell, Assistant Professor of Computer Science, B.S., State University of New York at Plattsburg; M.S., Ph.D., State University of New York at Albany (2015)

Philip M. Crim, Assistant Professor of Biology, B.S., The State University of New York College of Environmental Science and forestry; B.S. Arizona State University; Ph.D. West Virginia University (2019)

Kathleen Crowley, Professor of Psychology, B.A., Syracuse University; M.S., Ph.D., The State University of New York at Albany (1985-1993; 1997)

Julienne Cuccio Slichko, Assistant Professor of Special Education, B.A., M.S., Mount St. Mary College; Ph.D., The State University of New York at Albany. (2018)

Eurie Dahn, Associate Professor of English, B.A., University of California, Berkeley; Ph.D., University of Chicago (2009)

David DeBonis, Professor of Communication Disorders, B.A., The College of Saint Rose; M.S., The Pennsylvania State University; Ph.D., The State University of New York at Albany (1992)

Susan V. DeLuca, Associate Professor of Special Education, B.S., Vanderbilt University; M.A., Teachers College, Columbia University; Ph.D., Syracuse University (1992)

Christa Deno, Associate Professor of Mathematics, B.A., M.A., The State University of New York at Genesco; Ph.D., The State University of New York at Albany (2011)

Denise DePinto, Associate Professor of History, B.A., M.A., Ph.D., State University of New York at Stony Brook (2005)

John F. Dion, Associate Professor of Marketing; B.A., Beloit College; M.B.A., Western New England University; D.B.A., Grenoble Ecole de Management and Newcastle University (2013)

Nancy Dorr, Professor of Psychology, B.A., The State University of New York at Buffalo; M.A., Ph.D., University of Missouri-Columbia (2001)

Ronald Dugan, Associate Professor of Educational Psychology, B.S., The State University of New York at Albany; M.S., Russell Sage College; Ph.D., The State University of New York at Albany (2002-2016; 2017)

Amina Eladdadi, Professor of Mathematics, B.S., The College of Saint Rose; M.S., Ph.D., Rensselaer Polytechnic Institute (2009)

Paul Evoskevich, Professor of Music, B.M., B.M.E., Hartt School of Music; M.M., Eastman School of Music (1985)

Kathryn Farnum, Assistant Professor of Forensic Psychology, B.S., The University of Evansville; M.L.S., M.A., University of Nebraska-Lincoln (2016)

Risa Faussette, Associate Professor of History/Political Science, B.A., M.A., The State University of New York at Albany; Ph.D., The State University of New York at Binghamton (1999)

James Feeney, Associate Professor of Communication Disorders, B.A., The State University of New York College at Cortland; M.S. in

**Frank T. Fitzgerald**, Professor of Sociology, B.A., Loyola University; M.A., New School for Social Research; Ph.D., The State University of New York at Binghamton (1974)

**Theresa Flanigan**, Professor of Art History, B.Arch., M.A., Syracuse University; M.A., Ph.D., Institute of Fine Arts, New York University (2006)

**Sheila Flihan**, Professor of Teacher Education, B.A., LeMoyne College; M.A., Ph.D., The State University of New York at Albany (2000)

**Robert Flint**, Professor of Psychology, B.S., Allegheny College; M.A., Ph.D., Kent State University (1999)

**Kristi Fragnoli**, Professor of Teacher Education, B.A., Siena College; M.S. in Ed., The College of Saint Rose; Ph.D., The State University of New York at Binghamton (2003)

**Heather Fronckowiak**, Assistant Professor of Social Work, B.S., The College of Saint Rose; M.S.W., The State University of New York at Albany (2019)

**Kevin M. Gannon**, Assistant Professor of Physical Science, B.S.E.S., M.S., Newark College of Engineering; M.S., Rensselaer Polytechnic Institute (1979)

**Mark Gilder**, Associate Professor of Computer Science, B.S., M.S., Ph.D., Rensselaer Polytechnic Institute (2013)

**Angela Gordon**, Associate Professor of Business Administration, B.A., Russell Sage College; M.S., Rensselaer Polytechnic Institute; Ph.D., The State University of New York at Albany (2006)

**Suna Gunther**, Assistant Professor of Music, B.Mus., B.M.E., Northwestern University; M.Mus., D.Mus., Indiana University (2017)

**Kelly Hallstrom**, Assistant Professor of Microbiology, B.A., Clark University; Ph.D. University of Massachusetts Medical School. (2018)

**Robert Hansbrough**, Professor of Music, B.A., University of South Florida; M.M.E., Ph.D., Florida State University (1999)

**Yvonne Hansbrough**, Professor of Music, B.M., New Mexico State University; M.M., The University of Arizona; D.Mus., The Florida State University (2008)

**William Hardin**, Associate Professor of Mathematics, B.S., M.S., Ph.D., Syracuse University (2003)

**Anne Hobday**, Associate Professor of Graphic Design, B.A., The College of Saint Rose; M.F.A., Tyler School of Arts at Temple University (2011)

**Steven Hoff**, Associate Professor of School Psychology, B.A., Baruch College; M.S. in Ed., City College of New York; Psy.D., New York University (2004)


**Barry J. Hughes**, Associate Professor of Business Administration, B.B.A., Siena College; M.S., The College of Saint Rose; CPA (1985)

**Jaeyeon Hwang**, Associate Professor of Business Administration, M.S., Yonsei University; Ph.D., Florida State University (2014)

**Frances Ihle**, Associate Professor of Literacy and Special Education, B.S., University of Wisconsin, Madison; M.Ed., University of Minnesota-Twin Cities; Ph.D., University of Kansas (2011)

**Brian Jensen**, Professor of Biology, B.S., Siena College; Ph.D., University of Delaware (2004)

**Scott I. Jerris**, Associate Professor of Accounting, B.S. The State University of New York at Albany; Ph.D. Purdue University. (2018)

**Patrick Jokiel**, Assistant Professor of Organic Chemistry, B.S., University of Michigan-Dearborn; Ph.D., University of Vermont (2016)

**Sadia Y. Khan**, Assistant Professor of Marketing, B.B.A., M.B.A., The Islamia University of Bahawalpur, Pakistan; M.Sc., Ph.D., Cardiff University, United Kingdom (2017)

**Jin Kim**, Assistant Professor of Communications, B.A., M.A., Yonsei University, Korea; M.A., Indiana University; Ph.D., University of Iowa (2011)

**Young Kim**, Professor of Music, B.M., Seoul National University; M.M., The Juilliard School; D.M.A., University of Minnesota (2007)

**Young-In Kim**, Assistant Professor/Librarian, B.A., California State University Long Beach; B.A. Kent State University; M.S., Syracuse University (2017)

**Ross Krawczyk**, Associate Professor of Psychology, B.A., University of Nebraska – Lincoln; M.A., Ph.D., University of South Florida (2013)

**Kathryn Laity**, Associate Professor of English, A.B., Michigan State University; A.M., University of Southern California; M.A., Ph.D., University of Connecticut (2006)

**Rebecca Landsberg**, Associate Professor of Biology, B.A., Wellesley College; Ph.D., Massachusetts Institute of Technology, Cambridge (2012)

**Christina Lane**, Associate Professor of Criminal Justice, B.A., M.A., University of Alberta; M.A., Rockefelller College; Ph.D., The State University of New York at Albany (2006)

**Angela Ledford**, Professor of Political Science, B.A., M.A., Texas Tech University; Ph.D., University of South Carolina (2002)

**Andrew McKenna Lee**, Associate Professor of Music Industry, B.A., Carnegie Mellon University; M.A., Manhattan School of Music; Ph.D., Princeton University (2014)

**I-Hsuan Lin**, Assistant Professor of Social Work, B.A. National Taiwan University; M.B.A. National Sun Yat-Sen University; M.S.W., Ph.D. Indiana University (2019)

**Mary Linder**, Associate Professor/Librarian, B.A., The State University of New York at Binghamton; M.S., Alfred University; M.L.S., State University of New York at Albany (2007)

Michael Lister, Associate Professor of Music, B.A., Mount Vernon Nazarene University; M.A., Indiana University; D.A., Ball State University (2009)

Jessica Loy, Professor of Art, B.F.A., Temple University; M.F.A., Rochester Institute of Technology (1989)

Christopher Lucarelli, Assistant Professor of Business Administration, B.S., University of Wisconsin; M.B.A., Russell Sage College; M.S., Ph.D., Rensselaer Polytechnic Institute (January 1999)

Ian MacDonald, Professor of Computer Science, B.S., Siena College; M.S., Ph.D., The State University of New York at Albany (January 2001)

Jeffrey D. Marlett, Professor of Religious Studies, A.B., A.B., Wabash College; M.T.S., Vanderbilt University Divinity School; Ph.D., Saint Louis University (1998)

Jennifer Marlow, Associate Professor of English, B.A., St. Michael's College; M.A., North Michigan University; Ph.D., The State University of New York at Albany (2011)

Andrea Martone, Associate Professor of Teacher Education, B.A., Amherst College; M.S.T., Fordham University; Ed.D., University of Massachusetts, Amherst (2009)


Sunny Mathew, Assistant Professor of Social Work, M.S.W. Mangalore University, India; L.L.B., Bangalore University, India; Ph.D., Fordham University (2017)

Michelle McAnuff-Gumbs, Associate Professor of Literacy, B.A., University of the West Indies, Mona, Jamaica; M.A., Ph.D., Ohio University (2009)

Ryane McAuliffe Straus, Professor of Political Science, B.A., University of California-Santa Barbara; M.A., Ph.D., University of California-Irvine (2005)

Sean McClowry, Associate Professor of Music Industry, B.M., Peabody Conservatory; M.M., Yale School of Music; Ph.D., Princeton University (2011)

Karen McGrath, Professor of Communications, B.A., CUNY York College; M.A., The State University of New York at Albany; Ph.D., Southern Illinois University, Carbondale (1997)

Margaret McLane, Associate Professor of Special Education, B.A., Mount Saint Mary College; M.S. in Ed., The College of Saint Rose; Ph.D., The State University of New York at Albany (1993)

Mary Ann McLaughlin, Professor of Mathematics, B.A., The College of Saint Rose; M.A., Washington University; M.S., Ph.D., Rensselaer Polytechnic Institute (1965)

Khalid R. Mehtabdin, Professor of Business Administration, B.A., M.A., University of Punjab, Pakistan; M.P.A., M.P.I.A., Ph.D., University of Pittsburgh (1986)

Silvia Mejia, Associate Professor of Spanish, B.A., Universidad Central del Ecuador; M.A., Ph.D., University of Maryland (2007)

Susan Meyer, Associate Professor of Art Foundations, B.S., Skidmore College; M.F.A., Tufts University (2013)

Ekaterina Midgette, Associate Professor of Literacy, M.A., Moscow State Linguistic University; Ph.D., University of Delaware (2010)

Heta-Maria Miller, Associate Professor of Educational Psychology, M.Ed., Jyvaskyla University, Finland; Ph.D., The State University of New York at Albany (1999)

Mary Alice Molgard, Assistant Professor of Communications, B.A, M.S., Illinois State University (1985)

David Morrow, Associate Professor of English, B.A., Villanova University; M.A., University of New Hampshire; Ph.D., University of California at San Diego (2006)


Deirdre Muldoon, Assistant Professor of Communication Sciences & Disorders, B.Ed., Carysfort College of Education, Ireland; M.S., The College of Saint Rose; M.S., University of Ulster, Ireland; Ph.D., University of New Mexico (January 2017)

Charles Murray, Assistant Professor of Economics, B.S.B.A., Shippensburg University; Ph.D., Iowa State University (2016)

Marda Mustapha, Associate Professor of Comparative Politics, B.A., University of Sierra Leone; M.A., Ohio University; Ph.D., Northern Arizona University (2006)

Ann M. Neilson, Assistant Professor of Physical Education, B.S., The State University of New York College at Brockport; M.S., The College of Saint Rose; D.P.E., Springfield College (1992)

Mary Anne Nelson, CSJ, Associate Professor of Music, B.S., M.A., The College of Saint Rose (1983)

Daniel Nester, Associate Professor of English, B.A., Rutgers University; M.F.A., New York University (2005)


Paul Olsen, Assistant Professor of Computer Science, B.A., M.S., The State University of New York at Albany (2016)


Judith O'Rourke, Professor of Computer Science, B.A., The State University of New York College at Oswego; B.S., Union College; M.S., Ph.D., Rensselaer Polytechnic Institute (2001)

Peter Osterhoudt, Assistant Professor/Librarian, B.A., The State University of New York College at Potsdam; M.L.S., The State University of New York at Albany (1999)

Robert Owens, Jr., Professor of Communication Sciences and Disorders, B.A., M.A., The University of Delaware; Ph.D., The Ohio State University (2012)


John Pickering, Jr., Professor of Communication Disorders, B.A., M.A., University of Maine; Ph.D., Ohio University (1993)
Julie Piepenbring, Assistant Professor of Social Work, B.S., M.S.W., Southern Connecticut State University; Ph.D. Fordham University. (2018)

Emily Pinkerton, Assistant Professor of Music Industry, B.A., Butler University; M.M.; Ph.D., The University of Texas at Austin. (2018)

Elizabeth Power, Assistant Professor of School Psychology, B.S., Saint Joseph’s College; Ed.S., Ed.D., The Chicago School of Professional Psychology (2017)

Joanne Powers, Associate Professor of Mathematics, B.A., Molloy College; M.S., Ph.D., The State University of New York at Albany (1990)

Sara Powers, Assistant Professor of Psychology, B.A., Holy Family University; M.A., Ph.D., University of Akron (2014)

Ismail Ramos, Professor of Educational Psychology, B.A., Immaculate Conception Seminary; M.A., The College of Saint Rose; Ph.D., The State University of New York at Albany (1993)

David Rice, Associate Professor of English, B.A., Western Kentucky University; M.A., Ph.D., University of Connecticut (2004)

Elizabeth Richards, Associate Professor of Communications Production, B.A., Millersville University; M.A., State University of New York at Buffalo; M.F.A., State University of New York at Brockport (2015)

Bruce C. Roter, Professor of Music, B.M., Eastman School of Music of the University of Rochester; M.A., Yale University; M.A., The State University of New York at Stony Brook; Ph.D., Rutgers University (1998)

Maureen Rotondi, Associate Professor of Social Work, B.S., Siena College; M.S.W., The State University of New York at Albany (1992)

Chenique L. Rowe, Assistant Professor of Social Work, B.S., The College of Saint Rose; M.S.W., Springfield College (2018)

Thomas Santelli, Professor of Art, B.F.A., Pratt Institute; M.F.A., Rochester Institute of Technology (1991)

Ben Schwab, Associate Professor of Art, B.F.A., Missouri State University; M.F.A., Indiana University (2007)

Robert Shane, Associate Professor of Art History, B.F.A., The College of Saint Rose; M.A., Ph.D., Stony Brook University (2011)

Andrew Shanock, Associate Professor of School Psychology, B.A., The State University of New York at Albany; M.S. in Ed., University of Pennsylvania; Ph.D., Temple University (2005)

Ronald Shavers, Associate Professor of English, B.A., Bennington College; M.F.A., The New School; Ph.D., University of Illinois at Chicago (2008)

Deborah Shea, Assistant Professor of Educational Leadership, B.S., The State University of New York at Oneonta; M.S. in Ed., Ph.D., Binghamton University, The State University of New York. (2018)

Brandon Siscoe, Assistant Professor of Three-Dimensional Design and Sculpture, B.F.A., Illinois State University; M.F.A., University of Oregon. (2018)

Chris St.Cyr, Associate Professor of Graphic Design, B.F.A., University of Connecticut; M.F.A., Massachusetts College of Art and Design (2013)

Steven Strazza, Professor of Chemistry, B.S., State University of New York College at Oneonta; M.S., Ph.D., New Mexico State University (1988)

Keith Sturgess, Associate Professor of Physics, B.S., Florida Institute of Technology; Ph.D., Naval Postgraduate School (2006)

Brian Sweeney, Associate Professor of English, B.A., St. Joseph’s University; A.M., Ph.D., Brown University (2011)

Jamal Teymouri, Associate Professor of Mathematics, B.S., M.A., Ph.D., The State University of New York at Albany (1990)

Kristine Corso Tolmie, Associate Professor of Art, B.S., M.S., The College of Saint Rose; M.F.A., State University of New York at New Paltz (2008)

Barbara Ungar, Professor of English, B.A., Stanford University; M.A., City College, CUNY; Ph.D., The Graduate School and University Center, CUNY (1995)

Julia Unger, Assistant Professor of Communication Sciences & Disorders, B.H., European Fresenius University, Germany; M.A., University of Colorado at Boulder; Ph.D., Heidelberg University of Education, Germany (2013)

Donna VanAlst, Assistant Professor of Social Work, B.A., College of New Rochelle; M.B.A., New York University; M.S.W., Rutgers University; M.Phil, Ph.D., Columbia University (2017)

Marguerite A. Vanden Wyngaard, Assistant Professor of Educational Leadership, B.M.E., Grand Valley State University; M.A.T., Calvin College; Ph.D., Kent State University. (2018)

Frank S. Venezia, Assistant Professor of Accounting, B.S.; Rochester Institute of Technology; M.S., The College of Saint Rose (2019)

Grace N. Visher, Assistant Professor of Mathematics; B.Ed., Egerton University (Kenya); M.S., Ph.D., Syracuse University (2019)

Zhengjun Wang, Associate Professor of Management, B.A., Zhejiang University; M.B.A., Kent State University; Ph.D., Louisiana State University (2015)

Theresa Ward, Associate Professor of Special Education, B.A., M.S., The State University of New York at Albany; Ed.D., University of Central Florida (2000)

Laura Weed, Professor of Philosophy/Religious Studies, B.A., SUNY Empire State College; M.A., Ph.D., Syracuse University (1994)

Patricia Weldon, Assistant Professor of Social Work, B.A., Boston University; M.S.W., Boston College; Ph.D., The State University of New York at Albany (2017)

Joseph A. Westlin, Assistant Professor of Management, B.A., University of Wisconsin Eau Claire; M.A. Western Kentucky University; Ph.D., University of Oklahoma (2019)

Jeanne Wiley, Associate Professor of Philosophy, B.A., M.A., Ph.D., Catholic University of Louvain (1989-1999; 2002)
Bridgett Williams-Searle, Associate Professor of History, B.A., Hiram College; M.A., Youngstown State University; Ph.D., University of Iowa (2002)

Sherwood Wise, Associate Professor of Core Generalist/Oboe and Bassoon, B.M., Oberlin Conservatory; M.M., New England Conservatory; M.M.Ed., D.M., Florida State University (2012)

Dandan Wu, Associate Professor of Finance, B.S., Beihang University; Ph.D., Washington State University (2011)

Elizabeth Yanoff, Professor of Teacher Education, B.A., Swarthmore College; M. Ed., University of Illinois; Ph.D., The State University of New York at Albany (2009)

Ann Zak, Professor of Psychology, B.A., Saint Mary's College; Ph.D., University of Maine (1994)

Ann Zeeh, Professor of Biology, B.S., Clarkson University; Ph.D., The State University of New York at Albany (January 1993)

Claire M. Ziamandanis, Professor of Spanish, B.A., St. Lawrence University; M.A., Ph.D., The State University of New York at Albany (1992)

Adjunct Faculty from Clinical Affiliates

For the Cytotechnology and Medical Technology Program in conjunction with the Albany College of Pharmacy and Health Sciences:

Dalia Eldeiry, M.D., Medical Director

Jenna Benson, MS, CT (ASCP), Program Director

For the Medical Technology Program in conjunction with Rochester General Hospital:

Nancy C. Mitchell, M.S., MT (ASCP), DLM, Program Director, General Hospital Clinical Laboratory Technology Program

Roberto Vargas, M.D., Medical Director

For the Medical Technology program in conjunction with New York Methodist Hospital-Center for Allied Health Professions:

Lynn Jones, MSED, MT (ASCP), Program Director – Clinical Laboratory Science Program – New York Methodist Hospital – Center for Allied Health Professions

Lori Moore, M.Ed., MT (ASCP), Berkshire Medical Center School of Medical Technology

Faculty Appointed to Professor Emeritus

Steven Alger, (1976-2007), Professor Emeritus of Sociology

Alfred Antico, (1984-2015), Professor Emeritus of Communications

Carmen Artino, (1967-2010), Professor Emeritus of Mathematics

Stephen Birchak, (1992 – 2018), Professor Emeritus of Counseling

Sister Charleen Bloom, CSJ, (1970-2012), Professor Emeritus of Communication Sciences and Disorders

Sister Agnes Rose Burton, CSJ, (1971-2002), Professor Emeritus of Political Science

Margaret A. Byrnes, (1969-2002), Professor Emeritus of Music

Sondra G. Cadman, (1970-1997), Professor Emeritus of Public Communications

Catherine A. Cavanaugh, (1977-2015), Professor Emeritus of English

Patricia Clahssey, (1969-1997), Professor Emeritus of English

Sister Anne L. Clark, CSJ, (1966-1997), Professor Emeritus of Education

Sister Ida C. DeCastro, CSJ, (1966-1998), Professor Emeritus of Business

Sister Francine Dempsey, CSJ, (1966-1999), Professor Emeritus of English

Sister Marguerite Donovan, CSJ, (1968-1989), Professor Emeritus of Business


Natalie S. Finder, (1970-1986), Professor Emeritus of Education

Gregory Gross, (1977 - 2018), Professor Emeritus of Social Work

Sister Rita Catherine Haber, CSJ, (1949-1988), Professor Emeritus of Business

Kristine Herrick, (1985-2009), Professor Emeritus of Graphic Design

Catherine Katagiri, (1980 – 2019), Professor Emeritus of Accounting


Margaret Kirwin, (1973–2014), Professor Emeritus of Teacher Education

Julian “Randy ” Kolod, (1968-2010), Professor Emeritus of Mathematics

Suzanne La Vigne-Mest, (1970-2006), Professor Emeritus of Music

Kathleen Lyon, (1986-2009), Professor Emeritus of Reading

RoseMarie Manory, (1969-1996), Professor Emeritus of History

Irene Junkum McDermott, (1955-1990), Professor Emeritus of Business

Gary McLouth, (1988-2011), Professor Emeritus of Communications

Sister Katherine McPeak, CSJ, (1972-1998), Professor Emeritus, Library

Richard Medved, (1973-2009), Professor Emeritus of Special Education

Esther Murillo-Miklic, (1989-2017), Professor Emeritus of Spanish

A. Yolanda Ortal, (1964-1991), Professor Emeritus of Spanish

Jeannine Pondonzzi, (1989-2011), Professor Emeritus of Communications

Donna Reittinger, (1978-2015), Professor of Psychology
Kathleen Scott, (1986-2010), Professor Emeritus of Teacher Education

Anne Sheehan, (1985-2011), Professor Emeritus of English


Sister Mary Karol Smolka, CSJ, (1965-1988), Professor Emeritus of Biology

Sister Joanne St. Hilaire, CSJ, (1980-2004), Professor Emeritus of English

Simona Sung, (1990-2016), Professor Emeritus of Business

Carl Swidorski, (1980-2009), Professor Emeritus of Political Science

Willard Washburn, (1998-2016), Professor Emeritus of Secondary Education

Richard W. Wunderlich, (1980-2005), Professor Emeritus of Sociology

Sister Theresa Wysolmerski, CSJ, (1959-2003), Professor Emeritus of Biology
COURSES

ACC - Accounting

ACC 511 - Financial Accounting (3)
An introduction to the principles of financial accounting involving the analysis of financial transactions; the recording of transactions; their interpretation through financial statements and usage by management, owners and other third parties; and the use of present value techniques where appropriate. Emphasis throughout the course is on preparation and interpretation of financial statements through computer applications such as spreadsheets. Course is offered as MBA 511 Financial Accounting.

ACC 514 - VITA Program (1)
The VITA program is a Volunteer Income Tax Assistance program. This course offers the practical application of individual tax law through volunteer community service. Students will prepare Federal and state income tax returns for low-income individuals and families, developing and using technical and interpersonal skills in the process. The course will involve informational meetings and IRS-designated training and certification. Students will also have the chance to network with leaders from the various local community-based organizations that sponsor and run the VITA program.

ACC 522 - Budgeting & Cost Analysis (3)
A managerial approach and a systems focus provide the student with a basic understanding of the power and limitations of cost systems and their role in a strategic organizations. Traditional budgeting and cost topics are extended to activity-based and enterprise systems models. Theory and original analysis are reinforced through manual applications, computer based applications, computer based presentations and projects. Prerequisite: MBA 511 or equivalent and Excel knowledge.

ACC 528 - Tax Planning (3)
This course includes a study of the concepts of U.S. income tax laws and their impact on decision-making, individual behavior, business activity, and society in general. Since taxes affect virtually every financial decision, having timely knowledge of tax laws and issues greatly enhances your effectiveness as a financial professional and broadens your opportunity to do business. The topics include an understanding of the evolution of taxation, concepts and the system employed in the United States as they relate to gross income, deductions and credits. Other topics include employee expenses, and deferred compensation, tax depreciation, accounting periods and methods and sales of business assets.

ACC 529 - Corporate Taxation (3)
This course studies the application of a broad range of tax concepts and types of taxpayers, including issues in the taxation of corporations by federal and state governments and the taxation of tax-exempt organizations. An emphasis on the role of taxation in the business decision-making process is discussed. Students will be provided with the skills to conduct basic tax research and tax planning, as well as the preparation of Form 1120, U.S. Corporation Income Tax Return. An exposure to professional standards and ethics will be discussed, and students will be provided with knowledge of the interrelationships and differences between financial accounting and tax accounting. Includes a designated accounting research component. Prerequisite: 21 hours of accounting including a course in taxation.

ACC 531 - Not-for-Profit Accounting (3)
Accounting issues for not-for-profit entities such as health care organizations, voluntary health and welfare organizations, colleges and universities are studied. The course will also address topics such as fund structures and the use of financial information to manage the organizations.

ACC 552 - Intermediate Accounting 2 (3)
This course continues the in-depth and critical examination of accounting theory, concepts and regulation. Generally accepted accounting principles (GAAP) will be examined as they relate to financial statement preparation, fixed assets, intangibles, liabilities, owner equity, earnings per share and investments. Emphasis will be on applicable accounting pronouncements and convergence with international financial reporting standards (IFRS). The course will involve a research component using the FASB Codification database, ethical considerations, cooperative learning, case analysis, and communication skills. Computer literacy is assumed. This course is offered only to MS Accounting students and students with special approval from the Accounting program coordinator. Prerequisite: ACC 221.

ACC 553 - Fin Acct Theory Adv App (3)
This course continues the in-depth and critical examination of accounting theory, concepts and regulation. Generally accepted accounting principles (GAAP) will be examined as they relate to financial statement preparation and disclosure, revenue recognition, long-term construction contracts, deferred taxes, pensions, leases, accounting changes, interim reporting and financial analysis. Emphasis will be on applicable accounting pronouncements and convergence with international financial reporting standards (IFRS). The course will involve a research component using the FASB Codification database, ethical considerations, cooperative learning, case analysis, and communication skills. Computer literacy is assumed. This course is offered only to MS Accounting students and students with special approval from the Accounting program coordinator. Prerequisite: ACC 322 or ACC 552.

ACC 554 - Financial Auditing (3)
This course emphasized the philosophy, ethics and environment of the auditing profession and the attest function. An analytical framework for auditing is presented which includes auditing standards, professional conducer, legal liability and audit risk. The auditor's decision process in evaluating internal controls, materiality, audit sampling and accumulating evidence for the audit is presented. Other attestation and assurance services are covered. Includes a designated accounting research component. Fulfills writing-intensive requirement. This course is offered only to MS Accounting students and students with special approval from the Accounting graduate program coordinator. Prerequisite: ACC 322 or ACC 552.

ACC 570 - Adv Theory Financial Acc’t (3)
The purpose of the course is to explore, at an advanced level, the concepts, principles, and rationale that support the framework of
ACC 571 - Adv Computer Auditing (3)
Building on first courses in Financial Auditing and Accounting Information Systems, the student will integrate theory and practice within a computer based environment. A practice set and case based methodology leads the student through internal controls and risk assessment in computer environments, statistical stratification and sampling plans, design and execution of audit plans and other advanced topics using Excel and Generalized Audit Software (currently ACL). Course has a significant online component. Students must have a recent computer and high speed internet access. Prerequisites: 21 credits in undergraduate accounting with a grade of C or better.

ACC 572 - Advance Taxation (3)
The purpose of this course is to become knowledgeable of the laws and regulations governing the taxability of income, gifts, wages, etc., that come within the purview of the Internal Revenue Service as promulgated through the Internal Revenue Code and regulations of the IRS. Students will research the law and regulations through library study of the Code and various tax services. The taxability of individuals, partnerships, corporations, estates and trusts will be considered. Prerequisite: 21 credits in undergraduate accounting with a grade of C or better, including both individual and corporate taxation.

ACC 575 - Fraud (3)
Fraud has a significant impact on businesses and on the economy. The course will study some data on the prevalence of fraud, its impact on organizations, and its impact on individuals. We will also delve into the responsibilities of auditors in identifying and reporting fraud. Through studies and case analyses, students will learn how frauds have been perpetrated, how they were detected, and how they could have been prevented.

ACC 580 - Topics in Accounting (3)
The purpose of this course is to provide flexibility within the course offerings and an opportunity to students and faculty to explore areas of current or topical interest which are not available in the regular course offerings.

ACC 585 - Forensic Accounting (3)
The course investigates the forensic professional's skill set for litigation support in the areas of financial forensics and fraud examination. The student will analyze financial evidence, digital forensic evidence, statistical and graphic analysis, anomaly detection, and forensic analytics to accumulate appropriate evidence for legal advice and services. Generalized audit software such as ACL and IDEA will be utilized. Topics for the Certified Fraud Examination (CFE) will be covered. Examples will be drawn from a wide variety of settings such as public accounting, government, industry and not-for-profit environments. Course has an online component. Prerequisite: a course in financial auditing.

ACC 598 - Independent Study (1-6)

ACC 672 - Perform & Operational Auditing (3)
The purpose of the course is to explore the principles and procedures of the internal and performance audit. The duties and responsibilities of the internal auditor within the management team and organization are explored in detail. Topics covered include: the organization of the internal audit department, staff qualifications and development, long/short range audit plans, and the elements of internal auditing (e.g., preliminary survey audit programs, field work activities, report and management review). Prerequisite: MBA 511 or equivalent, at the discretion of the instructor.

ACC 685 - Financial Modeling in Excel (3)
This course teaches students to build Excel applications that are used in financial planning, valuation, and decision making. Students will learn how to efficiently manipulate financial data, create graphs and charts, and produce user-friendly interfaces in Excel. Some simple applications of macros and Excel VBA as well as the commonly used financial functions, formulas, and tools will be introduced. Prerequisite: MBA 640.

ACC 693 - Accounting Pre-Internship (0)
This course is a series of workshops/events, covering: search, placement, resume writing, interviewing and networking, prior to enrolling in ACC 699 internship.

ACC 699 - Accounting Grad Internship (3)
A 3 credit internship designed to integrate classroom learning with tangible business/accounting issues and situations to provide students with significant professional experience.

BDA - Business Data Analytics

BDA 500 - Stats for Business Analytics (3)
This course covers the basic principles and implementation techniques of analysis of variance, simple and multiple regression analysis. It also covers techniques used in simple and multiple regression analysis, including residual analysis, assumption violations, variable selection techniques, correlated independent variables, qualitative independent and dependent variables, polynomial and non-linear regression, regression with time-series data and forecasting. Applications related to business decision-making will be emphasized. Makes use of statistical software packages. Prerequisites: Undergraduate statistics course.

BDA 620 - Predictive Modeling (3)
This course covers multivariate statistics that focus on the use of statistical methods to explore and discover information in large business datasets. Topics will be drawn from clustering and discriminate analysis for classification, principle components analysis for data exploration and variable reduction, factor analysis for identifying latent variables, and other traditional multivariate topics. Applications of these methodologies range from market analytics to finance and health informatics. A central objective of the course is for participants to be able to determine the appropriate multivariate methodology based on the research objective and available data, carry out analysis, and interpret results. Makes use of statistical software packages. Prerequisite: BDA 500.

BDA 660 - Machine Learning with R (3)
This course introduces students to R software. Students taking this course will learn the common tasks in machine learning workflow such as data exploration, data processing, model training, testing,
Students will discover machine learning tools to gain insights from complex data sets and learn how to use the right machine learning model for specific problems in R. Students will work on real-life data to deal with common tasks, including clustering, market analysis, regression, forecasting, decision tree and classification with Bayesian and nearest neighbor methods. This course requires familiarity with basic programming concepts. Prerequisites: BDA 620, CSC 522.

**BDA 662 - Quant Mthds & Operations Rsch (3)**
Operations Research is a very important area of study, which tracks its roots to business applications. It combines the three broad disciplines of mathematics, computer science, and business applications. This course will formally develop the ideas of developing, analyzing, and validating mathematical models for decision problems and their systematic solution. The course will involve programming and mathematical analysis. The goal of this course is to introduce students to concepts and computational techniques used by large organizations (such as the military, big business, and major universities) to most efficiently manage resources, maximize profits, and/or minimize costs. Prerequisite: BDA 500.

**BDA 690 - Business Analytics Capstone (3)**
This course serves as a capstone for the MS in Business Analytics program providing the opportunity for students to gain valuable experience with real life big data. Students may work on an existing project, or develop a new project, in conjunction with faculty that draws on their skills in the areas of data management, modeling, statistical analysis, and operations research to support data driven decision-making processes. Students must complete this course in their last semester. Prerequisite: other required courses completed or taken concurrently.

**BLE - Bi-Lingual Education**

**BLE 500 - Found Bi-Lingual Education (3)**
This course explores the historical, political, and legal foundations of bilingual education in the United States. Specifically, the theory and research that inform policy, curriculum, and practice in bilingual education will be examined. Topics for consideration will include: approaches to multicultural education and its relationship to bilingual education will be examined; various program models of bilingual education; and, approaches to bilingual education evident in U.S. schools.

**BLE 508 - Spanish Socio/Psycholinguistics (3)**
This course provides an in-depth study of sociolinguistic issues in Spanish particularly in relationship to monolingual vs. bilingual communities. The second half of the course focuses on Psycholinguistics: the processes of language acquisition and language production, with a specific review of issues related to bilingual language learners. Advanced language proficiency is assumed.

**BLE 580 - Methods: Native Lang Arts (3)**
This course examines approaches, methods, and techniques for using the native language to teach native language arts and provide content area instruction to bilingual learners. Emphasis will be placed on the relationship between L1 and L2 literacy skill development and content area knowledge enabling bilingual learners to meet the New York State Learning Standards. Course topics will include the practical application of language acquisition and literacy theories. Materials, techniques, and strategies for native language and content-based instruction, including the implementation of learning centers, cooperative learning groups and inquiry-based activities will also be explored. Course is taught in the native language. A 25-hour field experience outside of class is required. Students must obtain fingerprint clearance prior to beginning field experiences. Prerequisites: BLE 500, BLE 508, and passing scores on the New York State Bilingual Education Assessment Exam (BEA) for Spanish.

**BDA 581 - Meth:Eng Lang Arts Bi-Ling Lrn (3)**
This course examines approaches, methods, and techniques for teaching bilingual English language learners in ESL and content area classrooms. This course will focus on instruction that fosters the developing literacy of bilingual learners. Emphasis will be placed on communicative competencies and content area knowledge that enable learners to meet the New York State Learning Standards. Course topics will include practical application of theories of second language acquisition, ESL instructional approaches, and content-based ESL approaches. Topics will also include fundamental concepts of the English language structure as a basis for teaching grammar in context. A 25-hour field experience outside of class is required. Students must obtain fingerprint clearance prior to beginning field experiences. Prerequisites: BLE 500, BLE 508, and passing scores on the New York State Bilingual Education Assessment Exam (BEA) for Spanish.

**CSC - Computer Science**

**CSC 501 - Data Struct/Algorithm Analysis (3)**
This course studies the implementation of abstract data structures and the efficiency analysis of algorithms. There will be required programming projects. Topics will include algorithm analysis, recursion, sorting, randomization, graph algorithms, hash tables, and the implementation of abstract data structures (lists, stacks, queues and trees). Prerequisite: CSC 506.

**CSC 502 - Computer Organization (3)**
This course studies the organization and architecture of modern computers. The course will present the fundamentals of computer organization and investigate the role of performance-driven computer design. Assembly language and programming will be studied. Specific processors will serve as concrete examples for the general concepts addressed in class. Prerequisite: CSC 506

**CSC 503 - Database Theory & Design (3)**
This course introduces students to the systems-oriented aspects of database systems design. Topics will include a review of relational databases, functional dependencies, normal forms, data manipulation languages, and query languages. Advanced topics may include object-oriented modeling, database administration, physical database design, semi-structured data, distributed database management, transaction processing, concurrency control, recovery, and logic-based systems.

**CSC 504 - Data Communications (3)**
This course studies the technology, architecture, applications and management of data communication systems. Topics will include data transmission and encoding, the ISO reference model, TCP/IP, packet-switched and circuit-switched networks, local area networks, Intrانet and Internet, multiplexing, wireless and cellular wireless technologies, the mathematical foundations of data communications (including queuing theory and performance modeling), and network security issues.
**CSC 505 - User Interface Design (3)**
This course will provide an in-depth analysis of user interface design from a software engineering perspective. Key areas will include learning about HCI or Human and Computer Interaction which involves the study, planning and design of the interaction between computers (or any other computer device) and users (humans). Students will design and build sample interfaces using wire-framing techniques and tools. The course should provide you with a breadth of user interface design approaches in what is now becoming one of the most critical areas of software development project success.

**CSC 506 - Advanced Programming (3)**
This course focuses on intermediate to advanced programming techniques and fundamental data structures. Students will solve problems by breaking them down using object-oriented techniques and the programming language features that support them. Fundamental data structures including arrays, vectors, lists, stacks, queues, trees, and graphs, are studied and analyzed from the standpoints of a generic and efficient implementation, and proper usage. Significant programming is required. Some students may be required to take CSC 522 as a prerequisite; pending transcript review.

**CSC 507 - Software Engineering (3)**
Software engineering is a dynamic and expanding field. This course aims to give students practical experience and theoretical foundations in the following areas: software design, information systems and software quality, managing the software development process and human computer interaction. There is a strong emphasis on object orientation and the use of Unified Modeling Language for analysis and design. Prerequisites: Database experience, CSC 501 and CSC 505, or permission of the instructor.

**CSC 509 - Algorithms (3)**
This is a course on design and analysis of algorithms. Examples from all major algorithm design techniques are studies, including exhaustive search, divide-and-conquer, dynamic programming, greedy algorithms, and backtracking. The mathematical analysis of algorithm complexity is emphasized throughout the course. Advanced data structures are also introduced. Prerequisite: CSC 302 or CSC 501 or admission to the Computer Science Master's degree program.

**CSC 510 - Probability in Comp Science (3)**
In this course we will cover various applications of probability to a wide range of topics from within computer science. Recently, randomness has found many surprising and practical uses throughout fields in computer science. Machine learning, cryptography, data mining, network science, and many other domains would not be where they are today if not for the application of probability. Probability has even been successfully applied to the study of such fundamental topics as algorithms and data structures. In this class we will begin with a review of basic probability concepts, such as random variables, independence, conditional probability, and expectation. Additional tools from probability will be introduced and motivated by practical, real world problems in computer science. Special topics may be included as time permits.

**CSC 513 - Bioinformatics (3)**
Recent advances in fields such as molecular biology have brought about an enormous mass of data beyond which can be analyzed by traditional or manual methods. Fortunately, we have also seen profound advances in the area of computational power (i.e., processing speed and storage). In this course we will examine computational problems in molecular biology and methods for solving these problems. Topics from the area of computer science will include computationally tractable and intractable problems, artificial neural networks, decision trees, Bayesian belief networks and hidden Markov models. Topics from the area of molecular biology will include DNA fragment assembly, pair-wise and multiple sequence alignment, motif recognition, phylogenetic tree construction, protein structure prediction. The course will survey several of the available software packages, such as FASTA, BLAST, PSI-BLAST, and PHD.

**CSC 515 - Internet Programming 1 (3)**
The focus of this course is on client-side programming using HTML and JavaScript, dynamic HTML, style sheets, design standard for web pages, server-side programming using either PHP or Perl, and AJAX. A significant programming project will be assigned. Fall.

**CSC 516 - Internet Programming 2 (3)**
The focus of this course is on server-side programming using Java. After a quick introduction to a few advanced topics in Java, we will study JDBC, servlets, JSP, JSTL, and struts. A significant programming project will be assigned.

**CSC 518 - Applications for Cybersecurity (3)**
This course is designed to provide the necessary skills required to understand the key information security threats within an organization. These threats are becoming more sophisticated and therefore extremely hard to defend against without the proper protections in place. To effectively deter these threats an overall Cybersecurity process must encompass the development of security procedures and processes throughout the entire enterprise. This includes developing both defensive and offensive strategies. This course provides an in-depth look at techniques used to protest an enterprise against cybersecurity breaches. This includes understanding current frameworks including both the NIST Cybersecurity Framework & the Cyber Kill-Chain model.
Prerequisite: CSC 202 or CSC 522.

**CSC 520 - Introduction to Database (3)**
This is an introduction to database management systems for MBA students. There will be a strong emphasis on the design and development of relational database systems using realistic business models. There will be a special focus on developing problem-solving skills. The class will build querying skills using SQL. Students will learn how to use state-of-the-art database management systems programs. Other topics will include database administration and data security issues. There is no prerequisite for this class. This course cannot be applied to the IT or CS Master's degrees.

**CSC 522 - Object-Oriented Programming (3)**
This course is an introduction to object-oriented programming. Students will gain familiarity with the basic building blocks of all computer programs. Important concepts will include variables, data types, input and output, math operations, programming sequences, decisions, iteration, file input and output, and functional decomposition. Time allowing, an introduction to classes or arrays may also be covered. This course will emphasize
solution development through the use of pseudocode/flowcharts and will be taught using Java, a contemporary object-oriented language in wide use. This course is intended for students who have no/limited programming background and thus cannot be applied to the IT of CS Master’s degrees.

**CSC 530 - Advanced Database (3)**

Students taking this course will learn the techniques used by computers to manage large amounts of data for storage and querying. We will examine a specific system, Hadoop, which was designed for these purposes. Interacting with Hadoop will require students to have a basic understanding of the Linux operating system. We will therefore begin the course with an introduction to basic Linux administration. The course requires students to be proficient in Java, which is the language we will use to write our Hadoop programs. Prerequisite: CSC 503.

**CSC 531 - Java Frameworks (3)**

Topics will include how to create a Hibernate project, mappings, POJOs, queries using HQL, updates using HQL, queries using the Criteria API, how to create a Spring project, DispatcherServlets, ControllerServlets, Java Server Faces, models and views, the spring tag library, validation, properties files, database persistence, and the form tag library. We will also see how Hibernate can be integrated with Spring, as our database persistence examples will be done using Hibernate.

**CSC 532 - AJAX (3)**

The class will start with a review of JavaScript, CSS, XML, and dynamic HTML. The class will then cover the basics of AJAX, and the use of AJAX with XML, CSS, and dynamic HTML. We will look at existing AJAX libraries and learn how to make our own. We will also learn AJAX DWR.

**CSC 535 - Artificial Intelligence (3)**

This course will cover topics and techniques of artificial intelligence, including search, knowledge representation, expert systems, theorem proving, natural language interfaces, learning, planning and game playing. Techniques include pattern matching, data-driven programming, substitution rules, frames, heuristic search, transition networks, neural networks, and evolutionary computation. Prerequisite: B or better in CSC 501 (or CSC 302 if BS/MS student).

**CSC 538 - System Administration (3)**

This course will provide an in-depth overview of the concepts and techniques of computer system administration. Topics will include system security, network management, user management, system services, configuration management, software management, and scripting. Prerequisite: CSC 506.

**CSC 541 - Networking (3)**

This course will provide students with a comprehensive study of the major protocols in the TCP/IP suite. Each layer of the 5 network layers will be covered in detail. These include Application, Transport, Network, Data Link, and Physical layers. Additionally, students will learn about subnetting, supernetting, and routing protocols. This course should provide you with the theoretical fundamentals required for positions in the field of computer networks. Prerequisite: CSC 302 or CSC 501 or matriculation in Computer Science Master’s program.

**CSC 542 - Theory of Computation (3)**

This course will provide students with a detailed examination of the theory of computing. This includes automata and language theory, computability theory, and complexity theory. Students will learn about finite automata, regular expressions, Turing machines, decidability and the halting problem. Additionally, time and space measures, complexity classes, i.e., P, NP, L, NL, etc., and P versus NP will also be covered. Prerequisite: CSC 302 and CSC 295; CSC 501 and CSC 502; or being matriculated in the Computer Science Master’s program.

**CSC 552 - Adv Python Programming (3)**

This course is a sequel to CSC 522/MBA 542 Object Oriented Programming course and is intended for students who aim to expand their knowledge in Python programming. It will include important concepts such as file management and exceptions, lists and tuples, dictionaries and sets, extensive functionality of Python with strings and object oriented programming in Python. Time allowing, there will be an introduction to recursion. Successful mastery of this course will give students an advantage in higher level courses that use Python as their programming language. This course will include a series of laboratory and project experiences. Prerequisite: CSC 202/522 or MBA 542 with a graded of B or better.

**CSC 556 - Parallel & High Perf Computing (3)**

This course investigates the latest trends in high-performance computing (HPC) evolution and examines key issues in developing algorithms capable of exploiting these architectures. Over the past few years, advances in CPU clock rates have stagnated due to power dissipation issues. Instead of increasing performance through higher clock rates, the latest trends in the semiconductor industry have pushed processor development toward multi-core designs. These multi-core processors allow for more total computation to be done at lower power levels; however, applications must employ concurrent programming techniques to benefit from these processors. Sequential scientific computation will only see marginal benefits in performance from the next several generations of processors as on-chip cache sizes increase. In order to advance sequential scientific computations, we explore a variety of techniques for utilizing available computational resources through high level algorithm analysis and partitioning. These techniques rely on developing an underlying model for computation and data communication and matching it with the optimal architecture. Prerequisite: CSC 501 with grade of ‘B’ or better (CSC 302 with grade of ‘B’ or better for BS/MS students).

**CSC 562 - Cybersecurity & Cryptography (3)**

This course will cover the theory and practice of cryptography and will also discuss cybersecurity issues in general. Cryptography is a crucial field in modern and future computer science which helps with responding to and preventing security breaches. Some of the key applications of cryptography are assuring authenticity, privacy, and accessibility of data. This course covers symmetric and publickey cryptography, zero knowledge protocols, and many other exciting topics. Prerequisite: CSC 302 or CSC 501 or permission of instructor.

**CSC 563 - Operating Systems (3)**

This course examines the concepts of modern and historical operating systems as a resource manager. Topics include multi-threading, process management, CPU scheduling, process synchronization, deadlock, memory management, persistent storage management, and security. Significant programming projects using C in a Unix environment are required. Prerequisite: CSC 501 or permission of instructor.
CSC 564 - Programming Languages (3)
A study of programming languages. This course explores fundamental constructs underlying programming languages and their use. Concepts are illustrated using a procedural language such as C, a functional language such as Scheme, a hybrid language such as Python, and a logic programming language such as Prolog. Advanced topics in object-oriented programming are also explored. Topics covered include language design, scoping rules, binding, parameter passing, as well as an exploration of interpreters and compilers. Prerequisite: CSC 501

CSC 566 - Android Development (3)
This course will cover the fundamental principles of mobile application design and development. Students will learn application development on the Android platform. Topics will include Android App fundamental components, managing activity life cycle, building dynamic UI with fragments, memory management; user interface design; user interface building; input methods; App data handling; network and cloud data storage handling techniques and external URL loading; and, finally, specifics such as GPS, Camera and motion sensing applications. Students are expected to work on projects that produces a professional-quality mobile Apps. Projects will be deployed in real-world applications. Course work will include project conception, design, implementation, and pilot testing of working mobile phone App. Prerequisite: CSC 501

CSC 567 - Social Networks (3)
This class will study how computers can be used to expedite the analysis of social networks. Examples of the social networks we will study are friendship networks (e.g., facebook), human contact networks, and the internet. These networks are frequently studied with an eye toward identifying key people, predicting how ideas or disease will spread, or, in the case of the internet, finding relevant information (e.g., Google web search). Naively applying computing techniques to study these networks, however, is often slow and expensive. Consequently, we will be focusing on how algorithms for studying social networks can be optimized for time and space efficiency.

CSC 568 - Cloud Cmptg & Virtual Tech (3)
This course will provide an in-depth overview of virtualization technologies which is the primary technology used in cloud computing. Virtualization allows multiple machine instances called Virtual Machines (VMs) to be run on a single server simultaneously. Each VM instance can be used to isolate contained applications from other VM instances providing a mechanism to partition servers into multiple logical machines. Key areas of study will include review of virtualization concepts, portability, VM migration, and hands-on VM creation and management. Various virtualization software will be used including one or more of the following: VMWare, ESXi, VirtualBox, and Docker.

CSC 569 - Advanced Databases (3)
This class will expand on knowledge of relational database management systems. The course topics include PL/pgSQL basic syntax, variables, data types, cursors, creating and using stored procedures, triggers and debugging. The class will also cover implementation of relational database systems including a class project in which a database system is implemented by students. In addition, we will discuss the algorithmic reasoning that motivates database design decisions. Prerequisite: CSC 501, CSC 503.

CSC 571 - Big Data Programming (3)
The era of big data has brought new challenges for programmers to tackle. This course begins with a survey of techniques used by data scientists to handle the volume, speed, variety and uncertain nature of data to be processed in a big data environment. Then, using the language python, students will have the opportunity of building a project to summarize real data streams. No prior experience in programming in python is required because python will be covered during the course.

CSC 572 - Machine Learning (3)
Machine Learning is one of the fastest growing areas in Computer Science. Machine Learning leverages the capabilities of today's computer hardware combined with domain specific data called sample data in order to build models (algorithms) to make predictions or decisions based on new data. This course is intended to provide an overview of machine learning concepts including both supervised and unsupervised learning. This course provides an in-depth look at several of the most common algorithms used in the machine learning including linear regression, logistic regression, neural networks, support vector machines, nearest neighbor, k-means, etc. These techniques can generate highly accurate algorithms without being explicitly programmed. A review of Linear Algebra and Python will be provided during the first week of the course. Students will use both Python and Octave to implement algorithms. Prerequisite: CSC 202 or CSC 522.

CSC 574 - Deep Learning with Python (3)
Deep Learning is a specific subfield of machine learning that focuses on learning successive layers of increasingly meaningful representations. These layered representations of deep learning are discovered by using structures called neural networks. Through this course, students will learn how to use deep learning tools such as Tensorflow and Keras in Python. Using these tools, students will work on projects that involve fundamentals of machine learning, binary classification, multiclass classification and scalar regression. The course will also provide you with the fundamentals of how to prepare the data for deep learning, how to tackle problems like overfitting and how to perform feature-engineering. This course is intended for students who have two semesters of programming experience prior to taking this course.

CSC 575 - App Development (3)
The world is officially mobile, phones are in our everyday life. The number of smartphone users is forecasted to grow to 2.5 billion in 2019 and the number is increasing rapidly each year. The mobile applications are giving an intuitive platform to users for browsing and purchasing easily unlike traditional websites. This makes mobile app presence inevitable for a business to grow. This course will teach you the skills to develop apps for Android and iOS systems. The course will introduce you to the basics of Swift programming for iOS. Students will also learn the basics of the Android platform, Android application components, UI design and networking support in Android.

CSC 591 - Internship (0)
A supervised internship at an organization in the private or public sector. This course provides students with the opportunity to apply their knowledge in the workplace. Students must have 150 hours of
CSC 593 - Master's Research Seminar (3)
A Master’s Research Seminar will be arranged by a faculty member when it is determined that a sufficiently large group of students are interested in pursuing research in the faculty member’s area of expertise. Prerequisite: permission of faculty supervisor.

CSC 594 - Internship (1-3)
A supervised internship in organizations in the private and public sectors. This course provides students with the opportunity to apply their knowledge in the workplace. This course is graded on a pass/fail basis. Prerequisite: departmental permission.

CSC 595 - Project-Based Internship (3)
A Project-Based Internship is an internship that includes a sufficiently large project, as determined in consultation among the student, the faculty internship coordinator, and the internship supervisor at the organization where the internship will be completed. Prerequisite: permission of faculty supervisor.

CSC 596 - Research Master's Project (3)
A Research Master’s Project offers a student the opportunity to pursue a more significant research project under faculty supervision. This option is open to students who have earned a grade-point average of 3.5 or higher. The project could focus on a topic beyond those covered in an elective course or could pursue a research interest outside of elective offerings. A Research Master’s Project culminates in a research paper suitable for submission for publication (though an actual submission or acceptance is not required) and a more substantial formal presentation. One or more additional faculty members will serve as readers for the research paper, and their approval, in addition to that of the faculty advisor, is required for successful completion. Students considering further graduate study require completion of a large-scale software development project, as determined in consultation among the student, the faculty internship coordinator, and the internship supervisor at the organization where the internship will be completed. Prerequisite: permission of faculty supervisor.

CSC 597 - Master's Project (3)
A culminating experience for the Master’s program, this course requires completion of a large-scale software development project, completed under direct supervision of a faculty member. This project must represent a full three-credit course worth of work, and must demonstrate an understanding of the topic well beyond that covered in any course. Prerequisite: permission of faculty supervisor.

CSC 598 - Independent Study (3)

CSD-Communicat-Sciences-Disorder

CSD 522 - Voice Disorders (3)
This course provides instruction in the etiology, assessment and intervention of voice disorders. Emphasis will be placed on disorders that affect the larynx. However, disorders of resonance will also be addressed. Fall, Summer.

CSD 523 - Otolaryngology (0 - 1)
This course provides instruction in diagnostic and treatment procedures employed in the clinical setting for medical management of otolaryngological patients. Students will observe an ENT in practice to gain a perspective on the medical management of head and neck problems. Enrollment is limited. Prerequisites: CSD 522 and permission of instructor. Fall, Spring, Summer.

CSD 524 - Lang Disord:Infnts/Pr-Sch/Dis (3)
This course provides instruction in assessment and intervention of language disorders in infants, toddlers, and preschoolers, as well as older children and adults with developmental disabilities in the early stages of language functioning. Emphasis is on the theoretical bases of assessment, intervention, and development of emerging literacy skills. Fall, Spring.

CSD 525 - Lang Dis:Sch-Age Chld/Adoles (3)
This course provides instruction in language/learning disorders in school-age children and adolescents. Topics include assessment, collaborative intervention and social implications for individuals with language disorders. Emphasis is placed on the development of curriculum-based literacy skills and collaborative services delivery models. Spring, Summer, Fall.

CSD 530 - Lang Disorders:Adults (3)
This course provides instruction on the characteristics, assessment, and treatment of adults with acquired language disorders (particularly aphasia) secondary to stroke, traumatic brain injury, surgery, tumors, and progressive diseases. The underlying neuroanatomy and neuropsychology will be reviewed. This course is taught using the Life Participation Approach to Aphasia (LPAA) philosophy. Fall, Spring, Summer.

CSD 533 - Fluency Disorders (3)
This course provides instruction in the possible causes of stuttering behavior with an emphasis on an integrative approach to evidence-based practice. Diagnostic and therapeutic procedures are included. This course is a prerequisite for CSD 586 Fluency Placement. Fall, Spring.

CSD 535 - Motor Speech Disorders (3)
This course provides instruction in the neuroanatomical and physiological bases for speech production, review of the five subsystems necessary for effective speech production, exploration of the possible etiologies leading to acquired dysarthria and apraxia, and co-morbidities associated with motor speech disorders. Topics include: types of motor speech disorders, classification of dysarthria and apraxia, assessment, intervention, and documentation. Fall, Spring, Summer.

CSD 536 - Swallowing Disorders (3)
This course provides instruction on the characteristics, assessment and treatment of adults with swallowing disorders due to sensory, motor, and structural impairments. Instrumental and non-instrumental diagnostic procedures will be emphasized. The impact of dysphagia on the individual and the family/support system will be discussed. Ethical issues that guide treatment decision-making will be explored. Fall, Spring, Summer.

CSD 537 - Acquired Cognitive Com Dis (3)
This graduate course will assist students in developing basic biological, social, clinical, and theoretical understanding of acquired cognitive-communication disorders. This course will explore the cognitive domains of attention, memory, perception, executive function, along with the underlying neurological mechanisms of cognition. Assessment and intervention planning for individuals with typical and atypical aging (i.e., Mild Cognitive Impairment, Dementia), Traumatic Brain Injury, and Right Hemisphere Cognitive-Communication Disorders will also be addressed.

CSD 545 - Advanced Audiology (3)
The purpose of this course is to provide graduate students with information concerning clinical audiology, including the physics of
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CSD 548 - AAC & Clin App Tech (3)
This course provides instruction in augmentative and alternative communication systems and current technologies used in assessment and intervention. The course will include practical applications of AAC and assistive technologies to support individuals with complex communication needs stemming from a range of developmental and/or acquired communication disorders. Spring, Summer.

CSD 550 - Topics: Med Aspects CSD (3)
This course provides instruction in issues of current interest in medical speech-language pathology. Topics include embryology, assessment, management and evidence-based practice as related to clients with craniofacial anomalies. Summer.

CSD 557 - Counseling Skills (3)
This course provides instruction in approaches to counseling with diverse populations for those working in the field of communication sciences and disorders. The course includes a) basic concepts of the therapeutic process, b) the client/therapist relationship c) specific techniques and procedures applicable to individual and group practice and d) providing clinical services in a culturally competent manner. Fall, Spring.

CSD 579 - Lang & Hear Impairmnt (3)
This course provides instruction in the syntactic, semantic and pragmatic language patterns of individuals with mild to profound hearing impairment. Language assessment and therapy will be discussed along with hearing aids, assistive devices, and cochlear implants. Related and current education issues in reading and writing, and legislation will be explored. Fall.

CSD 580 - First Practicum (2)
This course is a required beginning clinical experience under the direct supervision of Saint Rose faculty and licensed clinical supervisors. This clinic is completed at the Pauline K. Winkler Speech-Language-Hearing Clinic, which is part of the Joy Emery Educational and Clinical Services Center. Students must have reliable transportation to and from practicum sites. In addition, students may see clients in the community. Pre-requisite: Fingerprinting (See the New York State Department of Education "TEACH" website http://www.highered.nysed.gov/teacher.) Co-requisite: CSD 581. Fall, Spring, Summer.

CSD 581 - Clinical Pract Seminar (2)
The graduate practicum seminar is a required supplement to the first clinical practicum for all students. This course offers the student the opportunity to engage in clinical self-evaluation using a range of activities designed to promote independent decision-making in clinical settings. The seminar also functions as a forum in which to exchange experiences and insights, solve clinical problems and raise awareness of political/ legislative and professional affairs issues. Pre-requisite: Fingerprinting. Co-requisite: CSD 580. Fall, Spring, Summer.

CSD 583 - Adv Clinical Pract 1 (2)
This is a required, advanced clinical experience which includes work with children. The practicum is completed at an off-campus facility. Students are required to participate at least three days per week.

CSD 584 - Adv Clinical Pract 3 (2)
This is a non-required, additional advanced clinical experience. Students are required to participate at least three days per week. Students must have reliable transportation to and from the practicum site. Fall, Spring, Summer.

CSD 585 - Adv Clinical Pract 2 (2)
This required, advanced clinical experience includes work with adults on campus or in the community. Students are required to participate five days per week. Students must have reliable transportation to and from the practicum site. Access to transportation. Pre-requisites: CSD 530, 535, 536, 580. Fall, Spring, Summer.

CSD 586 - Supervised Pract Fluency (1)
This practicum, which meets on Monday evenings, is a required, weekly experience with adults, teenagers, and children who stutter. Pre-requisite: CSD 533. Fall, Spring, Summer.

CSD 587 - Adv Pract Public School (2)
This practicum is completed in a public school setting. This is a required practicum for students earning teaching certification if they have not completed student teaching at the undergraduate level. Students are required to participate a minimum of three full days each week. Students must have reliable transportation to and from the practicum site. When this course is needed, it is done in place of CSD 583. Prerequisites: SED 450, workshops for teacher certification, CSD 580. Fall, Spring.

CSD 588 - Adv Clinic Pract 4:Speech (1)
Students who need to make up more than 20 hours of advanced clinical practicum or who would like an additional experience may register for this course. Fall, Spring, Summer.

CSD 589 - Specialty Clinic (0 - 1)
CSD 589 Specialty Clinics will be offered every semester. Students will be assigned to a clinic based on the number of students needed for each Specialty Clinic. If students wish to participate in more than one Specialty Clinic, they will register for the section of CSD 589 listed for 0 credits. Students must complete an application for each clinic and provide their top three choices for this clinic. CSD 580 is a pre-requisite. Fall, Spring, Summer.

CSD 590 - Graduate Capstone in CSD (1)
This one-credit capstone course focuses on clinical decision making by requiring students to apply evidence-based practice and other aspects of sound decision making to effectively serve a person with a communication disorder. Using the foundation that has been established in various graduate classes, students will review and update their previous knowledge of levels of evidence, framing clinical questions, and searching for evidence and then apply it to a client receiving therapy. The course also includes work in self-reflection of clinical strengths and challenges, and discussion of professional ethics. To be taken in final semester.

CSD 593 - Research Mthds Human CSD (3)
This course provides instruction in a broad range of research methods and experimental design in human communication disorders. Topics include quantitative and qualitative designs along with instruction in how to evaluate research for purposes of clinical
CSD 594 - Clin Speech Sound Disorders (3)
This course provides instruction in current issues in phonological development, assessment, and intervention, with implications for clinical and research application. Students will explore evidence-based issues related to clinical research articles and readings. Fall, Spring, Summer.

CSD 595 - Directed Research in CSD (1-3)
Provides students with opportunities to engage in directed research with a member of the department (either clinical or academic) in directed research on a topic of interest. Requires instructor approval and typically provides elective credits. Spring, Summer, Fall. Pre- or co-requisite: CSD 244 or equivalent.

CSD 596 - Literacy Institute (3)
This Immersion course, which spans three weeks, is an in-depth investigation of current issues in communication disorders and literacy. The first week consists of in-class instruction and discussion and the remaining two weeks are devoted to project reviews. (Summer)

CSD 597 - Nervous System & Communic (1)
Students will study online lectures, participate in discussion and meet with the instructor to learn about the nervous system and its function. Fall, Spring, Summer.

CSD 598 - Independent Study (1-3)

CSD 599 - Thesis (6)
Thesis - must have department permission.

CSD 601 - Topics in CSD (0-3)
This course explores current topics in communication sciences and disorders that will be of particular interest to practicing clinicians and teachers. Topics and credits will vary to accommodate course content. Some courses will be appropriate for advanced graduate students. Permission of instructor. Spring, Summer, Fall.

CSD 602 - Current Topics in Prevention (3)
This course explores the topic of prevention in communication sciences and disorders. It includes discussion of prevention as an essential feature of health care and wellness and a key feature of assessment and intervention of speech, language, cognition, hearing, and swallowing disorders. Students also take part in activities that promote the prevention of communication disorders. Spring only.

CSD 603 - Pediatric Motor Spch & Swallow (3)
The purpose of this class is to develop an understanding of anatomy and physiology of the oral mechanism as it relates to the development of feeding skills. An emphasis will be placed on the differential diagnosis and treatment of pediatric feeding and swallowing disorders. Spring.

CSD 604 - Com.Beh, and Ind on Aus Scept (3)
This course provides instruction in communication difficulties inherent in autism spectrum disorder (ASD). An emphasis will be placed on understanding historical approaches to helping individuals with ASD, along with communication and behavioral issues in ASD. Topics include an examination of the evidence based practice in CSD and ASD, treatment outcomes for individuals with ASD, and multidisciplinary collaboration in the treatment of individuals with ASD. Fall, Summer.

CSD 999 - Comprehensive Exam (0)
The comprehensive exam is one of the final evaluation requirements for students in the Communication Sciences and Disorders graduate program. This exam requires students to describe assessment and intervention procedures in response to integrated case study questions that reflect different specialty areas in the CSD field. The exam is a closed-book assessment. Students are given five hours to answer comprehensive exam questions. Taken in the final semester of the graduate program.

CSL - Counseling

CSL 500 - Counseling Theory and Practice (3)
The focus of learning in this course will be the established theories of counseling employed by professional counselors. Through lecture, readings, and illustrative videos, students will be exposed to prominent theorists and to the history and development of counseling and counseling theories. Particular attention will be given to the application of these theories to school, community and college settings. Multicultural and feminist approaches to counseling theory and practice will also be introduced. Fall, Spring.

CSL 501 - Prof Orient & Eth Prct CMHC (3)
This course is an introduction to the profession of counseling with a focus on mental health counseling. Students will be exposed to the historical, philosophical, societal, economic, and political dimensions of mental health counseling. The focus will be on fostering students’ knowledge and professional identity by increasing awareness of various roles and duties of professional mental health counselors as well as learning how they interact with professionals from other disciplines within the mental health field. The course provides an overview of the issues, needs, populations, skills, and models in mental health settings with an emphasis on prevention, wellness and advocacy. Students will also learn about the organization and administration of mental health services. Students will learn about professional issues that are unique to mental health counseling, including national recognition in the field, reimbursement, core provider status, and access to and practice privileges within managed care systems. The ethical and legal issues in the contact of mental health counseling in a diverse society will also be discussed. Fall.

CSL 503 - Person Thry & Abnml Psych Child (3)
This course provides an overview of personality theory and psychopathology with an emphasis on interpretation/understanding, diagnosis and treatment of various issues and conditions common among school-age children. Students will become familiar with diagnostic criteria and methods of assessment for the problems school professionals often face in working with children in school settings. Students will learn case formulation and treatment planning strategies. Consultative strategies for working with other school professionals, family members and community resources will be reviewed; collaboration with other school professionals is highlighted. Offered occasionally.

CSL 504 - Orgzn&Collabn in Sch Csl Prog (3)
This course provides an in-depth look at the roles and responsibilities of the transformed school counselor at the P-12 level in New York with a focus on developing culturally responsive school counselor leaders. Students examine the transformed view of the professional school counselor as leader, advocate and change agent within the context of a school environment. Students will develop skills essential in consulting and collaborating with other...
school professionals and parents to develop and evaluate programs and interventions that promote the academic, career and personal/social development of all P-12 students within the context of comprehensive, developmental school counseling programs. Factors that impact equity in learning and educational opportunity and outcomes will be examined. Fall.

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CSL 505 - Research in Counseling (3)
This course examines the current issues that influence research methods in the field of counseling. It is designed to introduce graduate students to single subject and group designs as well as qualitative methods used by counselors. Emphasis will be placed on developing research studies that evaluate practice with individuals, families and communities across school, agency and higher education settings. Students will develop a basic understanding of descriptive and inferential statistics using SPSS and will be required to demonstrate interpretation of research results. Students will also complete a final research proposal which demonstrates critical thinking and social science principles. Fall, Spring.

CSL 506 - Cnsl for College&Career Read (3)
This course examines the role of the school counselor in the development of P-12 college and career readiness programs in school. Practices that promote college access and life-career development for P-12 students will be examined including post-secondary planning, academic counseling, and the college admissions process. Career and college readiness counseling for special populations will be considered. Developmentally appropriate programmatic interventions to reduce barriers to student achievement and promote equity and access for all students will be examined. A focus will be designing, implementing and evaluating programs to increase college and career readiness and to support a college and career readiness culture in schools. Pre-requisite: CSL 554. (Spring)

CSL 508 - Practicum in Sch. Csl (3)
This practicum will give students hands on, supervised experience in the field prior to internship. Students will achieve growth towards becoming informed, ethical, and competent professionals by using appropriate counseling skills with clients in supervised experiences in school-based settings. Students will demonstrate knowledge appropriate to professional counseling and to the setting, application of learned skills, and a disposition toward counseling. A return to campus for weekly supervision is a requirement of this course. A minimum of 100 hours is required. Pre-requisites: CSL 510, CSL 528, all workshops and permission of the advisor. Co-requisite: CSL 553. Spring.

CSL 509 - Practicum in Ment Hlth Cnslg (3)
This practicum will give students hands on, supervised experience in the field prior to internship. Students will achieve growth towards becoming informed, ethical, and competent professional by using appropriate counseling skills with clients in supervised experiences in community agencies and other related settings. Students will demonstrate knowledge appropriate to professional counseling and to the setting, application of learned skills, and a disposition toward counseling. A return to campus for weekly supervision is a requirement of this course. A minimum of 100 hours is required. Prerequisites: core classes, CSDL 501 & CSL 585; all workshops; requires advisor approval. Corequisite: CSL 553 or CSL 554 or CSL 529.

CSL 510 - Prof Orient & Eth Prct SchCsl (3)
This course is an orientation to the profession of counseling with a focus on school counseling. Professional issues in counseling will be emphasized including an examination of the history of the profession; the role of the transformed school counselor as advocate, leader and change agent; relevant professional associations and certification; a review of current issues and future trends in education and counseling; a review of the ethical codes; and legal and ethical practice in school counseling. An emphasis is placed on helping the student develop a counselor identity. Students will review best practices in comprehensive, developmental school counseling programs and the ASCA National Model, with a focus on using data in planning and evaluating these programs to foster personal, social, educational and career development in P-12 students. Eight hours of fieldwork are required. (Fall)

CSL 511 - Counseling Child/Adoles in Schls (3)
This course examines the special issues related to counseling children and adolescents in the school setting through a systemic lens. Students will learn culturally competent counseling strategies for this population including how to assist educators and families in identifying and meeting the instructional and developmental needs of children and adolescents. Attention will be given to strategies that build collaborative partnerships among school staff, families and community resources. Topics will include crisis intervention, disaster and emergency preparedness, and working with students with special needs. Pre-requisite: CSL 510. (Spring)

CSL 515 - Tech & Emerg Trends in Sch Csl (3)
This course will focus on emerging trends in professional school counseling with a focus on technical fluency as a means to operationalize the role of a school counselor. This course will review how school counselors incorporate technology into the delivery and evaluation of academic, personal/social and college/career readiness services to P-12 students. Students will learn to utilize technology resources to analyze school counseling program effectiveness as well for the promotion of school counseling programs consistent with the American School Counseling Association standards.

CSL 528 - Clinical Counsel Skills (3)
This course introduces students to various counseling techniques and skills based on established counseling theories. The course focuses on the development of basic counseling skills and essential competencies in relations to effective psychotherapy with an emphasis of self-reflective ability. Student will also be exposed to a conceptual model of counseling. Skills will be developed via discussion, course activities, video demonstration, and practice in simulated/experiential sessions. Prerequisites: CSL 500 with a B or better. Fall, Spring.

CSL 529 - Tests, Measuremnt, Appraisal (3)
This course is designed for students and professionals from a variety of community, educational, and vocational settings who require competency in assessment and appraisal, and in using data to make appropriate counseling, evaluation, and research decisions. Students taking this course will learn how to properly select, develop, administer, and interpret standardized/non-standardized measures, how to appropriately collect, manage and use data, and how to conduct univariate and multivariate statistical analyses using Excel and SPSS in order to verify the reliability and validity of measures and make data based decisions. The role gender, culture and development play in test bias and ethical decision making will
also be discussed. Prerequisite: EPY 500 or CSL 505. Spring, Summer.

CSL 530 - Life-Span Developmnt Issues (3)
This course prepares students to understand client issues using a working knowledge of developmental theories and research. Emphasis is placed on current developmental theories and their application to counseling clients across the lifespan. The interplay between culture and developmental norms, as well as socio-structural factors that impact the client's immediate environment, will be discussed. Fall, Spring.

CSL 532 - Sch Counselor - Educ Advocate (3)
Using a problem-based service learning format, this course will allow students to explore issues around advocacy, leadership and classroom guidance that face professional school counselors by working with a community partner on a real world issue. Students will examine the collaborative role of the school counselor with other educators in the school community. This course is designed to promote knowledge and skills in: curriculum design, lesson plan development, and classroom management strategies across the academic, career and personal/social domains of the National Model. Students will develop and implement guidance curriculum that is grounded in developmental psychology and professional school counseling standards. This course emphasizes the collaboration, leadership and advocacy skills necessary to effectively implement developmental guidance programming. Fieldwork of 15 hours is required. Pre-requisite: CSL 510. (Spring)

CSL 534 - CSL Intervent w/Child, Adoles (3)
This course will provide students with an overview of various methods of child interventions and assessment. Students will be introduced to psychodynamic, cognitive-behavioral, and medical methods of assessing and treating specific behavioral and emotional problems in children and adolescents. Students will apply theories and research to ecological intervention strategies. Fall.

CSL 538 - Addictions Counseling (3)
This course provides students with the fundamentals of assessment, diagnosis, and treatment planning in addictions counseling. An overview of the history of alcohol and drug use in the United States, specific drug classifications, and effective treatment approaches are presented. Students will understand the complex dynamics of addiction and co-occurring disorders and their effects on children, adolescents, and adults. Addiction within family systems and across generations will be explored. Students are exposed to 12-step and self-help groups in the community and psycho-educational groups in schools. Emphasis will be placed on counseling diverse populations and the CASAC certification requirements. Spring.

CSL 540 - Soc & Cult Foundations in CSL (3)
This course provides students with an understanding of the social-cultural contexts of human development and behavior for developing culturally sensitive therapeutic interventions. This course addresses issues of culture, race, ethnicity, gender, social class, age, sexual orientation, and ability in relation to current counseling theory, research, and practice at individual and systematic levels. A focus of this course is the development of students' self-awareness and self-exploration of their own worldview and identities to serve as the foundation of multicultural competence and cultural humility in working with diverse populations. Fall, Spring.

CSL 553 - Group Counseling & Dynamics (3)
This course will focus on the theory and skills associated with facilitating groups in a variety of school and community settings. Counselors may work in a variety of settings in which they may be in the role of group facilitator, group counselor, group member or consultant. This course will provide a theoretical understanding of group dynamics and the techniques associated with the application of these principals to practical situations. The course includes the opportunity for students to participate in a small experiential group experience. Fall, Summer.

CSL 554 - Career Development (3)
This course provides perspectives on the segment of human development theory and research relating to career development; presents a life-span perspective of vocational, avocational, and lifestyle development; presents multiple theories, appropriate tests and assessment; and outlines processes for applying theory to program planning and evaluation. Attention will also be given to career information, resources, and services across the life span. Spring, Summer.

CSL 575 - Intro to Family Counseling (3)
The purpose of this course is to provide students with an understanding of families and family counseling strategies. Students will be introduced to theoretical and practical approaches to family therapy, the historical development of family therapy models, and the use of these models in therapeutic activities with families. Family systems, interactional patterns of family members through stages in the life cycle, ethical and legal issues relevant to family counseling, and contemporary issues will be discussed. Special emphasis will be afforded to the role of diversities in understanding families and family counseling. Prequisites: CSL 500, CSL 528. Spring.

CSL 576 - Disaster, Crisis, Trauma Cnslg (3)
This course examines counseling approaches to assist mental health professionals in effectively addressing crises, disaster and other traumatic events in individuals, schools and communities with an emphasis on counselor self-care. Centered on the principles of crisis intervention, disaster mental health and trauma-informed care, this course examines the psychological impact of traumatic events from multiple perspectives, including neurobiological and post-traumatic growth approaches. Special attention is placed on helping students apply skills grounded in culturally informed assessment and intervention with a focus on ethical and legal issues. Fall.

CSL 578 - Case Mgmt, Consul, Organ Chng (3)
This course will expose students to the skills needed to be an effective case manager in a community mental health program or agency. Students will be exposed to phases of case management practice and theories. Emphasis will be placed on practical application and building a working knowledge base of community providers. Types of organizational structures and strategies for working within and changing organizational structures will be introduced. The legal and ethical issues that confront mental health counselors working in the community are discussed. Students are expected to make on-site visits to community agencies and programs and evaluate those programs in class presentations; some fieldwork is required. Fall.

CSL 584 - Qualifying Exam Workshop (0)
This workshop is designed to help students prepare for their qualifying examination. This workshop reviews the format of the Counselor Preparation Comprehensive Examination (CPCE) and
the departmental policy on the qualifying exams. The structure of the exam is reviewed. Students are exposed to essential study skills and test taking skills. This workshop is mandatory and must be taken the semester prior to registering for CSL 999. Fall, Spring.

CSL 585 - Psychopathology (3)
This course is designed to expose students to diagnosis and skills for counseling individuals who may be experiencing serious psychological problems. The role of neurobiology, neural communication, and neurotransmitters is addressed. Special emphasis will be given to the identification and treatment of psychological disorders across the life span. Students will become familiar with the DSM-5 and ICD-10 classification and mental status evaluations. Research-based interventions for each disorder are discussed, and integrative intervention strategies will be stressed. Students are expected to apply treatment interventions and assessment to case presentations. Prerequisite: CSL 500 (Spring).

CSL 588 - Seminar in Family Violence (3)
This course will provide students with a strong foundation for understanding and intervening in violence and abuse toward children, partners, siblings, and the elderly. The salient and pervasive problem of family violence will be discussed from an ecological and systems perspective, using multi-causal theories to explain individual, family, community, and social factors that contribute to and help prevent abuse. Issues of ethnicity, social class and gender will be integrated. Spring.

CSL 591 - Internship: Sch Couns I (3)
This 300-hour structured internship will give students hands on experience doing professional counseling in a school-based setting under the supervision of a cooperating, experienced professional school counselor and faculty liaison. Students will achieve growth towards becoming ethical and competent professionals with a focus on reducing barriers to student achievement, culturally competent individual and group counseling, classroom interventions designed to promote the academic, career, and personal/social development of students, and a focus on performing the services of a professional school counselor as leaders and change advocates. A return to campus for weekly supervision in seminar is a requirement of this course. Three hundred hours of experience are required for three credits, with at least 120 of these being direct contact hours. Advisor permission is required. Pre-requisites: CSL 508, CSL 532, CSL 553, successfully passing the Qualifying examination. (Fall)

CSL 592 - Internship: Sch Couns II (3)
This 300-hour structured internship will give students hands on experience doing professional counseling in a school-based setting under the supervision of a cooperating, experienced professional school counselor and faculty liaison. Students will achieve continued growth towards becoming ethical and competent professionals with a focus on performing the services of a professional school counselor as leaders and change advocates. A return to campus for weekly supervision in seminar is a requirement of this course. Three hundred hours of experience are required for three credits, with at least 120 of these being direct contact hours. Pre-requisite: CSL 591. (Spring)

CSL 593 - Mental Hlth Cnslg Intern I (3)
This 300-hour structured internship will give students hands on experience doing professional counseling in a mental health setting under the supervision of a cooperating, experienced professional counselor and faculty liaison. Students will achieve growth towards becoming ethical and competent professionals by performing the duties of a mental health counseling professional with a focus on individual, family and group counseling skills. Students will demonstrate competence in assessment, case management, and consultation. A return to campus for weekly supervision in seminar is a requirement of this course. Three hundred hours of experience are required for three credits, with at least 120 of these being direct contact hours. Advisor permission is required. Students are required to complete whatever background checks/fingerprinting/health clearance their internship site requires of them prior to starting internship. For those students interning at a placement without any requirements, students must follow the departmental policy in place regarding background checks/fingerprinting/health clearance prior to starting their placements. Pre-requisite: CSL 509.

CSL 594 - Mental Hlth Cnslg Intern II (3)
This 300-hour structured internship will give students hands on experience doing professional counseling in a school-based setting under the supervision of a cooperating, experienced professional school counselor and faculty liaison. Students will achieve continued growth towards becoming ethical and competent professionals with a focus on performing the services of a professional school counselor as leaders and change advocates. A return to campus for weekly supervision in seminar is a requirement of this course. Three hundred hours of experience are required for three credits, with at least 120 of these being direct contact hours. Pre-requisite: CSL 593.

CSL 597 - Institute: Counseling (1-3)
This seminar is intended to allow in-depth coverage of topics and issues in current counseling theory and practice. Institute topics will be based on faculty and student interest. Offered occasionally.

CSL 598 - Independent Study (1-3)
Independent Study Application and Permission of faculty advisor required.

CSL 599 - Thesis (3 or 6)
Permission of faculty advisor required.

CSL 999 - Qualifying Exam (0)
The Counselor Preparation Comprehensive Examination (CPCE) is a national exam administered to students after completion of the 24 credits in core counseling classes. The exam measures content knowledge in the areas of human growth and development, social and cultural foundations, helping relationships, group work, career counseling, appraisal, research and program evaluation, and professional ethics. Pre-requisite: CSL 584. Fall, Spring, Summer.

CSS - College Student Services Admin

CSS 550 - U S College Stdnts & Campus (3)
This course offers an analysis of current problems related to today's college students (i.e., ALANA, LGBT, students with disabilities, returning students, etc.) and the campus environment. A review of the history of higher education and evolution of the United States system of higher learning will address trends in the study of the impact of college on students. Emphasis will be placed on understanding the needs of a diverse student population and the development of a supportive community environment. Issues of social justice advocacy will be addressed.
CSS 552 - Student Develop Theories (3)
This course provides students with an intensive study of a small group of human development theories that focus on college students. Particular attention will be given to theories addressing student learning and developmental issues across the life span. Students will examine traditional theories of student development, as well as more recent literature that addresses gender, multicultural, and nontraditional student issues.

CSS 561 - Case Studies in Higher Educ (3)
This course is designed to help students to develop and improve their decision-making skills and to increase their understanding of the concepts and current practices in higher education administration. The course will review critical issues in ethics and legal matters on college campuses. The case studies process will be used to help students develop and hone their decision-making skills.

CSS 562 - Admin, Staff Suprvsn,Budget (3)
Specific issues in the field of administration at the college and university level are examined. Administrative structures at small and large, public and private, residential and commuter higher educational institutions will be explored. Fundamental budget management and finance will be covered. Skills in staff supervision, leadership, and evaluation related to college management will be emphasized.

CSS 596 - CSS Internship (3)
The focus of this course is a 300-hour structured working and learning experience in student personnel service (i.e., Financial Aid, Admissions, Residence Life, Student Activities, etc.) of a college/university setting. Students will perform the services and role of a professional staff member. Students will receive intensive supervision from both a primary on-site supervisor and a College of Saint Rose faculty liaison. On-site visitations by The College of Saint Rose faculty liaison will be conducted. Internship will be arranged at the end of the student's program; students must have permission of their advisor. Students must follow the departmental policy in place regarding background checks/fingerprinting/health clearance prior to starting their placements. Selected internships may be taken during the Summer with permission of the Counseling/College Student Services faculty, advisor and internship coordinator. Pre-requisites: CSS 500, CSS 528, CSS 540, CSS 552; at least 24 credit hours of completed coursework; required workshops; and permission of advisor.

CSS 598 - Independent Study (1-6)
Permission of faculty advisor required.

CSS 599 - Masters Thesis in Coll Admin (3-6)
Permission of faculty advisor required.

CSS 999 - Comprehensive Examination (0)
The comprehensive examination in College Student Services is a case study examination. Students must demonstrate competency in understanding policy and administrative practices as applied to a case study. Fall, Spring, Summer.

ECE - Early Childhood Education

ECE 530 - Found Early Child Education (3)
The historical, philosophical, and sociological foundations of early childhood education will be addressed in this course. Current issues, legislation, and public policies affecting children, families, and programs for young children will be considered. Students will examine the profession's code of ethics and engage in professional development opportunities. Students will examine characteristics of a variety of early childhood program models, including the philosophy, history, funding, regulations, curriculum, and role of the teacher in each model. Recommended practices for designing appropriate learning environments will be addressed; the notion of anti-bias curriculum will be explored within the context of the learning environment. Students will focus on all areas of diversity, including children with disabilities, as part of an understanding that the child can be best understood within the context of his/her family, culture, and community. Partnerships, collaborations, and support and referral services will also be explored, as well as the role of trans-disciplinary teams in providing services to students with disabilities. A six-hour field experience is required. Students must obtain fingerprint clearance prior to beginning field experiences.

ECE 531 - Infnt,Todd, Pre-Sch Ed & Guid (3)
This course focuses on the planning and implementing of developmentally appropriate curriculum and instructional practices, informed by knowledge of child development, individual differences, program models, and state and national standards. Emphasis will be on models of infant/toddler/preschool education that advocate learning through play, inquiry, cooperation, and creative expression, and that address the needs of children with the full range of abilities and cultural backgrounds. Curricular areas include language and emergent literacy, math, science, social studies, art, music, drama, movement, health, safety, and nutrition. Service learning will be explored. Adult relationships in the care-giving setting, collaborative planning models, and home-school-community relationships will be addressed within the context of appropriate planning. Methods for evaluating children's progress, curricular goals and objectives, and program effectiveness will be addressed. For students in the graduate B-6 program 15 field hours are required. For all other students, 10 field hours are required. Students must obtain fingerprint clearance prior to beginning field experiences.

ECE 534 - Admin of Early Child Programs (3)
During this in-depth examination of administering early childhood programs for young children and their families candidates will study the various types of program models currently available, and identify program rationale, goals, philosophy, policy, state and federal regulations, priorities, staff, curriculum evaluation and management. Program development and evaluation will be addressed. Programs and procedures for identifying and serving young children with disabilities will be examined. A five-hour field experience is required. Students must obtain fingerprint clearance prior to beginning field experiences. Suggested prerequisites or co-requisites: ECE 530, ECE 531, and ECE 538.

ECE 536 - Lang and Lit Dev Birth-K (3)
This course will address language and literacy development in young children from birth through kindergarten. Emphasis will be placed on how monolingual and multilingual students learn language and early literacy concepts. Course content will address the importance of family literacy including working with culturally and linguistically diverse children, children with disabilities, and their families. The course will highlight the use of assessment practices, resources, and learning opportunities to support young children's language and literacy development, in accordance with national and state guidelines. For students in the graduate B-6 program 15 field hours are required. For all other students, 7 field hours are required. Students must obtain fingerprint clearance prior to beginning field experiences. Offered annually.
ECE 538 - Curricula For Young Children (3)
This course focuses on the planning and implementation of developmentally effective approaches to teaching and learning in grades pre-K through 2, in alignment with standards for educational programs that have been issued by state and national professional organizations. Teacher candidates will design meaningful and challenging curricula that are informed by knowledge of child growth and development and that integrate all content areas, including language and literacy, mathematics, science, social studies and the arts. Service learning will be explored. A continuum of teaching strategies that take into account children's interests and individual, developmental, and cultural differences will be studied. Candidates will examine evidence-based strategies for individualizing instruction for children with exceptional learning needs. The importance of communication and collaboration with families and other professionals will be stressed. Candidates will develop plans for respectful and supportive learning environments designed to promote the growth and development of children in all domains. Procedures for authentic, performance-based and formal, standardized assessment, as well as diagnostic, formative and summative evaluation related to areas addressed in the course will be an additional focus. A 15-hour field experience is required. Students must obtain fingerprint clearance prior to beginning field experiences. Preferred prerequisites or co-requisites: ECE 530 and EPY 302.

ECE 585 - Integrat Content Meth: Gr K-2 (3)
This course presents opportunities to develop strategies for teaching and integrating language arts, social studies, math, science and technology in the K-grade 2 classroom in accordance with standards posed by New York State, NCTE, NCSS, NCTM, NSTA, and ISTE. Instructional approaches addressed will include cooperative learning, literature-based instruction, direct instruction, inquiry-based approaches, service learning, and the project approach, appropriate to the developmental levels of this age group as suggested by NAEYC and CEC program standards. Literacy development in the content areas will be covered. Strategies to support diverse learners will be considered and implemented in field experiences. The integration of technology as a teacher resource and as an instructional tool will be covered. Appropriate formal and informal assessment tools will be included within the context of unit and lesson plans. A 20-hour supervised field experience is required for this course, regardless of program. Students must obtain fingerprint clearance prior to beginning field experiences. Preferred prerequisite: ECE 538 or ELE 580.

ECE 587 - Adv Field Exper: Early Chilhd (3 or 6)
A field experience, selected in cooperation with faculty in the department of Teacher Education, designed to meet the individual needs of the student. A minimum of 50 hours of field experience in birth-grade 2. A formal proposal for this experience using the Proposal for Advanced Field Experience in Education form, (located in the Field Placement and Advising office) must be submitted to the Department Chair by Advisement Day of the semester prior to the semester in which the field experience will occur. Students must obtain fingerprint clearance prior to beginning field experiences. Pass/Fail. Open to Saint Rose students only.

ECE 589 - Student Tchg: Pre K or K (3)
This course is designed for students who hold initial certification in childhood education (grades 1-6) and have completed student teaching experiences in grades 1-3 and grades 4-6. Students will complete one eight-week student teaching experience in a pre-K or kindergarten setting. Prior to student teaching, candidates complete a 20-hour field experience in their placement that involves a thorough analysis of home, school, and community composition and dynamics, done under the supervision of The College of Saint Rose student teaching supervisor. Application required. Application must be made by February 1 for the Fall semester; by October 1 of the preceding Fall semester for a Spring student teaching placement. Pass/Fail. Prerequisites: fingerprint clearance; good standing in the School of Education; completion of all education course work except EDU 590 and ECE 999 or thesis; grade of B or better in all required course work. Open only to students enrolled in a program leading to Second Initial Certification in Early Childhood Education (Pre-K-Grade 2) at Saint Rose. Co-requisites: ECE 593, ECE 594.

ECE 590 - Student Tchg: Early Child Ed (6)
This course involves a semester of student teaching in early childhood settings. Each candidate will receive two consecutive placements: one-half semester in a pre-K or kindergarten setting, and one-half semester in grade 1 or 2. This experience requires candidates' demonstration of skills, strategies, models of teaching and child guidance, uses of educational technology and media; provides supervised practice in teaching, and involvement in community study activities; and, stresses development of communication and leadership skills. The candidate will develop and implement a service learning project with students as part of the unit plan requirement, under the guidance of cooperating teachers and College of St. Rose personnel. Prior to student teaching, candidates complete a 20-hour field experience in each of their placements that involves a thorough analysis of home, school and community composition and dynamics, which is done under the supervision of The College of Saint Rose student teaching supervisor. Application must be made by February 1 for the Fall semester; by October 1 of the preceding Fall semester for a Spring student teaching placement. Pass/Fail. Prerequisites: fingerprint clearance; good standing in the School of Education; completion of all education course work and workshops, except EDU 590 and ECE 999 or thesis; grade of B or better in all required course work. Open only to Saint Rose majors. Application required. Co-requisites: ECE 593, ECE 594.

ECE 593 - Portfolio:Early Child Educ (1)
This course facilitates assessment based on candidates' portfolios of materials accumulated throughout their courses of study in the program. Teams of faculty will evaluate materials presented by students such as exemplary lessons, units, service learning projects, teacher-made materials, and children's works (used with permission). Competency is documented in such areas as Child Development and Learning, Family and Community Relationships, Assessment, Content Knowledge, Curriculum, Instructional Practices, and Professionalism. Candidates' portfolios are evaluated by College faculty and supervisors and are also presented to the College community. Pass/Fail. Co-requisites: ECE 589 or ECE 590; ECE 594. Open to Saint Rose majors only.

ECE 594 - Stud Tchg Seminar: ECE (2)
This course is designed to provide academic support during the student teaching semester. Topics are selected by the instructor to complement the student teaching experience. Student teachers come together with colleagues and the instructor to discuss issues that relate to teaching as a profession in general, as well as those that relate to individual classroom situations. This course gives prospective teachers the opportunity to reflect critically on their role in the classroom, to explore alternatives, to consider consequences (intended and unintended) of various classroom actions, and to
begin to assume responsibility for their own continuing professional development. Co-requisites: ECE 589 or ECE 590; ECE 593. Open to Saint Rose majors only.

**ECE 598 - Independent Study (1-3)**

**EDA - Educational Administration**

**EDA 500 - Research Ed Admin (3)**

This introductory course prepares students to be consumers and designers of educational research. Discussion includes research designs (qualitative and quantitative approaches), problem selection, review of the literature, measurement issues, proposal writing and critical evaluation. Library use, descriptive statistics and a cursory discussion of inferential statistics are also included. Required for M.S. degree. Only offered if sufficient student interest. If not offered, students should substitute EPY 500 Educational Research with permission of the advisor.

**EDA 503 - Curr Ldrshp for Equity (3)**

The historical perspective of curriculum is studied in addition to sources of curriculum decisions and the tasks of instructional leaders. The course also includes the social, philosophical and psychological principles relevant in developing and organizing curriculum; the processes which affect curriculum planning and revision; addresses the roles of curriculum developers and supervisors, and investigates how the impact of curriculum can be considered and measured. Special emphasis is given to K-12 articulation with state standards and the integration of multiculturalism and technology in curriculum improvement.

**EDA 505 - Principles of Ed Ldrshp&Admin (3)**

This course provides an overview of administrative and organizational theory applied to the educational environment. It is designed to assist students in developing their leadership identities through the exploration of texts, readings, classroom and online experiences. Topics include a study of foundational leadership texts which focus on the leader's role in shaping a school environment that is culturally responsive. Students work on their personal professional development plans, which they directly link to Professional Educational Leadership Standards (PSEL) and the National Educational Leadership standards (NELP). Work on these plans continues throughout the program in addition to beginning field experiences that contribute to the internship and their personal portfolios. Students are encouraged to register for this course as early in the program as possible as it is a foundation for the study of leadership in school systems.

**EDA 506 - Intro to Ed Lead & Adm - SDBL (3)**

An overview of administrative and organizational theory applied to the educational environment with an emphasis on finance and operational systems. Provides students with a theoretical and historical understanding of educational goals, structures, politics, governance, financing and relations with internal and external constituencies. Emphasis is placed on school business and operational administrative competencies and planning for effective change and efficient use of resources aligned to educational goals. Students work on their personal Professional Development Plans which they directly link to national and state education leadership standards and practices. Work on these plans continues throughout the program. Students are expected to review school programs and operations at school sites they select. This is a core requirement for the School District Business Leader certification program. (On-line, for SDBL Students). Offered in sequence with each Cohort Group.

**EDA 510 - Suprvsn of Tching & Lrning (3)**

A study of the supervisory relationship with emphasis on competencies of clinical supervision and teacher development. Professional development, formative and summative evaluation, team-building and participatory decision-making are considered. A broad view of schools with an emphasis on different school cultures and under served populations are also discussed. Students are expected to work at school sites they select to practice the techniques of clinical supervision. Core requirement for the M.S. degree and the School Building Leader certification program. Spring.

**EDA 520 - Lead/Mot Ed Admin (3)**

An in-depth study of the major theories of leadership and motivation as they relate to the administration of education. Special focus is on the creation and implementation of vision/mission, cultural identity and organizational change through leadership skills and practices and motivational strategies. Offered occasionally.

**EDA 529 - Mental & Ed Meas (3)**

This course explores the role of measurement in education with emphasis on the different types, use, and interpretation of standardized tests; basic statistics and their application in the interpretation of results; concepts of reliability and validity as they relate to the different methods of assessment, and introduction to construction, use and evaluation of teacher-made tests. Prerequisite: EDA 500 or EPY 500 or equivalent. Offered occasionally.

**EDA 533 - Admin ECE Programs (3)**

An in-depth examination of administering early childhood programs for young children and their families, the course includes the identification of program rationale, goals, philosophy, policy, state and federal regulations, priorities, staff, curriculum, evaluation and management. Offered occasionally.

**EDA 540 - Education Law, Ethics & Policy (3)**

A study of the legal areas which administrators encounter; the legal system and its relationship with the educational system; types of school organizations in New York State and their structure and functions; employer/employee relationships and their legal ramifications. Education Law will combine with a review of policies on student rights and student discipline; attendance; due process, including general principles and applicability of the due process and equal protection clauses of the 14th Amendment, and procedural and substantive due process. All legal aspects of the role of building leader will be contextualized through the lens of ethical leadership. Core requirement for the M.S. degree and the School Building Leader certification program. Spring or Summer.

**EDA 541 - Education Law for SDBL (3)**

A study of the legal areas of school districts with an emphasis on school finance, business operations, types of school organizations in New York State and their structure and functions; employer/employee relationships and their legal ramifications; student rights and student discipline; due process and equal protection clauses of the 14th Amendment, and procedural and substantive due process. This is a core requirement for the M.S. (School District Business Leader major) and the School District Business Leader certification program. (On-line, for SDBL Students) Offered in sequence with each Cohort Group.

**EDA 543 - Personnel Administration (3)**

Provides the insights and competencies necessary for the educational administrator to manage both instructional and non-
instructional staff members; focus will be on establishing a positive, productive relationship with staff in an effort to achieve the organization's goals as effectively and efficiently as possible; attention will be given to contract administration and to the specific personnel functions of planning, recruiting, selection, induction and appraisal. This is a core requirement for the M.S. (School District Business Leader major) and the School District Business Leader certification program. (On-line, for SDBL Students). Offered in sequence with each Cohort Group.

EDA 545 - School Principalship (3)  
A study of the modern role of the principal in an elementary/secondary school setting; includes leadership styles, motivation strategies, strategies to improve staff development, school-community relations, planning and implementation of curriculum, and the assessment process. Building management, problem-solving, and student motivation are emphasized. Offered occasionally.

EDA 546 - Part 1 Intern: Educ Lead & Admin (3)  
The administrative internship is a minimum 600 hour clinical experience. It is an individually arranged experience in selected schools or educational organizations, under the supervision of an experienced certified administrator and/or supervisor (SDBL, SAS, SDA). Experiences will include, but not be limited to, planning, implementing and evaluating in the areas of curriculum, supervision of instruction, staff development, personnel, community relations, management, legal issues, finance and personal/professional development. Interns regularly participate in a seminar which provides in-depth discussion and integration of administrative and supervisory issues and concerns for students actively involved in an internship experience. In addition to formal input from the instructor, students are allowed the opportunity for the regular exchange of ideas and experiences. Prerequisite: a minimum of 12 credit hours must be taken at Saint Rose before the internship. EDA 510: Supervision and Teacher Development, must be taken no later than Part 2 of the internship. Core requirement for the M.S. Degree (School District Business Leadership major) and the School District Business Leadership certification program. Offered with different topics for a total of six credits. Offered occasionally.

EDA 547 - Part 2 Intern: Educ Lead & Admin (3)  
Continuation of field experience. Fall, Spring, Summer.

EDA 548 - Internship Extension (0)  
Further extension of field experience. Fall, Spring, Summer.

EDA 550 - Sch Fin, Res Plan & Pers Mgmt (3)  
This course is a study of the current system of public school finance in New York and the role of the building leader in the strategic use of resources (both financial and human capital) at the level of school building leader. Candidates gain the knowledge, skills, and attributes involved in leading both professional and non-professional staff. A central theme includes how leaders ensure equity for students of all subgroups. This is a core requirement for the MS in Education Leadership Program, designed to meet the individual needs of the student. Possible alternatives include: internships in child or family services non-governmental organizations, governmental organizations involved in child or family services, or foundations involved in child or family services, presentations or significant involvement in local, state, regional or national conferences, or projects supporting ongoing efforts engaged by the Education Leadership programs at the College. A syllabus for this experience must be devised with cooperation and approval of the faculty adviser prior to registration for the course. (Students not seeking New York State certification should register for EDA 586 Advanced Field Experience.)

EDA 551 - SDBL School Finance (3)  
A study of the historical development and current system of public school finance in New York; theoretical issues and policy choices facing educators everywhere will be related to actual questions of school finance; a central theme will be the possibility of equity for both students and taxpayers in a period of declining resources. Topics include taxation revenue, investments, long term financial planning and projection, insurance, state aid etc. Core Requirement for the M.S. Degree (School District Business Leadership major) and the School District Business Leadership certification program. (On-line, for SDBL Students). Offered in sequence with each Cohort Group.

EDA 560 - School/Comm.Relations&Resource (3)  
Designed to prepare the school administrator/supervisor to work effectively with internal and external constituencies to attain educational goals. Emphasis is placed on communications theory, communications program planning, practical public, media and employee relations, and the development of participation. Assignments apply communications and public relations skills to problem situations. Offered occasionally.

EDA 564 - Adm of Spec Ed Programs (3)  
An orientation to the problems of supervision and management of programs for students with disabilities. This course is designed for the special educator who is not familiar with the administration of such programs. The course includes discussions of theory, research and the practical daily concerns confronting the administrator. Offered occasionally.

EDA 585 - Institute in EdAdm (1-3)  
This course is intended to allow intensive and in-depth study and training on a topic of current importance in educational administration, such as violence prevention and conflict mediation, administrative communications skills, technology planning and implementation, law updating, or grant writing. This course may be repeated with different topics for a total of six credits. Offered occasionally.

EDA 586 - Adv Fld Exp Ed Leadership (3-6)  
A field experience, selected in cooperation with faculty in the Education Leadership Program, designed to meet the individual needs of the student. Possible alternatives include: internships in child or family services non-governmental organizations, governmental organizations involved in child or family services, or foundations involved in child or family services, presentations or significant involvement in local, state, regional or national conferences, or projects supporting ongoing efforts engaged by the Education Leadership programs at the College. A syllabus for this experience must be devised with cooperation and approval of the faculty adviser prior to registration for the course. (Students not seeking New York State administrative certification may take these courses in lieu of EDA 546 and EDA 547). Pass/Fail. Open to Saint Rose students only. Offered occasionally based upon student need.

EDA 589 - SDBL Finance & Practice (3)  
This course provides a comprehensive overview of the various school district operations including the business office, budgeting, maintenance, transportation, insurance and food service. Students will be expected to select, review and analyze a school operation for efficiency and effectiveness. Major topics include: various budget types/formats, universal coding systems, revenue forecasting techniques, enrollment projection methodologies, state aid projections, capital project management, regulatory requirements, roles and responsibilities, purchasing and accounts payable, facilities management, risk management, and leadership in the various areas of a typical school business leader. Core Requirement for the M.S. Degree (School District Business Leadership major) and the School...
EDA 590 - Culturally Responsive Ldrshp (3)
Organizational Change: Leadership Dimensions Critical to Leading Multicultural School Communities
This course provides an opportunity to understand diverse perspectives in culturally responsive school leadership. Students will become familiar with the major themes for analyzing inclusive school communities and the complexities of organizational analysis and change. Students will gain knowledge, skills, and dispositions towards solving the impediments to school improvement, particularly as it relates to subgroup populations. Fall.

EDA 591 - SDBL Sem: Crit Issues in SDB (3)
Discussion of current problems and issues in educational leadership and administration with an emphasis on finance, budget and school operations. Topics may include: alternative models for funding schools; business operational mergers and shared services; school restructuring; school climate; crisis management; and other emerging topics or areas of interest to students and instructor. Core Requirement for the M.S. Degree (School District Business Leadership major) and the School District Business Leadership certification program. (For On-line SDBL Students). Offered in sequence with each Cohort Group.

EDA 595 - Rsch Sem Ed Admin (3)
An extensive study and analysis of the literature and research in the areas of educational administration and supervision; students will develop and present a research proposal and/or conduct research concerning a specific administrative/supervisory issue. Required for M.S. degree. Only offered if sufficient student interest. If not offered, students should consult the instructor to discuss potential research aims. The course will be offered in a seminar format and will focus on student research projects. Fall.

EDA 596 - Sch Business Ldr Intern 1 (3)
This 600 hour administrative internship is required for students in the School District Business Leader programs. An individually arranged experience in selected school business and/or district offices or educational organizations, under the supervision of an experienced certified business administrator and/or supervisor (SDBL, SDL, SBA, SDA, SBL); experiences will include, but not be limited to, planning, implementing and evaluating in the areas of budget, finance policy, contracts, property management, staff development, personnel, community relations, management, legal issues, personal/professional, development, etc. Interns regularly participate in an on-line seminar that provides in-depth discussion and integration of administrative and supervisory issues and concerns for students actively involved in an internship experience. In addition to formal input from the instructor, students have the opportunity for the regular exchange of ideas and experiences. Prerequisite: a minimum of 12 credit hours must be taken at Saint Rose before the internship. Core Requirement for the M.S. Degree (School District Business Leadership major) and the School District Business Leadership certification program. (For On-line SDBL Students). Offered in sequence with each Cohort Group.

EDA 597 - Sch Business Ldr Intern 2 (3)
This internship is a continuation of the field experience from EDA 596. Core Requirement for the M.S. Degree (School District Business Leadership major) and the School District Business Leadership certification program. (For On-line SDBL Students). Offered in sequence with each Cohort Group.

EDA 598 - Independent Study (1-3)
Provides a student with the opportunity to explore in depth a particular topic of interest related to school leadership. Elective - offered occasionally at special student request and with unique need. Requires prior permission of the instructor.

EDA 599 - Thesis (3 or 6)
M.S. degree students, in lieu of taking the EDA 999 Comprehensive Examination, may optionally propose, develop, research, write and present a comprehensive Masters Thesis research paper related to educational leadership. Prerequisites: EDA 503, EDA 505, EDA 510, EDA 540, EDA 550, EPI 500; and either SED 590 Research Seminar in Special Education; EDU 590 Integrative Research Seminar; or EPI 592 Integrative Seminar in Education. Prior permission of the instructor is required and the advisor should be consulted prior to registration.

EDA 601 - District Level Leadership & Mg (3)
This course utilizes the analysis of education case studies, interactive classroom experiences, potential site visits, expert panels, and a project based methodology. The emphasis of the course is on district level leadership. It is designed to shape and assess the abilities of potential leaders to analyze, strategize, implement and follow-up, individually and in groups, with respect to the problems faced by school district leaders in a variety of settings. There is also an emphasis on systems and organizational change management. The cases, assignments, and classroom experiences are targeted to specific activities that a district level leader might perform in his or her job. Upon completion students will acquire the knowledge, dispositions and skills necessary to perform the functions of the chief executive officer and instructional leader of a school district. Summer.

Course Note: Co-requisites EDA 601 and EDA 602 must be taken together. Although shown as separate courses, the 601 and 602 courses will be taught as co-requisites in a single term as a six-credit experience. Classes will be offered at various locations and in varying time frames that may include either weekend full-day experiences, evening classes, or summer weekdays. Students will participate in a total of seventy-five (75) hours of in-class experience. In addition, students will be expected to complete individual and group projects that will require outside-of-class time commitment. Required for School District Leadership certification program.

EDA 602 - School Dis/Com Policy & Politi (3)
A complement to the work done in EDA 601, the focus will be on interacting effectively with school board members, community and parent groups, underserved and unserved constituencies, teacher and administrator organizations at all levels, and political leaders having an impact on the resources and/or the mission of the school district. There will be an emphasis placed on honing administrative skills in communications and group facilitation, and on assessing how professionals can most effectively interact with others, especially in diverse groups. Summer.

Course Note: Co-requisites EDA 601 and EDA 602 must be taken together. Although shown as separate courses, the 601 and 602
EDA 999 - Comp Exam (0)
The comprehensive examination is one of the final evaluation components for the M.S. degree (Educational Leadership concentration). The examination is a computer-based administration based upon the ELCC/CAEP Leadership Standards (Educational Leadership Constituent Council) under the review of NCATE (National Council for the Accreditation of Teacher Education). The exam format and content is similar to the New York State School Leadership Assessments (SBL & SDL). The exam focuses on the majority of the standards presented in case studies and analysis of data. Pass/Fail. Prerequisites: EDA 503, 505, 510, 550, 540, and 590. Fall, Spring, Summer.

EDC - Education Contract

EDC 660 - Bully Prevention in Schools (3)
This course has been designed to address the continuing needs of classroom teachers to create a classroom climate in which all students feel safe. One child in four is bullied at school. One in five admits bullying. Recently, a government report on school shootings showed that the only common trait among shooters was that they all have a long history of being bullied. In schools where fear and anxiety are the norm, students cannot learn and achieve. We believe this new course will be a great benefit to educators looking for solutions to these real issues.

EDC 661 - Getting/Keeping Parents Supprt (3)
This course presents proven and innovative methods to gain and keep parent support. This model emphasizes interventions through a cooperative team approach between teachers and parents. Based on research endorsed by the national PTA, the skills and procedures taught in this course and practiced in applied assignments will enable educators to maintain supportive involvement from parents of even the most challenging students.

EDC 663 - Math Made Meaningful (3)
This course focuses on research about how children learn mathematics and how these findings can be applied in the elementary school classroom. The Ten Principles of Thinking Mathematics lays the foundation of the course and captures practices that lead to a better understanding of math for all students and are applicable at all levels. In this course, they are exemplified through research on counting, addition and subtraction. The course takes a broader look at the importance of a wide range of patterns and relationships in math, the value of math manipulative materials, questioning that promotes thinking and encourages multiple approaches to problems. The course provides a framework for thinking about and reflecting on best practices in curriculum and lessons. Participants will plan instruction that emphasizes important ideas in various mathematical topics.

EDC 665 - Tchg & Lng w/Groups (3)
This course presents proven methods for teaching students through group projects. Based on research and years of practice, this model helps teachers avoid the pitfalls and capitalize on the many benefits of cooperative learning. The skills and procedures taught in this course and practiced in applied assignments will enable educators to motivate students at all grade and ability levels to develop important life skills for working in teams while learning subject matter more completely.

EDC 666 - Tchg Gifted/Talented Students (3)
This course provides classroom teachers the strategies and techniques they can use to meet the academic and emotional needs of the gifted and talented. Course content includes practical approaches for challenging the most able students in the regular classroom, pull-out, or full-time classes for gifted students. A course emphasis is on ways of knowing (epistemology) unique to gifted students, and an appropriate pedagogy to specifically enhance each student's giftedness.

EDC 667 - Effective Clsrm Managmnt (3)
This course is designed to assist teachers and administrators in public and private schools to develop skills to help them effectively manage the behavior problems that today's students bring to school. The ultimate goal for this course is to prepare teachers to be effective managers of their classrooms so that student learning is maximized.

EDC 668 - Picture Bks/Second Sch Context (1)
This course will examine the growing interest and research regarding the use of picture books and picture storybooks at the secondary education level to enhance instruction in all content areas. Current research on the use of picture books at the secondary level will be highlighted and discussed. Participants will explore different genres of picture books for readers of all ages, including fiction and nonfiction through hands-on interaction with collections of picture books. The focus of this class will be on strategies for inclusion of picture books at the secondary level as instructional aids and student-centered methodology. Participants will examine lesson plans and activities that use picture books as an instructional tool, and also consider ways to incorporate student created picture books as evaluative and review tools with secondary students.

EDC 669 - Media Literacy K-12 Clsrm (1)
The ever-increasing pressure of media and information plays an important role in children's and adolescents' experiences at the societal, home and school levels. The course will examine and explore current trends in media and information, as well as relevant research and curricula regarding media literacy, especially methods for promoting pupils' critical analysis of media in regard to images, stereotypes, persuasion, propaganda, and bias. Participants will be asked to question their own assumptions and beliefs about the influence of the media on individuals and society, including themselves. Participants will develop strategies and tools for incorporating media literacy into the classroom.

EDC 670 - Enhancing English Language (3)
This course will prepare elementary teachers and educators who have limited English-proficient students to use strategies that develop English language learners (ELL) in social and academic English. Participants will learn to adapt instruction and materials to help English learners understand academic content, develop academic and social language, and participate in classroom activities. Participants will learn to facilitate ELL’s adjustment to a new culture and help all students develop an appreciation for diversity. Teachers will continue to learn from colleagues, students, and families, to continue to meet English language learners' needs.
EDC 671 - Interdisc Curriculum/Team Tch (1)
One of the best ways to improve teaching practice is to make learning exciting by creating natural links in curriculum that are meaningful for both students and teachers. These links can easily be achieved through colleague consultation, interdisciplinary learning and team teaching. Think of the endless possibilities in blending content areas like social studies, English and physical education to create a Run the River unit. Or why not link science and social studies to learn about Science and Society? Imagine the links inherent in mathematics and health. What about a unit on Bodies in Number? How would your teaching look and feel different if you often taught with your partner(s) in a double classroom? As teachers strive to make learning meaningful for students, we often discover that we teach far more than just our content area. After all, how can we teach physics without mathematics, or literature without social sciences? Increasingly, teachers are discovering the rewards of interdisciplinary curriculum and team teaching. Whether you are interested in exploring the possibilities of teaming or you just want to increase the reach of an existing team, this collaborative and collegial atmosphere is the perfect setting to create rich, rewarding and meaningful curriculum units. This course will guide practicing teachers and teaching teams through some of the critical issues of interdisciplinary curriculum and team teaching. In addition to examining various designs for blending the boundaries among context areas, systems that increase the effectiveness of teaching teams as they plan, teach and assess together will be discussed. Participants’ time will primarily be spent creating curriculum and team designs they can implement in their schools now or in the form of proposals for the future. Topics for discussion will include, but are not limited to, thematic units and essential questions, active and community-based learning, exhibitions as assessments, and deciding what content areas to blend.

EDC 672 - First Year of Teaching (1)
Even the most well-educated and motivated new teachers can become overwhelmed with the many roles they must balance during their first years in their profession. Faced with multiple preparations, student work to assess, and professional meetings, it can be difficult to apply instructional strategies that are less familiar. Strategies learned through direct experience during a new teacher’s own years of K–12 education are often the most familiar. Because they are familiar, these methods may overshadow some of the innovative instructional strategies explored in teacher preparation courses. Designed specifically for the first- and second-year teachers, this course provides an opportunity to reinforce the many student-centered instructional possibilities that exist within the context of participants’ own classrooms. Working in a collegial environment of new teachers from throughout the greater Capital Region, participants will use the information they have about their new and continuing assignments as a guide for developing their ideas into concrete curriculum plans that incorporate multiple intelligence theory, simulations, technology, thematic units, essential questions, the arts, the interdisciplinary links, as well as performance and authentic assessments. Teachers will leave with a completed scope and sequence, multiple ideas for creative instructional applications and an expanded network of supportive colleagues.

EDC 673 - Coach Effect Self-Managers (3)
This course is designed to give educators the basis for character education in schools and coaching strategies to create a quality academic and social environment, with students as self-managers taking increasing responsibility for their behavior and learning. The content of this course is based on the works of Thomas Lickona, Educating for Character, and William Glasser, The Quality School.

EDC 674 - Tchg Creativity, Creatively (3)
This course provides teachers with the knowledge and skills to nurture creativity in their students. The course consists of three parts. Part I defines creativity and describes behaviors most often associated with creative behavior. In addition, a model is systematically developed that teachers may use to develop creative lessons. The model includes four components: catalyst to action, incubation, process(es), and outcomes. Part II elaborates each part of the model by adding and covering topics that range from finding problems to critical thinking. Each topic is functionally related to model components. Part III emphasizes the application of the model to lesson development and teaching creatively.

EDC 675 - Bully Prevention: Tips/Strateg (1)
Bully prevention is one of the most important topics in schools today, and creating safe environments has become an important goal for all educators. This course is intended to provide school leaders and K–12 classroom teachers with practical strategies and information to develop, implement, and evaluate bully prevention and intervention programs. It provides a foundation for understanding the bully-victim relationship, outlines potential origins of these behaviors, and provides applications and mechanisms for building school-wide and classroom anti-bullying programs.

EDC 676 - Eng/Comp in Mid-Level (1)
This course provides participants with the skills and knowledge necessary to support both curriculum and instruction of English language arts in middle level and secondary English classrooms. The course offers a comprehensive view of teaching the English language arts, based on sound research and effective classroom practice, as well as a realistic view of student diversity. Participants will lean on an integrated and interactive approach to utilizing activities in listening, speaking, reading and writing to construct meaning. This process allows students to engage in all the language arts actively and consistently while contributing to a growing competency in each area.

EDC 677 - Engl Lang Arts/Mid & Sec Schl (3)
This course provides participants with the skills and knowledge necessary to support both curriculum and instruction of English language arts in middle level and secondary English classrooms. The course offers a comprehensive view of teaching the English language arts, based on sound research and effective classroom practice, as well as a realistic view of student diversity. Participants will lean on an integrated and interactive approach to utilizing activities in listening, speaking, reading and writing to construct meaning. This process allows students to engage in all the language arts actively and consistently while contributing to a growing competency in each area.

EDC 678 - Mid-Lvl Ed:Curric,Instr,Assess (3)
Middle Level Education: Curriculum, Instruction, and Assessment links various theoretical considerations with middle school practices. Participants will consider research-based practices, reform movements, New York State standards and assessments, and reports from national professional organizations. Participants will
engaging in the development of goals and instructional objectives, I.E.P.'s, lesson plans, and unit alignment with the state standards and assessments. The course is based on a four-corner framework for quality teaching. Participants will examine how to set the appropriate climate, teach the content, facilitate interactions and foster reflection in the middle school classroom. Middle level education elements include core-teaching teams, team teaching, interdisciplinary curriculum, student clusters and flexible scheduling will be explored. Using brain-based instruction as the basis for powerful learning, processes for making data-driven instructional decisions and for designing curriculum to address the standards are at the forefront of this course. In addition, emphasis is given to the three critical instructional strategies: cooperative group instruction, a multiple intelligences approach and higher order thinking. Woven throughout the course content is the concept of differentiating instruction and the assessment of individual learners.

EDC 681 - Integr Tchn: Whole Brain Lrng (3)
The purpose of this course is to provide teachers with the brain-based tools and understanding necessary to assist students in reaching their full potential for test-taking, increasing overall focus, enhancing reading and math skills, improving general study skill techniques, and building self-confidence in today's classrooms. Teachers will become familiar with the brain's developmental stages and how they affect learning and behavior. Focus will be given to how the body and brain are integrated and students will be presented with specific movements that can assist with balancing the vestibular system in the brain and the knowledge of how these movements can be easily assimilated into the lessons as part of the learning process and the overall school day.

EDC 682 - Reflective Tchng: Nat'l Bd Prep (3)
This course is designed to prepare teachers to achieve National Board Certification by introducing teachers to the standards and core propositions of the National Board for Professional Teaching Standards. Course participants are asked to develop reflective practices by writing about their classrooms, their lessons, and their involvement in the community and profession. Participants will gain knowledge of the National Board process as they read and reflect on standards and elements of the national board portfolio.

EDC 683 - Embed Study Skills/Content Tch (1)
This course is designed to provide not an add-on, but an innovative approach that integrates the teaching and modeling of effective study and learning strategies into existing curricula. It will enable teachers to assist students in identifying, developing, and self-selecting the skills necessary to be successful in the academic setting.

EDC 684 - Educ Students w/Special Needs (3)
This course is designed for all educators and related providers who work with students that have learning disabilities, attention deficits (with or without hyperactivity), developmental delays, behavioral problems or other distinctive disorders. Participants will also gain understanding of students with dyslexia, autism and multiple disabilities. Federal laws will be explored: IDEA, No Child Left Behind (NCLB), and Section 504 of the Rehabilitation Act of 1973, along with many required applications to the classroom. Participants will develop a clinical eye toward all students (with or without an IEP) as they learn about differentiated instructions and apply various curriculum adaptations to their specific educational setting. In addition, they will understand the differences between the various types of testing modifications (flexible schedule, flexible setting, revised test format, etc.) and will be able to apply said modification to students in their classrooms. Each course participant will organize and complete a case study based on their selected student already classified with a learning disability or ADD.

EDC 685 - Increasing Middle Level Math (3)
The course promotes that curriculum is more than a collection of activities; it must be coherent, focused on problem solving, and articulated across grade levels. Students must connect new knowledge to prior knowledge as they actively build new knowledge from hands-on experiences. The course is aligned with NCTM standards which promote that students must learn mathematics with understanding and teachers must help students see the importance and relevance of mathematics in everyday life. The course is divided into four themes, (1) fundamentals of mathematics; (2) solving problems through concepts and computations; (3) investigations and process skills; (4) algebra and functions, and built upon several content strands of number sense, fractions, decimals, ratio and proportions, algebra, geometry, measurement, and data analysis.

EDC 686 - Accel Lrng: Using Brain Resarch (3)
The purpose of this course is to make the advances in the field of brain research more accessible to educators. The techniques and strategies of Accelerated Learning will accelerate learning across the curriculum and improve student curiosity and satisfaction with the learning process. Beginning with the neurons, the building blocks of the brain, the focus will be on identifying, assessing and building/strengthening connections between those neurons (neuronal networks). If educators can engage pre-existing neuronal networks in different areas of the brain, then learning is accelerated versus using traditional lecture or even hands-on instruction alone. The Accelerated Learning course will help educators assess the overall classroom environment and possible roadblocks to the higher-order thinking areas of the brain (cortex) from subtle or over 'fight or flight' responses. The course offers insight into the relationship of sensory input and memory including emphasis on the core information the brain receives from the eyes, ears, and touch. This course explores the neuroplasticity of the brain and how the brain encodes and retrieves memories. It does not represent a new or brain-based curriculum but explores the concepts of Yvissaker and Feeney's Active Testing of Ideas and Errorless Learning, which are brain-friendly methods to connect students to new material. This course is based on current brain research and emphasizes and creates opportunities for a balanced approach between traditional teaching approaches and new approaches.

EDC 687 - Character Educ in Clsrms (3)
This course examines the role of educators in developing moral and ethical behavior in students by assisting teachers in defining and identifying character traits that would be important in their school. Character education has become a very popular theme in education since the 1990's because of the increase of violence in schools, discipline concerns, and a national call to action for character education. Educators will explore different theories of moral development and identify skills that can be integrated into the classroom.

EDC 688 - Core Prctcs in Clsrms (3)
This course promotes that curriculum is more than a collection of activities; it must be coherent, focused on problem solving, and articulated across grade levels. Students must connect new knowledge to prior knowledge as they actively build new knowledge from hands-on experiences. The course is aligned with NCTM standards which promote that students must learn mathematics with understanding and teachers must help students see the importance and relevance of mathematics in everyday life. The course is divided into four themes, (1) fundamentals of mathematics; (2) solving problems through concepts and computations; (3) investigations and process skills; (4) algebra and functions, and built upon several content strands of number sense, fractions, decimals, ratio and proportions, algebra, geometry, measurement, and data analysis.

EDC 689 - Character Educ in Clsrms (3)
This course examines the role of educators in developing moral and ethical behavior in students by assisting teachers in defining and identifying character traits that would be important in their school. Character education has become a very popular theme in education since the 1990's because of the increase of violence in schools, discipline concerns, and a national call to action for character education. Educators will explore different theories of moral development and identify skills that can be integrated into the classroom.

EDC 690 - Core Prctcs in Clsrms (3)
This course promotes that curriculum is more than a collection of activities; it must be coherent, focused on problem solving, and articulated across grade levels. Students must connect new knowledge to prior knowledge as they actively build new knowledge from hands-on experiences. The course is aligned with NCTM standards which promote that students must learn mathematics with understanding and teachers must help students see the importance and relevance of mathematics in everyday life. The course is divided into four themes, (1) fundamentals of mathematics; (2) solving problems through concepts and computations; (3) investigations and process skills; (4) algebra and functions, and built upon several content strands of number sense, fractions, decimals, ratio and proportions, algebra, geometry, measurement, and data analysis.
EDC 690 - Effects of Poverty on Educat (3)
This course will provide classroom teachers and school administrators the knowledge, strategies, and skills to challenge the barriers of poverty. To achieve this purpose, course process and content will draw upon the course text, A Framework for Understanding Poverty by Ruby K. Payne. In addition, equal emphasis will be upon sociology of American schools and the cultural 'trap' of poverty. The innovative feature of this course is bringing together the framework for understanding poverty and the sociology (social context) that traps so many bright and capable students in a self-fulfilling dead-end. By joining these two aspects of poverty, teachers and school administrators will have the knowledge base and skills to effectively challenge the barriers of poverty.

EDC 691 - Study Strategies Schl Success (3)
This course is designed to teach teachers research based learning strategies. Participants will gain understanding of widely tested educational theories regarding the relationship between teaching efficient strategies and its impact upon student learning and achievement. Participants in this course will learn to easily incorporate effective methodologies directly into elementary, middle and high school curricula utilizing practical strategies and student-friendly activities.

EDC 692 - Prevent Gang Act in Schls (3)
This course begins with an orientation of three classes of theories explaining gang formation: strain, control, and sub-culture. In this course we bring together several theories along with several longitudinal studies (Rochester Youth Development Study and Seattle Social Development Project) to compose a strategy educators may use to prevent gang formation, curb gang activity in the school, and to confront gang expansion. The strategy includes three techniques: preventing prior entry, co-opting gang activity, and competing with gang activity.

EDC 693 - School Law:Know the Issues (3)
This course serves as a framework for educators to understand legal issues that could occur and have occurred as related to student and teacher freedoms as well as other legal issues related to the Constitutional Amendments. Violation of the constitutional amendments is where the majority of legal cases arise in educational issues. District policies and best practices in educational settings are also explored as related to constitutional issues: for example, the First Amendment and the Fourteenth Amendment to the United States Constitution.

EDC 694 - Engaging Stud: Critical Thnkng (3)
This course provides multiple approaches to engaging students in active, critical thinking for content area study in regular classrooms. In a global society, it is imperative that students learn to base their thinking on reasoned judgment and to employ a variety of critical thinking strategies. This course blends theory and practical application so that teachers can prepare their students for a life of critical thinking. Engaging students in Critical Thinking is designed with a goal of making a positive difference in academic achievement for students and is rich with material from current experts in the field of critical thinking.

EDC 695 - Integrat Technology in Clsrm (3)
This course provides an overview on how the integration of technology facilitates student learning. Students receive hands-on experience in customizing assignments for their specific grade levels and curriculum specialties. Students will gain a state-of-the-art understanding of cyber ethics, copyright, software piracy and fair use standards.

EDC 697 - Dropout Prevention (3)
This course develops an explanation as to why capable students leave school before graduation. The explanation is presented as a model for the prevention of school dropouts. Students are first provided a graphic depiction of the model and then are sequentially presented the components of the model. There are four major components to the model: internal blame, dropout reinforcement, social status in school, and multiple issues. In presenting the model components the interaction of students who are enduring these 'causal factors' with the school, the curriculum and social context of the school are described in examples and typical problems associated with potential dropouts. A test for identifying potential dropouts is used by students based on the model. In addition, the model is used by the students to evaluate existing dropout programs and for developing dropout prevention strategies. Students will exit this course having developed a dropout program based on the explanation.

EDC 698 - Innovative Testing Tools (3)
In the age of accountability, assessment is the key element in any restructuring of the educational system and is the primary focus for both individual school achievement and improvement. This course will deal directly with the issue of integrating instruction with assessment or what has been popularly referred to as teaching to the test. The paradigm featuring assessment of learning will be flipped over to reveal assessment for learning. The focus will be on creating the skills necessary to make classroom exercises and activities so compelling and powerful that the separate fields of instruction and assessment will merge into a single domain. Teachers will begin instructional planning with the end (assessment) in mind by identifying the desired results and competency targets as related to their specific subject and grade level. Teachers will address how evidence is gathered through a variety of formal and informal assessments to effectively gauge student performance. Related issues such as classroom management, motivation and test anxiety will be addressed. Alternative methods of assessment will be introduced and incorporated into practical and classroom-friendly activities.

EDC 699 - New Faces (3)
Teachers across America are looking into the eyes of new faces. Demographic shifts are both informing and alarming, and assure that classroom teachers will be seeing new faces in ever growing numbers. This will be true as long as this great country offers hope and opportunity to the world; they will keep coming, both legally and illegally. The children of immigrants are bringing to our classrooms new and formidable challenges, and now is the time to prepare to meet these challenges. This course has been designed to provide skills and knowledge that will empower the classroom teacher to meet the needs of new faces,' and at the same time improve the educational opportunity for all students. The teaching
methodology provides extensive opportunities for experiential learning of concepts applicable to immigrant education. Participants will develop appropriate and effective paths to cultural assimilation using acquired concepts, and will also apply the concepts to 'real' problems common to the immigrant experience.

**EDN - Education Contract NYSUT**

**EDN 660 - Design Motivation All Lrnrs (3)**
This course provides educators with a framework for creating motivating classroom experiences for all learners. Participants will examine the complex nature of learner motivation and the way in which it relies on both external, teacher-dependent factors (such as a safe classroom environment and engaging learning activities) and internal, student-dependent factors (such as student's perception of self and individual-temperament style preferences). By studying and practicing instructional strategies and communication skills designed to support and enhance student motivation, teachers can positively impact their student's achievement potential using tools that help them develop into confident, self-directed, engaged learners.

**EDN 661 - Clsrn Mngmt:Orchst Comm Lrnrs (3)**
This course equips experienced and beginner educators with current, research-validated concepts and strategies for orchestrating classroom life and learning so that instruction flows smoothly, student misbehavior is minimized, and learning potential is maximized. Participants will learn strategies associated with seven key areas of expertise that collectively contribute to a teacher's classroom-management effectiveness: Creating an inviting classroom climate, structuring a positive physical environment, establishing rules and procedures, maintaining momentum and flow, reinforcing positive behavior, responding to misbehavior, encouraging parental involvement and maintaining personal resilience.

**EDN 663 - Bldg Communicat & Schl Team Wk (3)**
Compelling research across a broad spectrum of educational arenas clearly indicates that students learn and achieve better in a positive and inviting learning environment that emphasizes mutual respect and caring. This course equips experienced and beginner educators with the essential knowledge and skills necessary to foster an emotionally engaging classroom. The strategies participants will learn and practice are designed to improve teacher expertise in five specific areas: leadership, communication and listening, positive thinking, student support and team building. Collectively these skills are at the center of what makes excellent teachers successful and what allows students of all abilities and backgrounds to thrive.

**EDT - Education Contract TEI**

**EDT 660 - Differentiated Clsrn Instruct (3)**
This course is designed to provide educators with the resources to create a learning environment that will maximize the potential for student success by using the strategies associated with differentiated instruction. Participants will be presented with a variety of strategies for differentiating instruction by establishing a foundation in the principles for differentiated instruction. They will understand what defines differentiation and recognize their role and responsibilities in a differentiated learning community. Practical applications of how to differentiate with the content, process, and product will be explored while planning differentiated lessons. Participants will establish quality criteria and assessments to clarify and evaluate assignments.

**EDT 661 - Multicultural Education (3)**
This course is designed to provide teachers with instructional strategies that benefit ESL (English second language) students and that are consistent with strategies that benefit all students. In this course students will: examine Federal and State law as it pertains to ESL / ELL (English language learner) students; define multicultural education and how it applies to the ESL student and the rest of the student population; examine the roadblocks teachers encounter in teaching diverse populations; investigate personal beliefs about teaching diverse populations and set personal and professional goals; locate and acquire relevant resources in ESL methodologies; examine methods of teaching English pronunciation, structure, reading, and writing; apply content-based ESL approaches to instruction and assessment; explore current and effective teaching strategies linked to appropriate language acquisition stages; create lessons that are infused with multicultural teaching strategies; examine textbook diversity and controversy as it pertains to the ESL student and others; and learn ways of structuring groups to take advantage of individual differences and maximize strengths.

**EDT 662 - Prof Learning Communities (3)**
This course is designed to assist teachers and administrators in public and private schools to create and implement a strategic organizational plan to align rigorous curriculum and relevant assessment to promote highest student achievement among all students within a school setting. In this course, students will explore how members of Professional Learning Communities use results-oriented action steps to clarify exactly what each student must learn, monitor each student's learning on a timely basis, provide systematic interventions, and use collective inquiry/feedback to create a collaborative atmosphere of continual improvement. The self-assessments and reflective exercises contained in the book, Learning by Doing: A Handbook for Professional Learning Communities at Work by Richard DuFour, Rebecca DuFour, Robert Eaker and Thomas Many, will form the foundation for the course.

**EDT 663 - Peer Mentor & Coaching (3)**
This course is designed to assist all educators in developing and utilizing effective practices to successfully mentor novice teachers. In addition, the course will explore the benefits that experienced teachers can gain by collaborating with colleagues in peer coaching programs. This course supports the premise that all educators are lifelong learners and that working in partnership with colleagues enhances classroom practices, improves students' learning, and builds social communities. The book Creating Dynamic Schools through Mentoring, Coaching, and Collaboration by Judy F. Carr, Nancy Herman, and Douglas E. Harris will provide the framework for the course.

**EDT 664 - Strategic Lesson Planning (3)**
This course is designed to assist teachers in public and private schools in creating more effective lesson plans by aligning their plans with their students' learning styles. This course combines meta-analysis with current action research. By combining these two fields of educational research, students will be able to create lesson plans that are efficient, effective, research based and differentiated. The identification and approach to each of the learning styles presented in the book The Strategic Teacher by Harvey F. Silver, Richard W. Strong, and Matthew J. Perini will form the foundation for the course. The course will explore the following: direct and indirect instruction, reading for meaning, concept attainment, compare and contrast, reciprocal learning, decision making, task rotation, and metaphorical instruction.
EDT 665 - Adolescent Literacy (3)
This course provides research-based strategies and techniques that scaffold adolescents’ literacy development in the areas of motivation, engagement, reading expository text, using prior knowledge, vocabulary, comprehension, writing, and studying. Additionally, it guides teachers in how to use research-based assessment techniques to monitor student’s growth and then adjust instructional practices to foster continued progress.

EDT 666 - Wrtg Across Curriculum K-12 (3)
This course is designed to provide an understanding of the factors and traits of writing, a common language for teaching and assessing student writing, and a practical prescription for teaching the tools of self assessment.

EDT 667 - Service Learning (3)
The course will examine the current and past practices of service learning in educational settings. Participants will discover how service learning became linked to schools and become knowledgeable of the history of service learning in America. Students will discover the varied and diverse activities providing service learning opportunities for students. Finally, teachers will learn how to connect service learning activities to their state curriculum objectives and learning standards. Students will understand how service learning affects the cognitive and affective domains of learning, enhances brain development, and engages the learner/service provider. The course will provide educators with an understanding of the concept of service learning, the guiding principles of service learning activities, and how to implement, monitor, and evaluate effective service learning projects. Students will learn to design and initiate service learning projects at the K-12 level.

EDT 668 - Teachers and the Law (3)
Teachers and the Law is specifically tailored for classroom teachers in the public schools. Traditional school law courses usually approach the content of school law from the perspective of school administrators. The intent of this course is to examine the legal system and the role it plays in the educational setting for the teacher rather than from the viewpoint of the building or district level administrator. The majority of the content will focus on the practical application of legal concepts and how they apply to the numerous daily decisions teachers must make. Most teachers are deficient in knowledge of laws that affect them and the legal system in general. This lack of knowledge is not due to anything that teachers have not done but is due to a lack of opportunities for teachers to learn about school laws that affect them. The goal of this course is to provide teachers with up-to-date and relevant information so they will be knowledgeable in school law issues that impact teachers.

EDT 669 - LinguisticallyDiverseStdtinLit (3)
The prevalence of English as second language users in America’s schools has led to the need for teachers who have a sound knowledge base of research proven theories, techniques, methods, and assessment for teaching literacy to such populations. This course is designed to help in-service teachers develop the skills and practices necessary to be facilitators of language and academic development of K-12 learners whose native tongue is other than English.

EDT 670 - SystematicallyIntegTech in Cur (3)
Incorporating the National Educational Technology Standards (NETS), Web 2.0 in the Classroom, is designed to provide teachers with the tools necessary for effectively utilizing multimedia technology in the classroom. Topics covered will include planning and designing effective lessons using multimedia, implementation of the designed lessons, assessment and evaluation of the lessons, professional productivity, and social, ethical and legal issues concerning the utilization of the technology. This course reflects multimedia technologies such as Powerpoint, graphic software, audio, video, podcasting and Web 2.0 technologies.

EDT 671 - Combating Problem Behaviors (3)
This course provides busy educators with practical, easy-to-use strategies for preventing and responding to misbehavior in ways that will build respectful, responsible and cooperative classroom communities. This course is designed to deal directly with the issues surrounding problem behaviors in P-12 classrooms. Students will learn to establish caring, stimulating and safe communities for learning where democratic values are fostered, diversity is embraced, and P-12 pupils assume responsibility for learning. Students will explore instructional strategies to enhance teaching and learning for all their P-12 pupils, including those with special needs. The causes of misbehavior, classroom disruptions and oppositional behaviors that affect student learning will be explored. The first half of this course will focus on a proactive approach to combating problem behaviors in classrooms, using specific preventative strategies designed to motivate P-12 pupils to behave well because they care about their teachers and each other. In addition, students will learn practical ways to satisfy pupil needs that often lead to misbehavior and sacrifice instructional time. The second half of the course will focus on why pupils misbehave and how teachers can intervene quickly in ways that maintain their authority and the pupils’ dignity.

EDT 672 - BringingExcitementScienceClass (3)
This course will provide students with pedagogical content knowledge related to the planning, developing, and implementing of science in the classroom. Throughout the semester students will examine various approaches to student-centered, constructivist, inquiry based science lessons. The course will integrate the National Science Education Standards into the creation of labs, demonstrations, and activities. Additionally, building on the New York State Common Core standards across the content areas, different forms of literature will also be integrated throughout the course. Different forms of technology and media will also be integrated as a resource for future teachers.

EDT 673 - Leadership LiteracyInstruction (3)
The course, Leadership of Literacy Instruction, aims to guide strategically positioned practitioners in transforming literacy practices in the school in which they work. Participants learn and apply principles and procedures for selecting teams of competent professionals to direct a school’s literacy and academic program; for conditioning the school environment so the necessary supports are available for literacy improvement; for establishing a core set of beliefs on which schools can build a vision of successful literacy education; for establishing a sustainable professional development system to undergird and support a school’s programs; for building and sustaining a comprehensive, data-based literacy instructional and assessment system; for monitoring, assessing and advocating for improvements in program delivery.

EDT 674 - AutismSpectrumDisorderTeaching (3)
This course is designed to focus on developing an understanding of Autism Spectrum Disorders, of intervention strategies to enhance communication and learning for these students and methods of teaching social skills to assist them interacting with their peers. This
course will provide teachers with tools and strategies to implement effective teaching strategies for students with Autism Spectrum Disorder.

EDT 675 - Reaching Out Gay & Trans Stud (3)
According to statistics gathered by GLSEN, the Gay Lesbian Straight Education Network, ten percent of the population is gay, bisexual, or transgender. These students come to school with the needs of any other student. They need to feel safe and accepted in order to learn. When a child senses that they are not accepted by their peers they often seek the advice of someone they can talk to in a confidential setting. This course is imperative as it will enable any counselor or educator to be a reliable source for those youth who feel marginalized due to their sexual orientation or gender identity/self-expression. Today there are children who have gay parents who need to feel safe from the attitudes that prevail in many communities. There will be many supplemental sources and websites that will enrich the knowledge of all who take this class.

EDT 676 - Creating Safer Schools (3)
One child in four is bullied at school. One in five admit to bullying. A recent government report on school shootings revealed that the only common trait among student shooters was that they all had a long history of being bullied. In schools where fear and anxiety are the norm, students cannot learn and achieve. This course will assist educators in creating classroom climates in which all students feel safe. Participants will examine root causes of violence, develop an awareness of the effects of bullying and explore gangs and their influence on youth. Finally, participants will become familiar with the themes of the Peaceable School/Classroom and formulate a plan for intervention and prevention within their school or community. Additionally, many supplemental sources and websites are included that will enrich the knowledge of all who take this class.

EDT 677 - Strat Teach Critical Vocab (3)
The purpose of this course is to teach educators how to increase their students’ success in school and life by building their vocabulary and understanding of critical words. Students must be able to understand what is being asked of them in order to process new information presented. The vocabulary words discussed in this course are highly relevant in both academic and social situations. A primary goal of this course will require teachers to use what they are learning and in turn implement these strategies and vocabulary into the curriculum in order to create student understanding. Participants will discover how to use old and new strategies in creating personal toolboxes, and assess useful strategies to integrate vocabulary throughout the curriculum. The use of technology to further extend understanding and to provide tools to capture the attention of twenty-first century learners will also be a focus.

EDT 678 - Cism Tech:Enh 21st Cent Learn (3)
In the ever changing world of education, technology fits perfectly with forward thinking educational beliefs of student-centered learning and higher order thinking. Classroom Technologies is a course designed to offer ideas for technology integration, as well as resources to successfully prepare students for 21st Century learning. This course is a graduate level class designed for educators and administrators at both the introductory and intermediate levels. With a blend of theory and practice, students will be able to create lessons that incorporate technology and Web 2.0 tools to prepare students for college and career. The course is designed to equip students with a better understanding of technology integration in today’s classroom. Participants will research best practices with classroom technologies and create assignments that will fit into the curriculums that they currently teach. They will leave the course with new information, ideas and resources to be put to use immediately and effectively.

EDT 679 - Ach Parnt Sup: 21st Cent Strat (3)
The 21st century holds a new outlook on how and why we should be making parental contact an important part of our everyday jobs as educators. Many of the original gospels that dealt with this topic were written in a world that has evolved. Families have changed as well as the demographics of our populations. Teachers must be educated about the families that exist in society today and the ramifications of how that translates to parental contact and communication. This course will offer ways teachers and parents may communicate using the latest technology and social media sites. The latest articles that debate how and when parents should be involved will be shared and reflected upon.

EDT 680 - Cyber-Bullying&Safety on net (3)
Cyber bullying has quickly become a 21st century epidemic and a growing concern for students, parents, and educators. This course will alert teachers to the harmful effects of online harassment and teach them how they can be the driving force to prevent it in their schools. The impact of Cyberbullying on teaching and learning will be examined. Strategies that will help reduce and/or eliminate the instances of cyber-bullying in our classrooms, in students’ homes and in our schools will be presented and discussed. Using the CyberSmart curriculum that stresses that cyber bullying can be controlled; classroom lesson plans and materials will be developed that can be shared with parents while looking at students’ rights and laws that must be considered when confronting these situations in the school community. A primary goal of this course requires that teachers will learn various techniques that they can implement upon return to their classrooms. Additionally, teachers will reflect on what they are learning and propose a way to integrate cyberbullying content into the classroom curriculums.

EDT 681 - Response Instruction/Intervent (3)
RTI2 - Response To Instruction/Intervention is a 3-credit graduate course which will combine the research-based philosophy of providing effective instruction for all students with proven strategies to facilitate the academic and behavioral success of every student. RTI2 will assist all educators to ensure that both high-achieving and struggling learners in every discipline and at every grade level will become competent and armed for their future educational and professional endeavors.

EDT 682 - Common Core Mathematics (3)
Public education has entered an age of increasing accountability. One consequence of this is the development of the Common Core State Standards. This course will examine the Common Core Standards for Mathematics (CCSSM). Part of the course will focus on the background factors that led up to the present Common Core initiative, and the relationship of CCSSM to previous mathematics education initiatives such as STEM and the National Council of Teachers of Mathematics (NCTM) Standards. Societal and educational factors that have supported CCSSM will also be considered. Another aspect of the course is a focus on how CCSSM differs from previous initiatives. During the course students will determine what mathematics topics and processes will receive increased attention and which ones will receive decreased attention. An important feature of CCSSM is the Mathematics Practices. The coursework will examine the Mathematical Practices and delineate how current research supports these practices. Additionally, some time will be spent comparing the Mathematical Practices and the
EDT 683 - Getting to the Core: CCSS (3)
This course will explore the Common Core State Standards. It will provide teachers with an understanding of the CCSS, but more importantly it will give them the strategies and tools necessary to create an educational framework to meet the needs of students, to help them achieve success, and be fully prepared for college and the workforce.

EDT 684 - Teaching Eng to ESOL Learners (3)
This course provides an overview of the methodologies, theories and applications suggested to teach English to young learners, K-12. A primary goal of this course requires that teachers will learn various applications they can assimilate and emulate upon return to their classrooms. Additionally, teachers will enhance their cultural insights by understanding differences and sociological factors that contribute to a successful teaching and learning experience.

EDT 685 - Combat Effects of Pov in Clsrm (3)
This course will explore the nature of poverty and its effects on child development and learning. It provides teachers with an understanding of poverty, but more importantly gives them the strategies and tools they need to create an educational framework to meet the needs of impoverished children and help them succeed in school.

EDT 686 - Brain Based Teach Adoles Learn (3)
The focus of this course is on addressing adolescent learning, curriculum design, and research-based instruction in the context of brain development. This course is designed to support classroom instruction, and is not a science/biology course. Modules will cover adolescent Executive Function, its development and impact on student performance. Brain anatomy (neural anatomy) will be explored and discussed. Students will be expected to identify conditions that support adolescent learning, developmental tendencies, personal development, social development and intellectual development (Beamon, 2001; Lambert & McCombs, 1998). Teachers will identify essential components of inquiry lessons and plan lessons that reflect the Adolescent-Centered Teaching (ACT) Model (Crawford, 2007). Teachers will create class profiles to target instruction based on the learning styles of their students. Related issues such as classroom management, motivation, and building a learning community will be addressed. Alternative methods of assessing learning will be introduced and incorporated into practical and classroom-friendly activities.

EDT 687 - Emotional Security in Schools (3)
This course is designed to develop an in-depth framework of emotional security in schools. When schools effectively address emotional security, students are more open to and engaged in learning, staff are more cognizant of the individual needs of students and risk prevention strategies are automatically in place. This course will provide clear and effective strategies for implementing emotional security into a school system for all students and staff.

EDU - Education

EDU 501 - Intro to Portfolio - Prof Cert (0)
Candidates enroll in this workshop concurrently with their first course in the program. An overview of the portfolio process is introduced, along with guidelines for the standards and criteria used in constructing the Curriculum and Instruction portfolio. This workshop provides students with expectations for portfolio development early in the program so that they can begin collecting and organizing data as they progress through their courses and field experiences. Open to Saint Rose students only.

EDU 502 - Study of Ling/Lang Dev Tch ELL (3)
This course focuses on understanding language acquisition, development and use by examining the five interrelated components of language knowledge as well as rules and structure of the English language. In addition to phonology, morphology, semantics, pragmatics, syntax and grammatical structures, this course will emphasize the sociolinguistic aspects of language in relation to second language acquisition and bilingualism.

EDU 503 - Curriculum Theory & Development (3)
This course examines the theoretical basis for curriculum design and implementation. Discussion concerning the relationship between learning theory and curricula emphasizes current research and practices in the field, and includes analyses of curriculum development influenced by politics, social issues, culture, and professional trends. The focus of this course is on the issues and possibilities that frame educators’ efforts to provide inclusive and effective educational experiences. Students link their classroom experiences and insights from the literature with curriculum design and implementation strategies. For students in the Curriculum and Instruction program, assignments will accommodate students integrating content and pedagogy at their certification levels.

EDU 504 - Educational Foundations (3)
Students will study a variety of competing factors (philosophical, historical, sociological, and political) that have influenced past and present debates, theories, and developments in education. The influences of such factors on current models of curriculum and instruction and on state and national K-12 standards will be considered. The consideration of these factors will trace the development of programs for pupils with diverse needs. Students will investigate and analyze the interrelationships of the individual, the home, the community, and the society with regard to schooling. Students will examine their personal educational perspectives and, through reflective study, develop new understandings of the purposes of schooling, the nature of the learner, and the roles of teachers, including the role of the teacher as an agent of change. Basic elements of planning (educational aims, goals, and objectives) and research-based practices are introduced. A ten-hour field experience is required. Students must obtain fingerprint clearance prior to beginning field experiences.

EDU 508 - Multicultural Educ. in US (3)
This course examines approaches to multicultural education which have been evident in U.S. schools over the past 50 years. The historical, political, social and economic roots of these approaches are discussed. Curricular and instructional classroom applications are addressed. Consideration is also given to school-wide issues and
given policies (e.g., discipline and parental involvement), as well as to school-community relationships.

**EDU 510 - School Reform (3)**
Perspectives of school reform and issues surrounding reform are discussed. Social, political, historical, and economic analyses of reforms are considered. The systemic impact of reforms or lack of reforms is studied.

**EDU 512 - Education in the Americas (3)**
A study of the developments in American education from the Colonial period to the present. Emphasis will be placed on the social, intellectual, economic, and political forces that shaped educational developments. Attention will be given to fundamental ideological questions, as well as to institutional developments.

**EDU 513 - Controversies in Education (3)**
A comprehensive and in-depth study of current issues in American education. Students will have an opportunity for the exchange of ideas by examining vital problems now plaguing the field of education.

**EDU 514 - History of Education (3)**
A study of the development of educational institutions from the ancient world to the present. Emphasis will be placed on the social, intellectual, economic, and political forces that shaped educational developments. Attention will be given to institutional developments in western civilization.

**EDU 515 - Global & Compar Soc of Educ (3)**
A study of the educational process as a mechanism of socialization, social control, stratification, and as a social structure; a study of the school and the classroom as social structures; and the study of social aspects of teaching and learning.

**EDU 521 - Grammar Study Tchrs/Lmrs (2)**
Practical study of conventions of edited American English related to parts of speech, sentence parts, and punctuation with a focus on items addressed by New York State and national standards. Students explore topics in the context of both prescriptive and descriptive grammar, and investigate informational and interactive web resources related to certification level. (B-2; 1-6; 7-12).

**EDU 530 - Middle Sch Ed:Theory/Pract (3)**
Middle school education has its own history, body of research-based knowledge, and practices, including a commitment to collaboration, integration, democracy, inclusivity, and challenging and meaningful academic learning. This course focuses on a study of middle level organization and curriculum design that is developmentally appropriate for middle level students. There is an emphasis on the unique characteristics of middle level adolescents and the diversity among middle school students and their families. Specific topics include interdisciplinary teaching teams, flexible grouping and scheduling, vertical articulation, activity and advisory programs, and community building. Candidates also are introduced to the Association for Middle Level Education standards and the integration of New York State standards in middle level curriculum. For students in the Curriculum and Instruction programs, assignments will accommodate students integrating content and pedagogy at their certification levels. 10-hour field experience is required. Students must obtain fingerprint clearance prior to beginning field experiences.

**EDU 540 - Informal Stdnt-based Assessmnt (3)**
Assessment of student-centered curriculum, observational techniques, performance assessment, developmental assessment, portfolio evaluation, data-gathering and record-keeping for assessment, as well as implications for instruction and educational programs. For students in the Curriculum and Instruction program, assignments will accommodate students integrating content and pedagogy at their certification level.

**EDU 546 - Service Lng P-12 Clsmn (3)**
This course is designed for students who are interested in implementing service learning into their P-12 classrooms. The course will address current research in service learning to help students define service learning and differentiate it from community service. Students will examine societal factors that influence pupil performance and develop integrated curriculum that ties service learning and core academic curricula. Emphasis will be placed on the benefits of active engagement in communities for both the teacher and the pupils. Reflective practice for educators and students will also be required. Students will engage in a service learning project with a group of pupils in an urban setting as a major component of this class. Additional time outside of class is required.

**EDU 550 - Adv Instruct Design (PK-12) (3)**
Advanced study of learning theory and research for grades Pre-K-12 with an emphasis on application to effective design, implementation, and evaluation of instruction. This course will integrate content and pedagogy and introduce innovative and transformational instructional strategies and designs to challenge and assist all students in learning to their highest levels of achievement. Motivation and management models will also be addressed. For students in the Curriculum and Instruction program, assignments will accommodate students integrating content and pedagogy at their certification levels.

**EDU 551 - Adv Instructional Design (3)**
Advanced study of learning theory and research for grades 7-12 with an emphasis on application to effective design, implementation, and evaluation of instruction. This course will introduce innovative and transformational instructional strategies and designs. Motivation and management models will also be addressed. For students in the Curriculum and Instruction program, assignments will accommodate students needing to integrate content and pedagogy.

**EDU 555 - Crit Thnkg Discipline Commun (3)**
This course explores the need(s) for critical thinking in the context of current socio-cultural developments as they influence pedagogy. It investigates various definitions of critical thinking, especially in relation to cognitive developmental theories and the discourses of various communities (e.g., teachers, scientists, historians). In this context, the course explores the concept of a "discourse community," particularly as it relates to literacy practices, and addresses the development of discipline-specific strategies to promote and assess critical thinking in pupils. Assignments will accommodate students needing to integrate content and pedagogy.

**EDU 556 - Developmental Prof Portfolio (0)**
The Portfolio in the Curriculum and Instruction Master's degree program is intended to afford the candidate the opportunity to demonstrate that she or he has met national standards for Teacher Education. The portfolio will be built over the course of the program in the Content and Pedagogy Core course work: EDU 503, EDU 540, EDU 550, and one School and Society elective course.
Developing skills to resolve their conflicts nonviolently. The work of actualizing growth. Teachers will learn how to assist pupils in biographies will be developed.

EDU 564 - Creat Non-Violent Clsm Cult (1)
This course, designed for elementary and special education teachers, will help teachers to foster pupil behaviors, relationships, and classroom communities that are crucial to active learning and self-actualizing growth. Teachers will learn how to assist pupils in developing skills to resolve their conflicts nonviolently. The work of Maslow and Seligman will be examined, as well as models for conflict resolution.

EDU 570 - Picture Storybooks (1)
The purpose of this course is to familiarize participants with the visual elements used in illustration and the story elements used in stories, and to explore the ways that these are linked in 19th and 20th century children's picture storybooks. Focus will be on the media, style, and use of the visual elements and how these are employed in relation to the era, genre, mood, story structure, and cultural realities of the stories portrayed. Applications will be made to guiding the development of visual literacy, concept of story, and aesthetic response to picture storybooks in children grades Pre-K-6.

EDU 571 - Biography in K-8 Clsm (1)
In this course, participants will examine criteria for selecting quality biographies for pupils in grades K-8, and will consider how this genre of literature can inform learning in the content areas. Ideas for integrating biographies into thematic units of instruction will be considered, and activities that engage pupils in reading and writing biographies will be developed.

EDU 572 - Hist Fiction K-8 (1)
This course examines the genre of historical fiction and how it can bring the past to life and contribute to the K-8 curriculum. Criteria for selecting quality books in this genre will be examined, as well as classroom activities to support the use of historical fiction.

EDU 573 - Fict Ser Bks Grds 1-4 (1)
This course examines series books as a resource for scaffolding the literacy acquisition of young readers. Guidelines will be presented for helping pupils to make quality selections in this popular genre. Strategies for developing pupils' comprehension, vocabulary, and understanding of plot, characters, and theme will be explored.

EDU 574 - Author/Illus Std K-8 Clsm (1)
This course looks at the stories behind the stories: how authors and illustrators bring books to life. Participants will learn how to conduct author and illustrator studies in the K-6 classroom, become familiar with the work of prominent authors and illustrators, and explore activities that engage children in studying and celebrating their favorite authors and illustrators.

EDU 580 - Mth Tch Native LA-Cont Areas (3)
This course examines research-based approaches, methods, and strategies for using the native language to teach native language arts and provide content area instruction to bilingual learners in bilingual classrooms. Emphasis will be placed on the relationship between L1 and L2 literacy skill development and the development of content area knowledge that enables bilingual learners to meet appropriate content area learning standards and Home Language Arts Progressions. Course topics will include: planning, implementing and assessing instruction for various models of bilingual education; practical application of theory and research in language acquisition and language development; materials, techniques, and strategies for native language and content-based instruction. A 25-hour field experience in a bilingual classroom is required. Students must obtain fingerprint clearance prior to beginning field experiences. Prerequisites: Foundations (EDU 500), Language and Linguistics (EDU 502), or equivalent courses. BLE students must obtain a passing score on the NYS Bilingual Education Assessment.

EDU 581 - Meth: ELA Bi-Ling Lang (3)
This course focuses on research-based instructional methods and strategies for teaching English Language Arts to English language learners. The course is centered on Next Generation Learning Standards for English Language Arts and the New Language Arts Progressions which serve as the foundation for ESL curriculum, instruction, assessment and identification. This course emphasizes curriculum, instruction and assessment that integrates the principles of second language acquisition and language development that are necessary for developing competency in reading, writing, listening, and speaking for authentic academic and social purposes. A 25-hour field experience in an ESL classroom is required. BLE students must complete this in an ESL classroom that is part of a bilingual program. Students must obtain fingerprint clearance prior to beginning field experiences. Prerequisites: Foundations of Bilingual Education (EDU 500), Language and Linguistics (EDU 502) or equivalent courses. BLE students must obtain a passing score on the NYS Bilingual Education Assessment. TESOL students must complete 12 credits of language other than English.

EDU 582 - Mtd Tch Eng as New Lang-Cnt Ar (3)
This course examines research-based approaches, methods, strategies for providing English and content area instruction to English language learners in ESL and Integrated ESL classrooms. Emphasis will be placed on the development of content area knowledge and skills that enable ELLs to meet appropriate content area learning standards and New Language Arts Progressions. The development and use of reaching and writing in the content areas will be addressed. Course topics will include: planning, implementing and assessing instruction for various models of ESL instruction; practical application of theory and research in language acquisition and language development; materials, techniques and strategies for English language and content-based instruction. A 25-hour field experience in an ESL or Integrated ESL classroom context in required. Students must obtain fingerprint clearance prior to beginning field experience. Prerequisites: Foundations (EDU 500), Language and Linguistics (EDU 502), Teaching English Language Arts as New Language (EDU 581), or equivalent courses. TESOL students must complete 12 hours of a language other than English.

EDU 585 - Adv Field Exp: Bilingual Ed (3)
A practicum experience, selected in cooperation with faculty and the director of student teaching in the department of Teacher Education, designed to meet the individual needs of the student. A formal proposal for this experience using the Proposal for Advanced Field Experience/Practicum in Education form (located in the Field Placement and Advising office) must be submitted to the Department Chair by Advisement Day. A practicum of at least
A semester of student teaching in early childhood and elementary
EDU 591 - Stud Tch: ECE & ChEd (6)
select for presentation of research. Cross-listed as SED 590.
traditional talks, and debates are possible options the instructor may
discussions, poster sessions, demonstrations, exhibits, displays,
Students share research findings in symposium format. Roundtable
inquiry related to these approaches, as well as data sources,
evidence, and data collection methods, analyses, and findings.
Students share research findings in symposium format. Roundtable
discussions, poster sessions, demonstrations, exhibits, displays,
traditional talks, and debates are possible options the instructor may
provide them with the opportunity to gain proficiency in using such a
system, and to demonstrate how a computer algebra system may be
used as a powerful teaching tool in their high school mathematics
and science classes.
EDU 587 - Comp Algebra Sec Sch Tchrs (3)
The purpose of this course is to introduce secondary school
mathematics and science teachers and teacher candidates to a
modern computer algebra system (Maple V, in particular) to provide
them with the opportunity to gain proficiency in using such a
system, and to demonstrate how a computer algebra system may be
used as a powerful teaching tool in their high school mathematics
and science classes.
EDU 590 - Integrative Research Seminar (3)
A capstone course in which students engage in the production of a
research project that integrates knowledge and pedagogy from
coursework as they investigate a contemporary issue in education.
Students develop knowledge of qualitative and quantitative research
approaches. They explore methods, techniques, and modes of
inquiry related to these approaches, as well as data sources,
evidence, and data collection methods, analyses, and findings.
EDU 591 - Stud Tch: ECE & ChEd (6)
A semester of student teaching in early childhood and elementary
classrooms. Each student will receive two consecutive placements:
one-half semester in the lower grades (PreK-2) and one-half
semester in the upper grades (3-6). This experience includes
candidates' demonstration of skills, strategies, models of teaching,
and uses of educational technology and media; provides supervised
practice in teaching and involvement in community study activities;
and stresses development of communication and leadership skills.
Application must be made by February 1 for the Fall semester; by
October 1 of the preceding Fall semester for a Spring student
teaching placement. Pass/Fail. Prerequisites: fingerprint clearance;
good standing in the School of Education; completion of all
degree course work and workshops, except EDU 590 or thesis;
grade of B or better in all required course work. Open to Saint Rose
majors only. Application required. Co-requisites: EDU 592 and
EDU 593.
20 days at the elementary and secondary level is required. Students
must obtain fingerprint clearance prior to beginning field
EDU 586 - Adv Field Exp:TESOL Practicum (3-6)
A field experience, selected in cooperation with faculty in the
department of Teacher Education, designed to meet the individual
needs of the student. A formal proposal for this experience using the
Proposal for Advanced Field Experience in Education form
(located in the Field Placement and Advising office) must be
submitted to the Department Chair by Advisement Day. A
practicum of at least 20 days at the elementary and secondary level is
required. Students must obtain fingerprint clearance prior to
beginning field experiences. Pass/Fail. EDU 586 is the final course in the
TESOL sequence and is open only to Saint Rose students in the
TESOL program. Prerequisite: EDU 582.
EDU 587 - Comp Algebra Sec Sch Tchrs (3)
The purpose of this course is to introduce secondary school
mathematics and science teachers and teacher candidates to a
modern computer algebra system (Maple V, in particular) to provide
them with the opportunity to gain proficiency in using such a
system, and to demonstrate how a computer algebra system may be
used as a powerful teaching tool in their high school mathematics
and science classes.
EDU 590 - Integrative Research Seminar (3)
A capstone course in which students engage in the production of a
research project that integrates knowledge and pedagogy from
coursework as they investigate a contemporary issue in education.
Students develop knowledge of qualitative and quantitative research
approaches. They explore methods, techniques, and modes of
inquiry related to these approaches, as well as data sources,
evidence, and data collection methods, analyses, and findings.
Students share research findings in symposium format. Roundtable
discussions, poster sessions, demonstrations, exhibits, displays,
traditional talks, and debates are possible options the instructor may
select for presentation of research. Cross-listed as SED 590.
Prerequisite: EPY 500 or SED 506. Prerequisite or co-requisite:
completion (or concurrent completion) of all course work except
student teaching, student teaching seminar, and portfolio.
EDU 591 - Stud Tch: ECE & ChEd (6)
A semester of student teaching in early childhood and elementary
classrooms. Each student will receive two consecutive placements:
one-half semester in the lower grades (PreK-2) and one-half
semester in the upper grades (3-6). This experience includes
candidates' demonstration of skills, strategies, models of teaching,
and uses of educational technology and media; provides supervised
practice in teaching and involvement in community study activities;
and stresses development of communication and leadership skills.
Application must be made by February 1 for the Fall semester; by
October 1 of the preceding Fall semester for a Spring student
teaching placement. Pass/Fail. Prerequisites: fingerprint clearance;
good standing in the School of Education; completion of all
degree course work and workshops, except EDU 590 or thesis;
grade of B or better in all required course work. Open to Saint Rose
majors only. Application required. Co-requisites: EDU 592 and
EDU 593.
EDU 592 - Student Teaching Seminar (2)
This course is designed to provide academic support during the
student teaching semester. Topics are selected by the instructor to
complement the student teaching experience. Student teachers
come together with colleagues and the instructor to discuss issues
that relate to teaching as a profession in general, as well as those
that relate to individual classroom situations. This course gives
prospective teachers an opportunity to reflect critically on their
roles in the classroom, to consider consequences (intended and
unintended) of various classroom actions, and to begin to assume
responsibility for their own continuing professional development.
Co-requisites: EDU 591 and 593. Open to Saint Rose majors only.
EDU 593 - Portfolio Evaluation (1)
This course facilitates assessment based upon students' portfolios of
materials accumulated throughout their courses of study in the
program. An orientation to the portfolio process occurs in the
beginning of the semester. Teams of faculty members will evaluate
materials presented by students such as exemplary lessons, units,
service learning projects, teacher-made materials, and children's
works (used with permission). Competency is documented in the
areas of Curriculum Development, Instructional Practices,
Classroom Management, and Content Mastery in the grades 1-6
Curriculum, Classroom Environment, and Assessment. Candidates
will also present portfolios to a team of evaluators representing the
College community. Pass/Fail. Co-requisites: EDU 591 and EDU
592. Open to Saint Rose majors only.
EDU 594 - Adv Field Exp:TESOL Practicum (3)
This course facilitates assessment based upon students' portfolios of
materials accumulated throughout their courses of study in the
program. An orientation to the portfolio process occurs in the
beginning of the semester. Teams of faculty members will evaluate
materials presented by students such as exemplary lessons, units,
service learning projects, teacher-made materials, and children's
works (used with permission). Competency is documented in the
areas of Curriculum Development, Instructional Practices,
Classroom Management, and Content Mastery in the grades 1-6
Curriculum, Classroom Environment, and Assessment. Candidates
will also present portfolios to a team of evaluators representing the
College community. Pass/Fail. Co-requisites: EDU 591 and EDU
592. Open to Saint Rose majors only.
EDU 595 - Child Abuse Prevention (0)
A course approved by, and designed to meet certification
regulations of, the New York State Education Department. Includes
objectives related to detecting and reporting child abuse; meeting
professional and legal responsibilities related to child abuse;
strategies for preventing child abduction. Fee required. Must be
taken prior to student teaching.
EDU 596 - Violence Prevention (0)
This course provides teacher candidates with training in school
violence prevention and intervention. Topics include: the warning
signs that relate to violence or signal precursors to violent behavior
in children; the statutes, regulations, and policies relating to a safe,
nonviolent school climate; academic supports and management
strategies that promote a nonviolent school climate; methods for
integrating social skill development and problem-solving skills into
ongoing curriculum and instruction; intervention techniques for
addressing violent situations; and, referral processes for students
with violent behaviors. Fee required. Must be taken prior to student
EDU 598 - Independent Study (1-3)
EDU 599 - Thesis (3-6)
EDU 602 - Violence Prevention (0)
This workshop provides teacher candidates with training in school
violence prevention and intervention. Topics include: the warning
signs that relate to violence or signal precursors to violent behavior
in children; the statutes, regulations, and policies relating to a safe,
nonviolent school climate; academic supports and management
strategies that promote a nonviolent school climate; methods for
integrating social skill development and problem-solving skills into
ongoing curriculum and instruction; intervention techniques for
addressing violent situations; and, referral processes for students
with violent behaviors. Fee required. Must be taken prior to student
EDU 603 - Child Abuse Prevention (0)
A course approved by, and designed to meet certification
regulations of, the New York State Education Department. Includes
objectives related to detecting and reporting child abuse; meeting
professional and legal responsibilities related to child abuse;
strategies for preventing child abduction. Fee required. Must be
taken prior to student teaching.
EDU 604 - Child Abuse:Waiver (0)
EDU 605 - Anti-Viol:Waiver (0)
EDU 606 - Univ Prec & Conf AIDS/HIV (0)
This workshop provides an overview of HIV/AIDS, sexually
transmitted diseases, and other blood-borne pathogens. The
workshop will also examine the laws regulating AIDS education in
New York State and the public health law regulating confidentiality.
In addition, this workshop will offer information, activities, and ideas regarding HIV/AIDS curricula; the rights, roles, and responsibilities of teachers in the classroom; and other universal precautions. Fee required. Must be taken prior to student teaching.

**EDU 607 - Substance Abuse:Waiver (0)**

**EDU 608 - Aids/Com:Waiver (0)**

**EDU 609 - DASA:Waiver (0)**

**EDU 611 - Dignity For All Students (0)**
This workshop fulfills the training requirement on harassment, bullying, and discrimination prevention and intervention under the NYS Dignity for All Students Act. This is a participatory workshop which includes activities to help students understand and address personal and hidden biases as well as related behaviors and the school setting. Topics include: introduction to the Dignity for All Students Act; reporting requirements for educators; understanding diversity, multi-cultural environments, and examining personal biases; developing sensitivity to the experiences of specific student populations; understanding how school climate and culture have an impact on student achievement and behavior; understanding intervention and prevention strategies including how to interact with families; understanding how school climate and culture have an impact on student achievement and behavior; understanding the indicators and early warning signs. Fee required. Must be taken prior to student teaching.

**EDU 614 - Educational Inquiry (3)**
The purpose of this course is to provide participants the opportunity to explore relevant classroom practice issues through examination of the historical and theoretical foundations that inform action research, experimentation with action research strategies for data collection and analysis and for the creation and implementation of action plans. Participants will examine National Standards for their chosen certification area which will serve as a stimulus for self reflection, often in collaboration with other educators. With this learning design, teachers decide what questions are important to examine in order for them to gain insight into what is happening in their classroom by critically analyzing and reflecting on their practice and effectively acting on their insights. Participants will learn about the construct of the required National Board Certification portfolio that represents an analysis of their classroom work and participate in exercises designed to tap the knowledge, skills, disposition and professional judgment that distinguish their practice.

**EDU 615 - Data Driven Tchg & Lrng (3)**
This course will assist candidates in drawing the National Board Standards into the classroom and reflect a vision of teaching as a collegial enterprise involving complex decision-making. Candidates will engage in an advanced study of the ways in which teaching and learning are informed by assessment theory, research and data. Specifically, students will focus on the theory and research that informs assessment. They will identify, understand and implement methods and strategies for monitoring, analyzing and interpreting assessment for the purposes of understanding and responding to the affective, cognitive, social and developmental factors that impact teaching and learning in various disciplines. Participants will design and select specific work products for their portfolio of practice including student work samples, videotapes and rigorous analyses of their classroom teaching and student learning.
Prerequisite: EDU 614.

**EDU 616 - Reflect Pract as Change Agent (3)**
This is the culminating course in the ACTL program, focusing on the problems, issues, and possibility of bringing change to education on many levels, including, the national, state, local, community, school, and classroom levels. Students will reflect on the own practice and consider how the findings of their own action research can lead to the creation and implementation of an action plan. In doing so, students will consider the possibility of becoming agents of educational change. They will explore the current and historical issues, benefits and challenges frequently associated with bringing change to education on the national, state, local, school and classroom levels. Participants will add work to their portfolio that demonstrates their professional judgment and personal experiences towards their roles as change agents. Prerequisites: EDU 614, EDU 615.

**EDU 658 - Tchr Discover Computers (3)**
This course is an introductory computer course for educators. It is designed for those who are new to computers, as well as those who want to learn more about how computers can be integrated effectively into the classroom. Participants will finish the course with a strong understanding of educational technology, including how to use computers, thereby increasing their computer literacy skills. Participants will also learn how to access the vast array of educational resources available on the World Wide Web, increasing their information literacy skills. Most importantly, educators will learn how to integrate computers and educational technology into the curriculum. Ideas for integrating technology across the curriculum and assessment in the technology-rich classroom will be presented. Emphasis is placed on the use of technology to strengthen the academic achievement of all students.

**EDU 660 - Teacher Effectiveness Trng 1 (3)**
A theoretical, research-based model of effective interpersonal communication, plus the specific behavioral skills necessary to make the model work in the classroom. Teachers learn new ideas and terminology, such as active listening, I-messages, and Method III.

**EDU 661 - Tchr Effect Trn 2 (3)**
In the advanced TET II course, so they become more influential with their students, teachers learn skills for identifying and resolving value conflicts. They also learn group facilitation skills and special skills for working with parents and colleagues. Students learn to apply these skills to improve communication with friends and family members, as well as with professional colleagues and pupils.

**EDU 662 - Self Esteem for Educators I (3)**
The purpose of this course is for teachers to learn a developmental model for enhancing student self-esteem, plus specific strategies they can apply directly to their curricula. Strategies that promote students’ learning to think on their own, take more responsibility for classroom activities and become less teacher-dependent are emphasized.

**EDU 663 - Self Esteem for Educators II (3)**
An advanced course in self-esteem for educators. Special emphasis on the four-phase intervention model and instructional methods and content area curricula that integrate theory and skills for enhancing student self-esteem.

**EDU 664 - Cooperative Discipline (3)**
This course presents methods for using corrective, supportive, and preventive strategies to achieve order and control in the classroom, encouraging a positive classroom climate, and promoting an
enhanced self-concept in all pupils, thus shifting the discipline paradigm from punishment to self-discipline in pupils. Strategies for developing effective partnerships between teachers, students, parents, and administrators are addressed.

EDU 668 - Reach for Today's Student (3)
This course is designed to teach participants strategies for creating a community of caring within individual classrooms and schools for the purpose of increasing academic success for all learners. Topics such as positive classroom discipline, proactive behavioral management for students with special needs, and diffusing crisis situations in the classroom are examined within a context of a "classroom as community" model. Emphasis will be placed on teachers' self-awareness, as well as on examining the myriad of motives underlying student misbehavior. Participants are expected to design an individual problem-solving plan that strengthens opportunities for all students to succeed.

EDU 669 - Teaching w/Webquests (3)
This course introduces teachers to the WebQuest model of creating web-based lessons that engage students in higher-order thinking and cooperative learning. Participants will learn how to design webpages, locate useful information on the Web, work collaboratively with teachers at remote sites, and evaluate complex tasks carried out by students. The course focuses on teaching understanding and the development of a set of teaching and assessment strategies that can be used with or without the Internet.

EDU 670 - Blueprints for Achievement (3)
This course is designed to enable elementary, middle, and high school teachers to develop pupils' higher-order thinking skills in cooperative learning environments. Students will learn an array of techniques and strategies for promoting critical-thinking skills that are supported by theory and research.

EDU 671 - Encouraging Student Responsib (3)
This course addresses the development of proactive social skills that encourage cooperative behaviors from even the most difficult pupils. Students will explore numerous non-coercive, behavior-changing strategies and learn to integrate them into all lessons.

EDU 672 - Dev Multipl Intell (3)
This course translates the research of Howard Gardner into practical, dynamic, and motivational teaching. It explores the theory of human intelligence as a key to seven ways to structure all lessons to take into account the different varieties of intelligences and ways of comprehending; strategies to awaken and engage the full intellectual potential of all students; assessment of a range of learning strategies with new and authentic methods, such as portfolios and journals; and application of cross-intelligence strategies to enrich all subjects.

EDU 674 - Discipline with Dignity (1-3)
Strategies to handle behavior problems in a manner that helps students consider their own actions, examine rational consequences, and decide for themselves which results they will choose. Emphasizes discipline for self-esteem, prevention, action, and resolution.

EDU 678 - Authentic Assessment (2-3)
This course examines traditional testing approaches and current thinking on alternative assessment. The use of journals, learning logs, group projects, observation checklists, metacognitive strategies, interviews, conferences, and higher-order questions will be reviewed to inform the development of assessment methods that measure outcomes effectively.

EDU 679 - Essential Portfolio (1)
Students will examine the portfolio-based assessment process and develop methods and rubrics for using portfolios in the classroom. Recommended prerequisite: EDU 678.

EDU 680 - Succ. Lrning - Rdg Styles (3)
Master strategies are presented for achieving high reading gains in grades K-12. Students will learn to adapt current reading methods to reading styles; to use reading style strategies to break the cycle of failure; to apply reading style strategies to all content areas and to all pupils; and to use a reading style inventory to improve instruction.

EDU 682 - Meaningful Activ/Inter. Class (3)
This course presents methods and activities to help teachers and pupils to develop their creativity. Motivation, content area applications, and assessment of creative work will be addressed.

EDU 685 - Action Research in Classroom (3)
This course presents opportunities to develop experiences in research, its applications to teaching environments and the utilization of electronic databases to collect existing research in order to inform practice. Students will learn to design and implement classroom research for the purpose of improving practice. They will learn the importance of collaboration and cooperation in the design of such research.

EDU 686 - Tchr Inquiry, Action & Reflect (3)
This course presents opportunities to develop experiences in research, its applications to teaching environments and the utilization of electronic databases to collect existing research in order to inform practice. Students will learn to design and implement classroom research for the purpose of improving practice. They will learn the importance of collaboration and cooperation in the design of such research.

EDU 687 - Tchg AP English (3)
Designed for teachers planning to teach AP English Literature and Composition or AP Language and Composition. The course will familiarize teachers with the AP program and examination and provide opportunities for them to design an AP course and develop and practice appropriate teaching strategies.

EDU 688 - Tchg AP Calculus (3)
This course is designed for teachers who plan to teach AP Calculus. It will familiarize them with the AP program and examination and provide opportunities for them to design an AP Calculus course and to develop and practice appropriate teaching strategies.

EDU 689 - Tchg AP Biology (3)
This course will familiarize teachers with the AP program, and provide them with the background to design and teach AP Biology and prepare students for the AP Biology examination.

EDU 690 - Tchg AP US History (3)
This course will familiarize teachers with the AP program and the AP U.S. History examination, and provide opportunities to design AP courses.

EDU 691 - Success Tchg / Accept Respons (3)
Learn how to create a learning environment that models, invites, and teaches self-responsible behaviors. Discover how to cope with irresponsible behaviors in respectful, helpful ways; prevent power struggles; reduce educational enabling and "learned helplessness,"
while encouraging students to assume responsibility for their school experience.

**EDU 692 - Personallly Intelligent Tchr (3)**
The purpose of the course is to learn and apply a model for developing personal intelligence that includes research, theory, and practical skills for developing the five dynamics of personality. Based on the research and theories of Howard Gardner and William James, PIT teaches teachers how to become master coaches in the classroom and bring out the best in themselves and their students.

**EDU 693 - Stress Mgmt For Tchr (3)**
This course is designed to teach teachers how to enhance student performance by minimizing the negative effects of stress, study the major research findings on the nature of stress, learn the major theories explaining its impact upon teaching and learning, and conduct a thorough assessment of stress factors.

**EDU 694 - Differentiated Instruction (1)**
This course will examine what is meant by differentiated instruction in authentic classrooms. It explores proven approaches for differentiating instruction such as: varying content, process and products, anchoring activities, framing instruction around higher order thinking skills, curriculum compacting, tiered lessons, varied instructional approaches, flexible grouping based on readiness, interest, and learner profile, and balanced assessment. There will be repeated opportunities to reflect on beliefs and dispositions relative to differentiation.

**EDU 695 - Differentiated Instruct Schls (3)**
This course provides participants with information about instructional strategies and approaches, and practice identifying how and when they would use these strategies as part of their instruction. Each category of instructional strategies identified is supported by a specific research foundation related to that topic. This research has provided teachers with a research base to support what they may already know. The focus is on helping teachers do a better job with the strategies that they are already using, as well as providing ideas for how to further enhance learning by adding other aspects of some of the strategies to their teaching repertoire.

**EDU 696 - Enrich Content Mid/HS,ES Learns (3)**
This course is designed for middle and high school teachers and educators whose mainstream classes include English language learners. The course provides strategies to develop social and academic skills for their limited English proficient students and supports their success in school. Participants will learn to adapt instruction and materials to help English language learners in academic and social language as they participate in classroom activities. They will also learn to facilitate English language learners' adjustment and help all students develop an appreciation for diversity.

**EDU 697 - Mid Sch Mthds:Math,Sci,Tech (3)**
This course is an exploration of appropriate instructional planning, materials, and evaluation in the middle school curriculum areas of mathematics and science. Understanding teaching strategies such as inquiry, problem solving, and discovery methods and content knowledge will be stressed. Suggestions for integrating mathematics and science instruction and technology in mathematics and science in grades 5-8 will be included.

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**ELE - Elementary Education**

**ELE 515 - Literacy in Primary Grades (3)**
This course focuses on promoting and understanding the development of literacy among a wide range of learners in the primary grades, including but not limited to those identified as English Language learners, delayed readers, or students with special needs. Students are expected to develop a working knowledge of the scientific and theoretical bases for current approaches to teaching and assessing literacy learners in accordance with state and national standards. Emphasis is placed on examining the curricular, instructional and evaluative elements of various approaches to literacy, and the ways in which they address the areas of phonics, fluency, vocabulary, comprehension, and composition specifically. Students will examine a variety of instructional and assessment techniques through discussion, critique, and administration. Students will also explore the use of literature to enhance literacy learning for all students. A fifteen-hour field experience is required. Students must obtain fingerprint clearance prior to beginning field experiences.

**ELE 516 - Literacy in Intermed Grades (3)**
In accordance with NYS standards and those of other professional literacy organizations, preservice teachers examine issues of curriculum, instruction and assessment that inform the literacy development expected of all learners in the intermediate grades including English Language Learners and those with special needs. The course emphasizes the development of reading, writing and listening skills necessary for knowledge construction in the content areas. Preservice teachers explore various approaches to and strategies for fostering comprehension, retention and composition of a wide range of texts, the identification and use of various methods and tools for assessing and evaluating learners' literacy development and the role of digital tools and media in literacy development. For students in the graduate B-6 program 15 field hours are required. For all other students, 7 field hours are required. Students must obtain fingerprint clearance prior to beginning field experiences. Not open to students matriculated in the Literacy program. Preferred prerequisite for students in the Childhood Education Master's Program only: ELE 515.

**ELE 545 - Student Tchg: Grades 4-6 (3)**
This course is designed for students who hold initial certification in early childhood education (birth-grade 2) and have completed a student teaching experience in the primary grades. Students will complete one eight week student teaching experience in grades 4-6. Prior to student teaching, candidates complete a 20-hour field experience in their placement that involves a thorough analysis of home, school, and community composition and dynamics, done under the supervision of The College of Saint Rose student teaching supervisor. Application required. Application must be made by February 1 for the Fall semester; by October 1 of the preceding Fall semester for a Spring student teaching placement. Pass/Fail. Prerequisites: fingerprint clearance; good standing in the School of Education; completion of all education course work except ELE 590 and ELE 999 or thesis; grade of B or better in all required course work. Open only to students enrolled in a program leading to an initial certification in Childhood Education (grades 1-6) at Saint Rose. Co-requisites: ELE 550, ELE 584.

**ELE 546 - Student Tchg Childhood Ed (6)**
A semester of student teaching in elementary classrooms. Each student will receive two consecutive placements: one-half semester
in the lower grades (1-3) and one-half semester in the upper grades (4-6). This experience includes candidates' demonstration of skills, strategies, models of teaching, and uses of educational technology and media; provides supervised practice in teaching and involvement in community study activities; and stresses development of communication and leadership skills. Prior to student teaching, candidates complete a 20-hour field experience in each of their placements that involves a thorough analysis of home, school, and community composition and dynamics, which is done under the supervision of The College of Saint Rose student teaching supervisor. Application must be made by February 1 for the Fall semester; by October 1 of the preceding Fall semester for a Spring student teaching placement. Pass/Fail. Prerequisites: fingerprint clearance; good standing in the School of Education; completion of all education course work and workshops, except EDU 590 and ELE 999 or thesis; grade of B or better in all required course work. Open to Saint Rose majors only. Application required. Co-requisites: ELE 550, ELE 584.

ELE 550 - Student Teaching Seminar (2)
This course is designed to provide academic support during the student teaching semester. Topics are selected by the instructor to complement the student teaching experience. Student teachers come together with colleagues and the instructor to discuss issues that relate to teaching as a profession in general, as well as those that relate to individual classroom situations. This course gives prospective teachers an opportunity to reflect critically on their roles in the classroom, to consider consequences (intended and unintended) of various classroom actions, and to begin to assume responsibility for their own continuing professional development. Co-requisites: ELE 545 or ELE 546; ELE 584. Open to Saint Rose majors only.

ELE 563 - LIterat/Literacy Devel 1-6 (3)
In this course, students will develop knowledge of children's literature and will consider how literature can be used with children to enhance their cognitive, linguistic, aesthetic, and literacy development. Topics include engaging teachers and children with literature, evaluating and selecting literature for children, literature response, the literary genres and elements, the history and controversies related to literature for children, connecting digital literacies and literature, state and national standards for the teaching of literature, and methods for teaching with literature across the curriculum. A seven-hour field experience is required. Students must obtain fingerprint clearance prior to beginning field experiences.

ELE 580 - Curr & Instr Grades 1-6 (3)
In this course, teacher candidates will develop knowledge, skills, and dispositions for planning curriculum and instruction for grades 1-6 in order to meet the needs of children in today's schools: children who are culturally diverse, who are English language learners, and who display the full range of abilities and dispositions. Teacher candidates engage in the development of goals and instructional objectives, IEPs, lesson plans and thematic units that address all domains (cognitive, affective, and psycho-motor). Emphasis is placed on state and national standards and the impact of these standards on instruction and assessment. The integration of technology with instruction, as a teacher resource and as an instructional tool, will be covered. Appropriate formal and informal assessment tools and methods will be included within the context of unit and lesson plans, with an emphasis on curriculum-embedded, standards-based assessment. Research-based instructional models, strategies, methods and procedures such as service learning are introduced and linked to theoretical and factual knowledge of learning processes and human development. Assessment of learner progress, appropriate classroom accommodations and modifications for students with the full range of abilities, and the development of collaborative teaching partnerships are also examined. For students in the graduate B-6 program 15 field hours are required. For all other students, 10 field hours are required. Students must obtain fingerprint clearance prior to beginning field experiences. ELE 580 is a co-requisite or prerequisite for the methods courses. Suggested prerequisite or co-requisite: EPY 502.

ELE 584 - Portfolio Evaluation (1)
This course facilitates assessment based upon students' portfolios of materials accumulated throughout their courses of study in the program. An orientation to the portfolio process occurs in the beginning of the semester. Teams of faculty members will evaluate materials presented by students such as exemplary lessons, units, service learning projects, teacher-made materials, and children's works (used with permission). Pass/Fail. Co-requisites: ELE 545 or ELE 546; ELE 550. Open to Saint Rose majors only.

ELE 585 - Methods:Lang Arts/Soc Stud (3)
This course prepares teacher candidates to develop strategies for teaching and integrating the language arts and social studies with other curricular areas in grades 1-6, in accordance with standards posed by NCTE, NCSS and New York State. A range of instructional approaches will be addressed. Emphasis is on helping diverse learners to develop proficient communication skills across the curriculum, and on working with pupils within the larger context of their families and communities. The integration of technology as a teacher resource and as an instructional tool will be covered. Appropriate formal and informal assessment tools will be included within the context of unit and lesson plans. Curriculum modifications for pupils who are English language learners and for pupils with the full range of abilities will be considered in course work and addressed in field experiences. For students in the graduate B-6 program 15 field hours are required. For all other students, 12 field hours are required. Students must obtain fingerprint clearance or its equivalent prior to beginning field experiences. Preferred prerequisites or co-requisites: ELE 580, EDU 530, or SEC 515.

ELE 586 - Methods:Science/Math 1-6 (3)
This course models the principles of an integrated approach for teaching science and mathematics to students in grades 1-6. The course will examine the theories and research-based practices that provide the basis for student-centered, constructivist, inquiry-based approaches to the planning, implementation, and evaluation of instruction. The course will address the standards posed by New York State and national professional organizations (ISTE, NCTM and NSTA). Formal and informal assessment methods will be included. Technology will be used as a teacher resource and instructional tool. The connection between science and math and other curricular areas will be addressed, as well as reading, writing, and study skills in the content areas of science and math. Service learning will be explored. Curriculum modifications for learners with the full range of abilities will be considered in course work and addressed in field experiences. For students in the graduate B-6 program 15 field hours are required. For all other students, 12 field hours are required. Students must obtain fingerprint clearance prior to beginning field experiences. Preferred prerequisites or co-requisites: ELE 580, EDU 530, or SEC 515.
ELE 587 - Adv Field Exper: Childhd Educ (3 - 6)
A field experience, selected in cooperation with faculty in the department of Teacher Education, designed to meet the individual needs of the student. A minimum of 50 hours of field experience in grades 1-6. A formal proposal for this experience using the Proposal for Advanced Field Experience in Education form, (located in the Field Placement and Advising office) must be submitted to the Department Chair by Advisement Day of the semester prior to the semester in which the field experience will occur. Students must obtain fingerprint clearance prior to beginning field experiences. Pass/Fail. Open to Saint Rose students only.

ELE 588 - Meth Tchg For Lang Elem Sch (3)
The course prepares teacher candidates to teach in grades 1-6, in accordance with standards established by New York State and the national professional organization, the American Council of Teaching Foreign Language (ACTFL). Emphasis will be placed on methods that develop communicative competencies in functional language-learning situations. Curricular, instructional, and assessment choices for students with a full range of abilities will be examined through course work. A 20-hour field experience is required. Students must obtain fingerprint clearance prior to beginning field experiences. For students in the Master's in Curriculum and Instruction program seeking to extend certification in Adolescence Education to grades 5 & 6.

ELE 598 - Independent Study (1-4)
ELE 599 - Thesis (3-6)
Education students may elect to research and write a thesis in lieu of taking EDU 590. Thesis requirements are described in the Saint Rose “Guide to Preparation of Master’s Theses” which can be obtained from your academic advisor. Thesis may be taken for 3 or 6 credits as noted in the guide.

EPY - Educational Psychology

EPY 500 - Educational Research (3)
An introduction to educational research. This course prepares students to read, critique, and conduct educational research for both quantitative and qualitative research approaches. Topics covered include selecting a research problem, searching and reviewing literature, measuring educational processes and outcomes, collecting data, writing a research proposal, evaluating the quality of studies, and analyzing both qualitative and quantitative data. Fall, Spring, Summer.

EPY 502 - Survey of Educ Psychology (3)
A study and survey of psychological principles and concepts relevant to education. The course focuses on human development; theories of learning, teaching and motivation; individual and group differences including multicultural issues; assessment and evaluation; and classroom management. Fall, Spring. Summer.

EPY 503 - Classroom Management (3)
The topics in this course focus on establishing and maintaining an effective learning environment. Topics include: developing clear classroom rules and procedures, organizing instruction, managing students’ work, providing effective feedback, and communicating effectively with students. Offered occasionally.

EPY 521 - Adult Psych&Dev (3)
A study of human development from early adulthood to later adulthood. Basic principles and theories found in adult development are studied. Areas such as career development, marriage, parenting, and death and dying are explored in terms of their application to development. Offered Occasionally.

EPY 522 - Child Psych & Dev (3)
A study of psychological and developmental issues from birth through early adolescence across diverse populations. A general theoretical overview focusing on cognitive, physical, and emotional development will be studied with attention given to the role of culture on these developmental processes. Theory and research are presented in the context of practical applications with an emphasis on implications for education. Fall, Spring.

EPY 523 - Adolesc Psych & Devel (3)
A study of the psychology and development of the adolescent which focuses on the development of self-governance and identity during early, middle and late adolescence. Topics for discussion will include physical, cognitive, social and emotional development, with attention given to the role of culture on these developmental processes. Spring.

EPY 524 - Theories of Learning (3)
A study of current theories of learning with an emphasis on application. Cognitive perspectives on learning and motivation are the primary focus with additional coverage of relevant topics including: behavioral, social-cognitive, humanistic, and sociocultural theories of learning. Fundamental principles of motivation will be addressed. Fall, Spring.

EPY 525 - Stats Behav Scien (3)
An introductory course in statistics which includes a brief review of descriptive statistics but primarily focuses on inference. Topics included are basic designs, elementary probability theory, sampling error, significance, power, t-test, ANOVA and chi square. Prerequisite: EPY 500 or its equivalent. Offered occasionally.

EPY 529 - Measurement, Stats, Appraisal (3)
This course is designed to help students in a variety of settings understand the role of psychological/educational testing and measurement. Students will understand the role of appraisal and testing for educators, mental health counselors, and school counselors. The course will address ethical principles and the selection and interpretation of tests in educational and counseling settings for individuals throughout the lifespan. Basic competencies in measurement, statistical interpretation, and research skills will be covered. Emphasis will be placed on the role of the educator, counselor, and other professionals in the understanding of the selection of tests for the measurement of scholastic, aptitude, achievement, career, personality, adjustment, and developmental issues, as well as multicultural assessment and test bias. The course will also examine the role of counselors, teachers, parents, and other professionals in interpreting the tests, providing feedback to stakeholders, and using the results to benefit the population served. Prerequisite: EPY 500 or CSL 505. Spring, Summer.

EPY 530 - Assess & Eval Clsrm Tchars (3)
This course is designed to provide students with an understanding of the basic principles of measurement, assessment, and evaluation and opportunities to apply those principles in educational contexts. Students will examine both standardized and non-standardized methods of assessment. There will be an emphasis on teacher-designed assessment procedures. Offered occasionally.
EPY 535 - Psychology of Diversity (3)
This course is designed to examine theories in educational psychology and related disciplines that help to frame the cognitive and emotional experiences of diverse learners and educators. Diversity in this course comprises ethnicity, linguistic diversity, class, gender, and sexuality but may also include religion, gender orientation, region, nation, and other dimensions of identity. The relationship of educators to their own cultural backgrounds (ethnicity, gender, class, etc.) and to their students will be explored. Diversity will be viewed largely as a set of resources that learners and educators bring to the learning environment; how these resources can be incorporated into practice will be a core focus of the course. Fall, Spring.

EPY 536 - Motivational Approaches in ED (3)
A study of current theories and models of motivation with an emphasis on application. Topics discussed include the following principles as they relate to motivation: reinforcement, self-efficacy, attributional processes, cognitive and social processes, goal orientation, intrinsic and extrinsic factors, interest, affect, and teacher, classroom and school influences. Offered occasionally.

EPY 542 - Evidence-based Decision Mkg (3)
This course is designed to prepare students to use evidence to make sound educational decisions regarding students and school and community policies and programs. Therefore, topics to be covered include: an overview of recent accountability legislation and issues of educational assessment, the types of archival and standardized test data collected by school, use of data and theoretical frameworks to define problems, measurement issues and psychometric concepts involved in testing, documentation of change through curriculum-based measurement, and use of descriptive statistics to present and analyze data. Prerequisite: EPY 500. Offered occasionally.

EPY 543 - Readings in Ed Psych (Sp Top) (3)
A program of directed readings on special topics (e.g., adult learners, grief and loss). Offered occasionally.

EPY 544 - Grant Wrtg & Prog Devel (3)
The purpose of this course is to provide an introduction to the field of professional grant writing, as well as develop an understanding of program theory for creating community- and school-based programs. Students will explore the various steps a grant writer/program developer employs in professional practice. Students will also gain knowledge about the grant requests for proposals (RFPs) process used by federal and state agencies, as well as foundation and corporate funders. Students will learn where to find grant funding opportunities and how to write competitive proposals - creating programs that are research-based, and theoretically and developmentally appropriate for the students or community groups they serve. Pre-requisite: EPY 500. Offered Occasionally.

EPY 545 - Child Devel & Health (3)
The development and health of the young child (prenatal through age 8) will be the focus of this course. Typical and atypical development (physical, social, emotional, linguistic, and cognitive) will be studied, as well as concerns related to health and safety (risk factors, diseases, nutritional needs for healthy development, and preventative measures). Developmental patterns of disabilities and how these variations relate to typical development will be examined. Consideration will also be given to assessment procedures designed to identify and track typical and atypical development. Offered occasionally.

EPY 548 - Middle School Development (3)
The middle school years represent a period of transition characterized by developmental, social, and academic changes. In this course, physical, cognitive, socio-emotional, moral, and educational processes specific to the early adolescent learner will be explored. Influences of family, peers, school, and other factors that mediate behavior will be addressed. Professional development for middle grade teachers will focus on pedagogical strategies across diverse student populations. Offered occasionally.

EPY 590 - Residency in P-12 Schools (3)
Students in this course will complete a full semester in a P-12 school where they are expected to complete their student teaching the subsequent semester. Students will spend a minimum of four hours a week observing and working in a P-12 classroom. The initial stage of this residency provides an opportunity to get to know the school, students, teachers, and classroom procedures. Students will also assist teachers in the classroom and complete faculty approved projects. Offered occasionally. Permission and arrangement by instructor are required.

EPY 591 - Mentoring Urban Youth (0 or 1)
Students will engage in one on one mentoring and curriculum enrichment with urban at risk students two times per week during a semester. Offered occasionally. Permission and arrangement by instructor are required.

EPY 592 - Integ Sem Ed Psy (3)
An integration of core courses and demonstration of knowledge and skills appropriate to the completion of the degree. This course represents the final evaluation of the degree. A major evaluation component will typically include a paper synthesizing research on an educational topic, while also integrating theory and principles of educational psychology. Additionally, students will present their papers to the class and possibly department faculty. Fall, Spring.

EPY 598 - Independent Study (1-6)
Students who wish the opportunity to work on a topic with an Educational Psychology faculty member should contact the faculty member directly to arrange course requirements. (Scheme II students should specify title of Readings or Research.) Offered on an as-needed basis.

EPY 637 - Substance Abuse Workshop (0)
This course addresses the psychological and physiological effects of substance (alcohol, drugs, etc.) use and abuse. Legal, moral and social issues are discussed, as well as education and prevention programs and their effectiveness. This course satisfies the drug education requirement set forth by the New York State Education Department. Fall, Spring, Summer.

HLA-Higher-Ed-Leadership-Admins

HLA 501 - ProSem:Critical College Issues (3)
This seminar-style, required course will survey and analyze major challenges and opportunities confronting public and independent institutions of higher education, as well as state systems of higher education, over the next decade. As the foundation course in the Higher Education Leadership and Administration degree program, a sample of issues will be explored, ranging from the role and influence of federal and state policy in higher education to the role of the Internet in teaching and learning. Offered in Fall.
HLA 510 - Quality Control in Higher Ed (3)
Required of all degree students in Higher Education and Leadership and Administration program, this course provides an extensive overview of issues and practices pertaining to quality control in higher education. This course is a broad overview of major concepts, procedures and practices about accreditation, program review and assessment. Offered in Spring.

HLA 520 - Leadership in Higher Education (3)
This course is designed to closely examine the concept of leadership and its importance in defining and predicting organizational success. As a required core course for Master's degree and certificate students in the Higher Education Leadership program, this course exposes students to various leadership concepts and theories, examples of successful leadership traits and ways to measure, evaluate and develop one's leadership potential in general, and in the higher education administrative setting. Offered occasionally.

HLA 530 - Ethical Found Higher Educ (3)
This required course for Master's degree candidates in the Higher Education Leadership and Administration program offers a fundamental grounding in theoretical and applied ethics within the contours of higher education. This grounding properly enables students and future leaders in higher education to cultivate sound ethical decision-making within the parameters of moral reasoning and critical thinking. Offered in Fall.

HLA 540 - Financial Plan/Mgmt Higher Ed (3)
Based on the irrefutable premise that effective financial planning and management will, in large part, drive the success of higher education institutions and facilitate an institution's adherence to its mission and the achievement of its strategic goals, this course is a vital component of leadership training for future higher education administrators and policy makers. All current and future leaders need a firm understanding of the broad range of issues that influence institutional financial health and shape critical success factors. As such, this required course for Master's candidates in the Higher Education Leadership and Administration program will expose students to the breadth of financial issues at public and private colleges. Offered in Spring.

HLA 545 - Enrollment Management (3)
This course will address the history, theory and best practices associated with the field of strategic enrollment planning and management in colleges and university settings. A required course in the HLA Master's program, this course will cover topics related to admission policy and practices, enrollment planning and goal setting, data analysis and decision-making, marketing and recruitment, cost and financial aid strategy, leadership and organizational structure in enrollment management. Offered in Fall.

HLA 560 - Law and Higher Education (3)
A study of the legal areas, issues and challenges which higher education administrators encounter in implementing policies and programs offered at colleges and universities, including the study of federal, state and local laws that govern the actions of institutional leaders in the higher education setting. Topics include the governance of higher education, academic freedom, affirmative action, and legal issues pertinent to interactions between faculty and students. Three graduate credits are offered in this HLA elective course. Offered occasionally.

HLA 585 - Internship in Higher Ed Admin (3)
Graduate students enrolled in The Higher Education Leadership and Administration master's program will have the option of choosing as one of their elective courses a supervised, credit bearing internship. The program director will assist students in identifying suitable internship sponsors and preparing an internship learning contract stipulating the knowledge and experience the student aspires to attain as a result of the internship experience. Successful completion of the internship course will require a positive summation by the program director prior to the internship start, as well as participation in the internship seminar conducted each semester by the program director. Seminar participants will share information about what they have learned as an intern. The program director will lead the seminar using student learning contracts as resource material, as well as relevant articles on higher education internship experiences elsewhere in the country. Offered occasionally.

HLA 590 - Capstone Seminar in HLA (3)
HLA 590 is a 3 credit capstone course requiring the written and oral presentation of an analytic paper on a critical and complex issue, problem, or challenge within the higher education policymaking environment. The analytic paper will engage the student in the application of multiple leadership skills; the demonstration of refined and advanced research, analytical and writing skills; as well as the student's incorporation of knowledge obtained from other required and elective courses taken by the student in the HLA program. Offered in last semester of program.

HLA 597 - Special Topics: Higher Ed L/A (3)
This seminar is intended to allow in-depth exposure to selected topics and issues in higher education leadership and administration. Topics will be based on faculty and student interest. The initial special topics course will focus on development, philanthropy and fundraising principles, tactics and strategies in higher education. Offered occasionally.

LRC - Literacy

LRC 520 - Adv Devel Literacy (Birth-G 6) (3)
Design, implementation and evaluation of literacy curriculum programs for children from birth to grade 6. Emphasis is on alignment of curriculum programs with research and the unique needs of students. Through thoughtful selection of instructional targets, frameworks, content, materials and assessment, candidates demonstrate their understanding of the requirements of evidence-based pedagogy. For students enrolled in the Professional Education or Professional Teacher Education program, this course integrates ELA with pedagogy. For students in Literacy (B-6) master's program, this is a pre- or co-requisite for LRC 552. For students in the Literacy (B-6) certification-only program, it is a pre-requisite for LRC 552. This is a pre or co-requisite for LRC 540 for students in Childhood Ed/Special Ed 1-6. Fall, Spring, Summer.

LRC 521 - Adv Literacy Improvmt G 5-12 (3)
Design, implementation and evaluation of curriculum programs in literacy for students in grades 4 through 12. Some focus on collaborative leadership of teachers for content literacy improvement. Candidates apply best thinking, and thoughtfully selected materials and methods to teach advanced word analysis and fluency, support vocabulary expansion, comprehension, critical thinking and study skills. Emphasis is on providing for individual differences including students who are English language learners.
and those who experience challenges in literacy. For Literacy candidates, the course requires at least 30 hours of field experience supporting students and their teachers in 9-12 classrooms. For those in the Literacy B-12 master's program, the course is a pre- or co-requisite for LRC 554. For students in the Literacy B-6, 5-12 and B-12 certification-only programs, it is a pre-requisite for LRC 554. For students enrolled in the Professional Teacher Education program and those in Adolescent Education programs, the course integrates ELA with pedagogy. Literacy candidates must take LRC 546 before taking this course. Fall, Spring, or Summer.

LRC 525 - Theories/Tchg Writing (3)
Review of issues and research related to the nature of written language, the development of writing abilities, and qualities of effective writing instruction from birth to grade 12. Includes study of a variety of genres, purposes for writing, and assessment techniques. For students in the Literacy B-12 certification-only program, this is a pre-requisite for LRC 552. Candidates will complete a 8 hour field experience at either lower or upper level. 3 credit hours. Fall, Spring, Summer.

LRC 528 - Read & Write for Adol w/ Disab (3)
This course presents empirically validated instructional procedures to address the significant reading and writing deficits of adolescent students with disabilities, and includes explicit teaching procedures, direct instruction, strategy instruction, and instructional design principles that apply to reading and writing. Methods for designing effective instruction/interventions, informal assessment principles that apply to defining current level of functioning, and monitoring learner progress are emphasized. The course will focus on ways to identify student interests, modify instruction to support content area learning and literacy development for students with disabilities in middle and high school, including selection of appropriate materials, strategies which assist students in reading challenging texts, for different purposes, and a variety of instructional and assessment options that allow students to use areas of strength to improve their literacy performance in content areas. Required field experience is 10 hours.

LRC 530 - Theories of Literacy (3)
Review of the major theories and empirical research that describe the cognitive, linguistic, motivational and sociocultural foundations of reading and writing development, processes and components including word recognition, language comprehension, strategic knowledge, and reading writing connections. Designed to familiarize students with an understanding of the relationships between theory, research, and practice. For students in the Literacy (B-6) or Literacy (5-12) certification-only program, this is a pre-requisite for LRC 552/553. Fall, Spring, Summer.

LRC 546 - Diagnosis & Remed Lit Prob (3)
This course seeks to acquaint candidates with processes and practices involved in identifying and addressing literacy difficulties and in communicating the results of assessment and intervention to a variety of audiences. It provides direct assessment and tutorial experience in working with a school-age child who may qualify for early intervention, or for compensatory or special education services. In addition, it prepares candidates for clinical practicum experiences and addresses topics including the nature of literacy difficulties; evaluation, selection and administration of diagnostic tools; analysis and interpretation of assessment results; design/selection and application of appropriate materials and methods for correcting literacy problems; evaluation of the impact and quality of intervention.

LRC 550 - Clinical Lit Tchg Pract:B-6 (3)
(Practicum) College-supervised 50 clock hour experience in the Joy S. Emery Clinic at The College of Saint Rose under the direction of a literacy specialist. Occasional seminars are scheduled through the semester, and a seven-hour school-based field experience is required. Open only to students in either the degree program or the certification-only program at Saint Rose. Prerequisites are LRC 546. Requires NYS fingerprint clearance in advance. Fall, Spring, Summer.

LRC 551 - Clinical Lit Tchg Pract: 5-12 (3)
(Practicum) College-supervised 50 clock-hour experience in the Joy S. Emery Clinic at The College of Saint Rose under the direction of a literacy specialist. Occasional seminars are scheduled through the semester, and a seven-hour school-based field experience is required. Open only to students in either the degree program or the certification-only program at Saint Rose. Prerequisites are LRC 546. Requires NYS fingerprint clearance in advance. Fall, Spring, Summer.

LRC 552 - Classrm Pract Literacy B-Gr6 (3)
(Classroom Practicum) College-supervised 35 hour experience in an assigned classroom setting, off campus. For students in the degree program, pre- or co-requisite is LRC 520. Students in the Certification-Only program must complete 15 credits of course work (LRC 520, LRC 525, LRC 530, LRC 540, and LRC 567) before enrolling in LRC 552. Students must demonstrate use of varied instructional approaches, appropriate texts and differentiation of instruction for particular learners. requires NYS fingerprint clearance in advance. Fall, Spring, Summer.

LRC 553 - Classrm Pract Literacy (3)
College supervised 35 hour internship experience in an assigned classroom setting, off campus. For students in the degree program, pre- or co-requisite is LRC 520. Students in the certification-only program must complete 15 credits of course work (LRC 520/521, LRC 525, LRC 530, LRC 540, and LRC 567) before enrolling in LRC 552/553. Students must demonstrate use of varied instructional approaches, appropriate texts and differentiation of instruction for particular learners in a secondary classroom setting under the supervision of a classroom teacher and a college supervisor. Requires NYS fingerprint clearance in advance. Fall, Spring, Summer.

LRC 554 - Clinical Practicum Lit K-12 (3)
College-supervised clinical practicum in teaching literacy under the direction of a literacy specialist. Candidates must complete 25 hours of teaching literacy to a student at the lower level and 25 hours at the upper level. Open only to candidates in either the Literacy Birth - Grade 12 master’s program or the certification-only Literacy Birth - Grade 12 program at the College of Saint Rose. Prerequisites are LRC 546. Pre-/co-requisites are LRC 520 and LRC 521. Requires NYS fingerprint clearance in advance. 3 credit hours. Fall, Spring, Summer.

LRC 567 - Intro to Literacy Coaching (3)
This course will introduce teachers, K-12 to the role and responsibilities of literacy coaching. Topics will include successful models for literacy development, assessment practices to measure continuous student progress, analysis of school-wide assessment data, fundamentals of observation, analysis of instruction,
professional development practices, and communication strategies to facilitate colleague collaboration and mentoring. Requires NYS fingerprint clearance in advance. Fall, Spring, Summer.

**LRC 570 - Literacy for Eng Lang Learners (3)**
This course examines the five essential elements of reading and considers principles and methods specific to the needs of ENL students and for individualizing and adapting instruction and materials. Also examined are effective writing instruction and the use of technology in supporting ENL students. Candidates in this course are required to apply what they are learning and teach literacy to ENL students in an agency or classroom program designed to serve English Learners. 10 hours of field experience at early childhood, childhood or middle childhood level required. Requires NYS fingerprint clearance in advance. 3 credit hours. Fall, Spring.

**LRC 590 - Research Seminar: Literacy (3)**
In-depth course in which candidates engage in collaborative intervention research with school-based professionals and share findings with a professional audience. Research theme(s) may be selected by the instructor. The course fulfills one final evaluation criterion of performance in the program, must be taken in the final semester, and requires student data from 15 hours of field experience. Fall, Spring, Summer.

**LRC 591 - Teaching Portfolio in Literacy (0)**
The workshop supports candidates in developing a portfolio to demonstrate the extent to which they have met the International Literacy Association's (2017) Standards for literacy professionals. Fall, Spring, Summer.

**LRC 598 - Independent Study (3)**
**LRC 599 - Thesis (3 or 6)**

**MBA - Business Administration**

**MBA 508 - Decision-Making Methods (1)**
This course surveys a series of quantitative analytical techniques most often used in the graduate program of business administration. Topics include basic algebraic functions, understanding correct sampling and data identification, and interpreting basic relations between variables with an emphasis on problem-solving in business.

**MBA 509 - Statistics for Bus Analysis (2)**
The theory and application of statistical analysis to business decisions. Course includes Normal and other distributions, probability, populations and sampling, survey design, data collection, and univariate, bivariate, and multivariate analysis of data for organizational decision-making. Students use the SPSS statistical software package.

**MBA 511 - Financial Accounting (3)**
An introduction to the principles of financial accounting involving the analysis of financial transactions; the recording of transactions; their interpretation through financial statements and usage by management, owners and other third parties; and the use of present value techniques where appropriate. Emphasis throughout the course is on preparation and interpretation of financial statements through computer applications such as spreadsheets.

**MBA 516 - Mgmt Com/Soc Res (3)**
This course covers concepts in business ethics along with the development of skills and knowledge related to management communication.

**MBA 517 - Org. Beh & Mgmt. (3)**
An examination of the theoretical bases of individual, group, and organizational processes. Emphasis will be on the analysis of various business situations and the application of theory to the practical resolution of individual, team and organizational issues. Topics include: cognitive processes and biases, managing diversity, group processes, individual and group decision-making techniques, motivation, leadership, power, and organizational culture, design, and change.

**MBA 520 - Manag Tech & Inno (3)**
Fundamental shifts from innovation and technology characterize the contemporary business environment. Managing those changes internal and external to the firm is the focus of this project-based course; Internet, web and other computer-related technologies are emphasized. Prerequisites: MBA 508, MBA 509, and computer literacy.

**MBA 526 - International Business Abroad (3)**
This course is a one-week International Travel Faculty-Led Study Tour conducted during Spring Break Week, early March of each year. Students will visit several businesses of different types in the foreign destination, and interview the managers with interpreters as needed. Classroom time is included, along with generous time off for tourism. Final project will be presented in PowerPoint in April. Graded. Travel Fee.

**MBA 540 - Intro to Database (3)**
This is an introduction to database management systems for MBA students. There will be a strong emphasis on the design and development of relational database systems using realistic business models. There will be a special focus on developing problem-solving skills. The class will build querying skills using SQL. Students will learn how to use state-of-the-art database management systems programs. Other topics will include database administration and data security issues. There is no prerequisite for this class. This course cannot be applied to the IT or CS Master's degrees.

**MBA 541 - Intro to Internet Development (3)**
This is an introduction to Internet development for MBA students. The major emphasis will be on building websites for businesses and non-profit organizations using state-of-the-art development tools. There will be an emphasis on the principles of good design, and a thorough coverage to accessibility issues. In addition, the class will learn how to incorporate JavaScript for simple client-side programs, including form validation. The class will also learn how to use and write simple server-side programs to help develop data-driven websites and to record client information in databases. There is no prerequisite for this course, but some knowledge of databases would be helpful. This course cannot be applied to the CIS/IT/CS Master's degrees.

**MBA 542 - Object Oriented Programming (3)**
This a fundamental introduction to the concept of object-orientation and the universal characteristics of all computer programs. Topics will include statements in sequences, decision structures, iteration structures, functions, and decomposition. The first portion of the course will be taught with Alice, a highly visual system that requires a minimum of traditional programming syntax. Java, a contemporary object-oriented language in wide use will be introduced later in the course. This course cannot be applied to the CIS/IT/CS Master's degrees.
MBA 555 - Managerial Economics (3)
A study of the allocation of resources available to the firm and the activities of the firm. The course emphasizes the use of descriptive, geometric, mathematical, statistical and economic models in clarifying problems in organizing and evaluating information, as well as comparing alternative courses of action. Prerequisite: MBA 508 and 509 (or equivalent).

MBA 580 - Topics: (3)

MBA 581 - Analyzing Business Literature (3)
Students will be introduced to 'classic' writings in the management field that will help them understand the history and development of management and organizational behavior theories. Using the tools of critical analysis, students will examine these theories and apply them to contemporary business literature and theories of managing organizations.

MBA 582 - Human Resource Management (3)
An examination of the management of human resources. Special attention will be given to: problems in evaluating abilities and performance; effective recruitment and selection; compensation techniques; developing the organization's human resources. Emphasis is placed on the dynamic environment of employment law and the quantitative models used to assist the manager in the decision process.

MBA 583 - Leadership & Organiz Chng (3)
This course is designed to introduce students to the concept of organizational leadership. Through examination of different theories and conceptualizations of organizational leadership, students will gain insight into different perspectives on this topic. Using discussion, case studies, and projects, students will analyze theories of organizational leadership and learn how to apply these theories in their own professional lives.

MBA 584 - Management:Skills-based Approac (3)
Students will be introduced to critical skills that offer an advantage for those who are or will be in a position of leadership. The course is founded in behavioral theory and inquiry. Areas such as complex human decision-making, power and politics, labor relations and interpersonal dynamics within organizations will be the focus. Throughout the course students will analyze and evaluate real-world scenarios that will prepare them to strategically manage the routine and the unexpected challenges with which contemporary leaders often contend.

MBA 585 - Manage Effective Teams (3)
An interactive exploration of organizations and what it takes to manage. Few (if any) management researchers disagree with the observation that organizations (private and public) are undergoing tremendous changes that directly challenge existing ideas about management method and expectations. This course will explore this changing workplace from the management perspective, which is essentially 'team' based from the very highest echelons to the production floor. What is changing; what does it mean; and how will managers succeed in this new environment?

MBA 586 - Negotiation Skills (3)
The goal of this course is to help students develop negotiation skills that produce more creative, satisfying agreements. Through live roleplaying exercises, students gain experience in bargaining and conflict resolution across a broad range of business settings. Topics discussed include collaborative problem-solving negotiation tactics, conflict de-escalation, mediation, and team-based negotiation.

MBA 587 - Sch Bus Ldr Finance & Practice (3)
This course is designed to introduce students to the role of budgeting in the public and educational sectors. It will cover budgeting at the federal, state, and local levels, but focus on state and local budget and finance issues. Instruction will focus on the budget as one of the most significant policy documents in the public domain that reflects priorities, values, and power relationships. The study of budgeting begins with the product of a budget in its organizational contexts, as a tool for organizational management, development, and change. Student will study the leader's role and challenges in developing and implementing budgets. Actual budgets will be used throughout the course to illustrate budget development and implementation concepts.

MBA 588 - Policy Analysis/Polit Process (3)
This course is designed to introduce students to corporate governance and the development of trust. Students will gain insight into various dimensions of governance, focusing on the interactive relationships and responsibilities of and among directors, senior management, institutional investors, attorneys, auditors, creditors and other stakeholders. Emphasis is on learning and applying ethically strong governance practices as well as the historical development of corporate governance. In addition, students will focus on the development of trust in key leadership positions. Using class discussion, case studies and projects, students will learn how to apply effective governance practices and build trust throughout their career.

MBA 589 - Sch Dist Lead: Finance & Pract (3)
This course will provide a comprehensive overview of the budget development process employed by school districts. Emphasis will be placed on the development of a school district budget focused on a sound educational plan and balanced with the community's ability to provide appropriate resources. A brief history of management theory will be provided to ensure a solid understanding of the need for an articulated budget development process and means to ensure equity when making decisions in an environment of competing demands. Major topics include: Widely recognized budget types/formats, fundamentals of budget mechanics including universal coding systems, revenue forecasting techniques, enrollment projection methodologies, state aid projections, capital project management, regulatory requirements, roles and responsibilities, purchasing and accounts payable, facilities management, and risk management.

MBA 593 - Pre-Internship (0)
This course is a series of workshops/events, covering: search, placement, resume writing, interviewing and networking, prior to enrolling in MBA 699 internship.

MBA 594 - Corporate Govern & Trusts (3)
This course is designed to introduce students to Corporate Governance and the development of trust. Using class discussion, case studies, and projects, students will learn how to apply effective governance practices and build trust throughout their career.

MBA 595 - Managing Organiz Devel & Chng (3)
In this course we will examine what leaders, workers, and OD practitioners do as they implement and manage organizational development programs through planned, systematic, long-range efforts focused on the organization's culture and its human and social processes. The course will provide both a conceptual and experiential approach to the study of organizational development with a focus on developing interpersonal skills. Emphasis will be
placed on data collection, synthesis, implementation management and evaluation.

**MBA 596 - Environment & Development (3)**
This course studies the relationship between environmental economics and development theory by quantifying the impact of a firm on its community and environment. Effects quantified range from the positive impact of jobs, salaries and voluntary service to the negative impact of pollution, congestion and resource draw-down. Analysis based on US and International issues. Several fields are integrated such as social auditing, environmental accounting, environmental economics, local and regional planning, ecology and environmental sciences, as well as ethical and legal issues. ISO 14000 and ISO 9000 standards and management plans are studied. Course has a significant online component. Students must have a recent computer and high speed internet access.

**MBA 598 - Independent Study (1-6)**
Open to students who have a cumulative average of B+ or higher. Available in subject areas chosen by, and of mutual interest to, the student and faculty member. Subjects are of an advanced nature and are expected to include topics not normally offered in existing courses. An independent study form with the necessary documentation must be completed. Students must have a clear, substantiated and detailed description of the independent study. This must be prepared by the student after consultation with the faculty member. The student must have secured the necessary approvals prior to registration.

**MBA 602 - Insurance Planning (3)**
This course covers strategic analysis and practical applications of insurance planning. Topics include: principles of insurance; identification of life, health, homeowners', and other property and liability risk exposure; legal aspects of insurance; insurance industry regulation; property and liability policy analysis; life insurance policy analysis; annuity policy analysis; health insurance policy analysis; taxation of insurance products; and selecting insurance companies and agencies. The course also includes an introduction to the personal, or family, financial planning process and standards of professional ethics.

**MBA 605 - Benefits and Retirement Plan (3)**
This course covers employee benefits and retirement plans and strategies. Topics include: life, medical and disability plans in employee benefit programs; business applications of individual life and disability insurance; other employee benefits; social security, Medicare and Medicaid; ethical considerations in retirement planning and employee benefits; types of retirement plans; qualified plan characteristics; distributions and distribution options; retirement needs analysis; recommendation of the most appropriate type of qualified retirement plan; and suitability of an investment portfolio for a qualified plan situation.

**MBA 626 - Mkt Decision-Mkg (3)**
A marketing manager must make decisions as new marketing challenges appear due to changing internal and external environments. Decisions may be made proactively or in response to the actions of competitors and others. In such circumstances, it is virtually impossible to devise a solution that will work in every situation. Since the stakes are high for a firm and the managers are increasingly required to be answerable for their actions and decisions, it is important for a manager to understand the tools and techniques that may be required to help him use a more scientific approach to decision making. This course explores the basis of scientific investigation. It introduces the student to the various steps required in this process including problem formulation, project planning and design, search for information, sampling, questionnaire design, data analysis, interpretation and reporting. Pre-requisite: MBA 635.

**MBA 637 - Strategic Brand Management (3)**
In an era characterized by intense global competition, marketing to diverse consumers, rapidly changing technology, and demographic shifts, the importance of strategic marketing of brands is paramount if a company is to survive, let alone prosper. The marketers have to manage brands in a way that they become sustainable and generate a steady flow of revenues and profits not only in the short run, but also over the long term. Brand management directly impacts an organization's ROI and its relationship with its various stakeholders. This course is designed to enable the student to understand and apply the strategies that marketers use to manage brands and builds upon the knowledge acquired in other marketing courses (for example, Marketing Management (MBA 635) and Marketing Decision-making (MBA 636). Pre-requisite: MBA 635.

**MBA 638 - Marketing Research (3)**
This course introduces the student to conducting marketing research as the key link between the customer and strategic decision makers in profit and not-for-profit organizations. The course focuses on gathering and analyzing data and includes preparation of a research design, using secondary data sources and collecting primary data, and analysis and interpretation of data. It includes introducing the use of EXCEL/SPSS statistical software to conduct preliminary data analysis. Students conduct a semester-long research project for their portfolio.

**MBA 639 - Digital Marketing & E-Commerce (3)**
Internet and related technologies are changing the landscape of traditional marketing greatly. This course is designed to prepare students to succeed in this changing environment. The course develops the foundations for electronic commerce by presenting relevant theory from economics, marketing, and other related fields. Students will examine ecommerce business models including internet retail and subscription commerce. Topics include online buyer behavior, online advertising, email marketing, web analytics, and social media. Students will also examine privacy and other ethical issues as well as how digital marketing integrates with other marketing communications tools. Thought out the course emerging trends in the field will be discussed. Students will analyze case studies and real advertising data to translate theory into practice. Through this course students will develop the foundation necessary to develop effective digital marketing campaigns.

**MBA 640 - Managerial Finance (3)**
A study of the theory and process financial managers utilize in making financial decisions, the effect of these decisions and the process of selecting the most appropriate alternatives for the
specific situation at hand. Topics include: budgeting of funds and analysis of financial requirements; formulations of debt policy; decisions for optimum capital structure; determination of influences on the cost of capital; capital budgeting techniques; and risk leverage and break-even analysis. Students will use spreadsheet packages. Prerequisite: MBA 511, or equivalent, and competency in spreadsheet software.

**MBA 641 - Investment Planning (3)**
This course is divided into three main topic areas: a description of institutional investors and their customers; risk management of investment portfolios; and the evaluation of derivative securities. Computer models will be used to evaluate: common stock; bonds with and without option features; and options on futures, spot commodities and common stock. Risk management is stressed. Prerequisite: the student is required to have passed MBA 640 (or its equivalent) with a grade of B or better.

**MBA 642 - Venture Assessment (3)**
Examination of the key requirements for new venture and business success. Student teams work as consultants to existing for-profit and not-for-profit organizations. The specific requirements of the project depend on client needs. Primary emphasis is given to developing a realistic business plan and exploring critical financing options, including conventional, as well as nontraditional means of funding a new enterprise. Topics that may be included are: identifying venture opportunities and market niches; mobilizing and organizing human and technical resources; evaluating the potential and long-term viability of a venture; analyzing sources of financing; structuring and negotiating deals and managing operations after start-up. Special attention is given throughout the course to developing a credible business plan. Prerequisites: MBA 508, 509, and 511, or equivalent, and consent of the instructor.

**MBA 644 - Insurance Planning (3)**
This course covers strategic analysis and practical applications of insurance planning. Topics include: principles of insurance; identification of life, health, homeowners’, and other property and liability risk exposure; legal aspects of insurance; insurance industry regulation; property and liability policy analysis; life insurance policy analysis; annuity policy analysis; health insurance policy analysis; taxation of insurance products; and selecting insurance companies and agencies. The course also includes an introduction to the personal, or family, financial planning process and standards of professional ethics.

**MBA 645 - Benefits & Retirement Planning (3)**
This course covers employee benefits and retirement plans and strategies. Topics include: life, medical and disability plans in employee benefit programs; business applications of individual life and disability insurance; other employee benefits; social security, Medicare, and Medicaid; ethical considerations in retirement planning and employee benefits; types of retirement plans; qualified plan characteristics; distributions and distribution options; retirement needs analysis; recommendation of the most appropriate type of qualified retirement plan; and suitability of an investment portfolio for a qualified plan situation.

**MBA 646 - Estate Planning (3)**
This course focuses on detailed legal and practical issues of estate planning. Topics include: estate planning overview, federal gift and estate taxation, liquidity planning, trust, estate planning for marriage and nontraditional relationships, planning for charitable contributions, postmortem planning, and other special topics. Prerequisite: MBA 640; MBA 528 strongly encouraged.

**MBA 650 - Global Topics in Finance (3)**
This course explores the contemporary issues of finance with a focus on modern financial history. Students will survey the popular literature on topics such as the credit crisis and its history, financial bubbles and stock market crashes, the history of bailouts in the U.S. and other countries, the development and the product of financial engineering and financial innovation, the impact of the Federal Reserve's leadership on the present and the future of the U.S. economy and capital market, the impact of legislations and economic policies on the behavior of the financial market. The topics may vary from semester to semester. Prerequisite: Students should have some basic knowledge of macroeconomics.

**MBA 651 - Labor Relat & Collect Bargain (3)**
This course will examine the workplace application of the National Labor Relations Act and state labor laws. The course will culminate in a computer-based bargaining exercise. The student will use financial and economic analyses to prepare and analyze collective bargaining principles. Prerequisites: MBA 517, 522, 582.

**MBA 660 - Prod & Qual Mgmt (3)**
This course seeks to develop students’ abilities to recognize, model, and solve problems inherent in production and service environments. The course will emphasize the concepts and techniques that are useful in making decisions on production facilities and capacity, choices of technology and equipment, process design, and the scheduling and control of operations activities. Specific topics include product and process design, quality management, linear programming, decision analysis, queuing theory, forecasting, and inventory models. The goal is to make the students aware of the importance of operations management in today’s business environment, as well as quantitative methods of analysis. Course includes utilization of computer-based techniques and applications. Prerequisites: MBA 509, or equivalent, and competency in spreadsheet software.

**MBA 661 - Total Quality Mngmnt (3)**
A study of the management of quality for competitiveness. Quality is treated as a total firm strategy and includes the development of a quality culture, design of quality assurance systems and designs of processes to integrate quality into operations.

**MBA 662 - Top:Op Plng/Model (3)**
The focus of the course is building models and using software to aid in decision-making. Topics include: applications in single-channel and multi-channel queuing systems, applications of linear and integer programming to industrial problems and the development of models for scheduling and forecasting. Course includes utilization of computer-based techniques and applications. Prerequisites: MBA 660 and competency in spreadsheet software.

**MBA 671 - Fed Tax/Mngt Dec (3)**
Designed for non-MS in Accounting students, this course includes tax planning and saving opportunities with special emphasis on the use of tax information for business decisions. Prerequisites: MBA 508, and 511, or equivalent, at the discretion of the instructor.
organization of the internal audit department, staff qualifications and development, long/short range audit plans, and the elements of internal auditing (e.g., preliminary survey audit programs, field work activities, report and management review). Prerequisite: MBA 511 or equivalent, at the discretion of the instructor.

MBA 675 - History of Organiz Mngmnt (3)
The purpose of this course is to provide students with the tools to critically read and analyze popular business literature by drawing upon management and leadership theories.

MBA 682 - Internet & World Wide Web (3)
A practical exploration of the Internet and the World Wide Web, including hardware, software, ethical concerns raised by the Web, and management issues. Each student creates and posts a Home Page for business or industry, with links, on the Business School Web server. Prerequisite: a working knowledge of computers.

MBA 684 - Fundraising & Grant Wrtg (3)
This survey course will cover fundraising for not-for-profit organizations and will assist in the development of strategic plans for fundraising that may include annual giving, corporate donations, special events, planned giving and grant writing.

MBA 685 - Financial Modeling in Excel (3)
This course teaches students to build Excel applications that are used in financial planning, valuation, and decision making. Students will learn how to efficiently manipulate financial data, create graphs and charts, and produce user-friendly interfaces in Excel. Some simple applications of macros and Excel VBA as well as the commonly used financial functions, formulas, and tools will be introduced. Prerequisite: MBA 640.

MBA 688 - Investment II (3)
This is a sixteen-week course, in which students participate in the regional and/or School-wide investment competitions that offer opportunities for students to manage simulated or funded portfolios. This course also presents the theories and applications of investing with complex financial instruments with a focus on derivative instruments, such as options, futures, and swaps. Other topics included are fixed-income portfolio management and risk management. Prerequisite: MBA 640 or BUS 369; MBA 641 or BUS 486.

MBA 690 - Strategic Management (3)
A final course designed to provide a cohesive framework leading to the achievement of organizational effectiveness. Emphasis is on the role of the general manager in identifying problems and solutions through the application of appropriate methods. The course develops ways of perceiving opportunities from an analysis of evolving environmental trends, understanding company resources, and integrating skills and opportunities in setting strategy and detailed plans. An integrative course that draws on the tools and techniques learned in other graduate courses and which are needed to develop practical, company-wide general management decisions. The course uses extensive case analysis. The capstone course must be completed with a grade of B or better. Prerequisites: all non-elective courses must be completed or taken concurrently.

MBA 692 - Portfolio Management (3)
This course is an extension of MBA 688, Student Managed Portfolio. In this course, students continue their role as managers of the simulated or endowed portfolios that they created in MBA 688. This course provides an opportunity for these student managers to deal with uncertainty in the capital markets over a longer investment horizon. Investment and risk management strategies that utilize financial derivatives will be introduced in this course as well. Students will have the opportunities to practice such strategies. Other practical aspects of portfolio management may be introduced through interactions with investment or financial service professionals who serve as mentors or guest speakers. Prerequisite: MBA 688.

MBA 694 - Field Study in Fin Plan Devel (3)
This course is the Capstone experience to the financial planning program. The course will integrate the many facets required in developing, writing and presenting a compressive financial plan. The course will involve case study and significant interaction with practicing financial planning professionals. Prerequisites or concurrent: MBA 528, MBA 641, MBA 644, MBA 645, MBA 646 or permission of instructor.

MBA 699 - Full-time Graduate Internship (3)
See description of MBA program for internship requirements.

RDG - Reading

RDG 561 - Developmental Reading (3)
Methods of teaching reading to elementary school children including pre-reading experiences, basic reading skills, vocabulary development and reading enrichment; emphasis on providing for individual differences.

RDG 572 - Diagnosis of Reading Problems (3)
Prevention and detection of reading problems, theory, standardized and informal testing techniques, and interpretation of data. Individualized diagnosis of reading disability case. Prerequisite: RDG 561.

RDG 573 - Remediation of Reading Problem (3)
Teaching techniques for prevention and correction of reading problems, instructional materials and individual treatment of a student. Prerequisite: RDG 572.

RDG 576 - Read:Comp/Think (3)
Procedures for teaching students to comprehend various types of materials.

RDG 577 - Corrective Rdg in Classroom (3)
Specifically designed to assist classroom teachers with the identification and remediation of ordinary reading difficulties and the selection of appropriate reading materials.

RDG 578 - Topics/Issues in Reading (3)
In-depth investigation of current topics and issues in reading. Course may include topics such as adult literacy, early intervention, and others. Prerequisite: RDG 561.

RDG 580 - Reading & Writing (3)
Techniques for improving writing instruction with emphasis on the relationship between reading and writing.

RDG 663 - Great Balanced RDG/WRT Classrm (3)
This course provides specific strategies to improve reading and writing instruction, using whole-part-whole instruction, phonemic awareness, integration of the language arts, and a balance of teacher and student interaction.
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SEC - Secondary Education

SEC 514 - Literature Secondary Education (1)
This course will provide candidates with the opportunity to explore and become familiar with literature for the content areas relevant to their discipline(s). Criteria for quality literature will be explored, as well as selection guides for teachers. Only for candidates in the Certification-Only program.

SEC 515 - Curr & Instr in Secondary Sch (3)
This course examines curriculum, instruction, and assessment in the secondary classroom, focusing on the interrelationships among the three. The course emphasizes the practical development of academically rigorous and developmentally appropriate thematic and topical lesson and instructional plans driven by essential questions; inquiry into a range of theory- and research-based approaches and strategies for teaching culturally diverse adolescent learners, including those who are English learners and those with special needs; and developing candidate competence in basic formative and summative assessment purposes and practices. In the context of analyzing state and national standards, students develop knowledge of a core set of fundamental approaches and effective instructional strategies. Students explore various curricula, review the developmental characteristics of adolescent learners, and consider the relations between the two. They consider how, why, and the extent to which curricula incorporate media and technology. A 20-hour field experience is required for students in the Adolescence Education MSED Program; the ASPIRE program; and any student taking the course as an elective. A 30-hour field experience is required for the Adolescence Education Advanced Certification (Certification-Only) Program. Students must obtain fingerprint clearance prior to beginning field experiences. For graduate Adolescence Education MSED and Adolescence Education Advanced Certification (Certification-Only) teacher candidates, the required pre-requisite is SEC 518; for ASPIRE candidates, the required pre-requisite is SIE 365. SEC 515 is a pre-requisite to SEC 520. Spring.

SEC 518 - Literacy Improve: Second Schl (3)
This course focuses on literacy practices and instructional strategies specific to the disciplines (English, math, science, social studies) in the context of examining theory and research that inform literacy learning for adolescent learners from diverse backgrounds, including English learners. The course emphasizes the differences among disciplines in the ways they create, communicate, and evaluate information to make meaning, and explores trans- and interdisciplinary practices and strategies. The course introduces teacher candidates to and engages them in the development of instructional objectives and lesson plans aligned with state and national standards. In addition to exploring the relation of disciplinary literacy to state and national standards, the course considers the relation(s) among discipline specific and academic language, and students’ funds of knowledge and home language(s). The course addresses basic routines for classroom management. A 5-hour field experience is required for students in the Adolescence Education MSED Program; the Adolescence Education Advanced Certification (Certification-Only) Program; and any student taking the course as an elective. Students must obtain fingerprint clearance prior to beginning field experiences. SEC 518 is a pre-requisite to SEC 515 Curriculum and Instruction in Secondary Schools. Not open to students matriculated in the Literacy program. Fall.

SEC 520 - Method Teach Eng. Sec. School (3)
This course focuses on research- and theory-based frameworks and strategies for teaching literature and informational texts to culturally and economically diverse adolescent learners, including those who are English learners and those with special needs. The course considers the recommendations of national professional organizations, as well as the impact of state and national standards on pedagogical practices. Providing students with practical approaches in implementing state and national standards, the course offers students multiple opportunities to develop varied macro- and micro-scale plans useful for teaching a range of contemporary and classic texts using both new and classic frameworks and methods. A 20-hour field experience is required for all students taking the course. Students must obtain fingerprint clearance prior to beginning field experiences. For graduate Adolescence Education MSED teacher candidates; Adolescence Education Advanced Certification (Certification-Only) teacher candidates; and ASPIRE candidates, the required pre-requisite is SEC 515. Fall.

SEC 522 - Methods Teach Math Sec. School (3)
This course addresses curriculum and the application of principles of teaching/learning to mathematics instruction in grades 7 through 12. Practical approaches to implementing NCTM and New York State Learning Standards for Mathematics, Science, and Technology are emphasized. The use of technology for instruction, mathematical and interdisciplinary problem-solving, communication, and reasoning and connections within mathematics and with practical applications for all pupils, including multicultural and exceptional populations, are explored. Course topics also include the use of manipulatives and concrete materials, the ability to design and write mathematical tasks, the need to structure the environment so that pupils construct their own learning and the design of assessment techniques, including portfolio evaluation. Teacher candidates will consider and develop methods for the integration of literacy, technologies, service learning, and inclusion strategies into instructional activities. Appropriate classroom accommodations and modifications for pupils with the full range of abilities are examined through course work and addressed in field experiences. A 20-hour field experience is required for all students taking the course. Students must obtain fingerprint clearance prior to beginning field experiences. For graduate Adolescence Education MSED teacher candidates; Adolescence Education Advanced Certification (Certification-Only) teacher candidates; and ASPIRE candidates, the required pre-requisite is SEC 515. Fall.

SEC 523 - Methods Teach Science Sec Sch. (3)
This course addresses curriculum and the application of principles of teaching/learning to science instruction in grades 7 through 12. Practical approaches for implementing NSTA, ISTE, and New York State Learning Standards in Mathematics, Science, and Technology are emphasized. Lecture, laboratory, demonstration and inquiry methods and their appropriateness for various instructional purposes are discussed. Science across the curriculum, and interdisciplinary teaching among sciences (i.e., chemistry, biology, physics, earth sciences and general science) and with other content subjects, are stressed. Secondary science curriculum is studied, as well as the formulation of objectives as appropriate for developmental, analytical, investigative, and simulation lesson and unit planning. Assignments, homework, review, and assessment techniques are discussed. Assembly of a secondary science teaching portfolio is required. Teacher candidates will consider and develop methods for the integration of literacy, technologies, service learning, and inclusion strategies into instructional activities. Appropriate classroom accommodations and
This culminating field course is a one-semester full-time experience through course work and addressed in field experiences. A 20-hour field experience is required for all students taking the course. Students must obtain fingerprint clearance prior to beginning field experiences. For graduate Adolescence Education MSED teacher candidates; Adolescence Education Advanced Certification (Certification-Only) teacher candidates; and ASPIRE candidates, the required pre-requisite is SEC 515. Fall.

SEC 524 - Methods Teach Social Studies (3)
Practical approaches to curriculum implementation for current events, economics, history, political science and government, and sociology are stressed. Practical approaches for implementing NCSS and New York State Learning Standards for Social Studies are emphasized. Methods of teaching geography, multiculturalism and global education within various disciplines are included. Writing lesson and unit plans and objectives, planning for teaching and evaluating through alternative strategies (i.e., use of portfolios and authentic assessment), use of assignments, and technology for instruction are course topics. Organizing the classroom for social studies instruction in a variety of ways such as for a democratic climate, cooperative learning, small and large group instruction, and for teaching students of differing abilities is addressed. Social studies process skills, such as the use of primary and secondary sources, inquiry methods, and reporting skills receive attention, as do teaching writing, speaking, and study skills through social studies. Teacher candidates will consider and develop methods for the integration of literacy, technologies, service learning, and inclusion strategies into instructional activities. Appropriate classroom accommodations and modifications for pupils with the full range of abilities are examined through course work and addressed in field experiences. A 20-hour field experience is required for all students taking the course. Students must obtain fingerprint clearance prior to beginning field experiences. For graduate Adolescence Education MSED teacher candidates; Adolescence Education Advanced Certification (Certification-Only) teacher candidates; and ASPIRE candidates, the required pre-requisite is SEC 515. Fall.

SEC 540 - Assess in Secondary Schools (3)
A course designed to provide students with methods and strategies for utilizing assessments to improve pupil performance and teaching practice in secondary schools. Students will examine both standardized and classroom-based methods of assessment. Assessment of student-centered curriculum, observational techniques, performance assessment, development assessment, portfolio evaluation, data-gathering and record keeping consistent with NYS Learning Standards will be addressed.

SEC 580 - Stud Tchg Sec Sch (6)
This culminating field course is a one-semester full-time experience that includes placements at two grade levels. Candidates for adolescence initial certification complete one placement in grades 7-9 and one placement in grades 10-12. Candidates are supervised by a cooperating teacher in the school district and by a College supervisor. Evaluation is based on demonstration of competencies on student teaching evaluation forms. Prior to student teaching, candidates complete a 20-hour field experience in each of their placements that involves a thorough analysis of home, school and community composition and dynamics, which is done under the supervision of The College of Saint Rose student teaching supervisor. Application must be made by February 1 for Fall student teaching, and by October 1 for Spring student teaching. Prerequisites: fingerprint clearance; good standing in the School of Education; completion of all education course work and workshops except EDU 590 and SEC 999 or thesis; grade of B or better in all required course work. Open to Saint Rose teacher education majors only. Co-requisite: SEC 585. Application required.

SEC 585 - Stud Tchg Sem:Middle/Second Ed (3)
This course is designed to provide support during the student teaching semester. Topics and issues related to teaching in the middle and high school and to the teaching profession that support and complement the student teaching experience are addressed. It is a pass/fail course that allows opportunities for student teachers to come together with colleagues and the instructor to discuss topics and issues related to teaching and learning and to teacher candidates’ classroom situations. Topics include, but are not limited to: ethics, education law, children with disabilities, classroom management, working with parents and community resources, shared decision-making, service learning, and assessment. Open to Saint Rose teacher education majors only. Co-requisite: SEC 580.

SEC 587 - Adv Field Exper: Adolesc Educ (3-6)
A field experience, selected in cooperation with faculty in the department of Teacher Education, designed to meet the individual needs of the student. A minimum of 50 hours of field experience in grades 6-12. A formal proposal for this experience using the Proposal for Advanced Field Experience in Education form, (located in the Field Placement and Advising office) must be submitted to the Department Chair by Advisement Day of the semester prior to the semester in which the field experience will occur. Students must obtain fingerprint clearance prior to beginning field experiences. Pass/Fail. Open to Saint Rose students only.

SEC 598 - Independent Study (1-4)

SED - Special Education

SED 501 - IntroToChild w/Dis/Ed Settings (3)
This course is designed to provide students with an understanding of individuals with disabilities and exceptionalities, the similarities and differences that occur among individuals who are defined as exceptional, and how these variations relate to typical development. A focus on the 13 primary disability categories as per IDEA and Part 200 is provided. Legal, historical and cultural perspectives of disability within our culture are provided as candidates evaluate current issues in the field. Topics related to working with families and children from diverse backgrounds, including those with limited English proficiency, early identification of children with disabilities, and intervention models are included. The type and range of services available within national, state and local communities are examined, with a focus on home-school-community partnerships. Content related to NYSED requirements for training on autism spectrum disorders is included in the course. A 10-hour field experience and fingerprint clearance are required.

This course is designed to enable teacher candidates to design, deliver and assess instruction at the course, unit, and lesson levels. A particular emphasis is placed on the various instructional strategies across domains of learning that can be used with students with disabilities who are in inclusive middle and high school classrooms as they pursue rigorous curricula in English, mathematics, science/technology, and social studies. Emphasis is placed on integration of content areas and the ability to design units and lessons in accordance with the New York State Learning Standards
as well as professional group standards. Curriculum designed for learners with a full range of needs and abilities (including those with disabilities and English language learners) will be considered and implemented. Evidence-based practice for the acquisition, retention, and expression are applied to the content area. Research-based instructional strategies will provide the basis for student-centered and inquiry-based approaches in the planning, implementation and evaluation of instruction. Collaboration and consultation methods and models will be integrated in this course. Required field experience is 12 hours.

**SED 504 - On-Site Prof Exp Child Ed (3)**
A supervised student teaching experience in which theory is applied to direct practice in the field. The experience allows the candidate to engage in curriculum development, implement curriculum-based assessment, engage in various instructional and classroom management strategies, develop materials based on assessed learner needs, and use technology to enhance learner comprehension of concepts and evaluate learner outcomes. Student teaching placement is aligned with the level reflected in the candidate's certification program. Application must be made by February 1 for the Summer and Fall semesters; by October 1 of the preceding Fall semester for a Spring student teaching placements. Prerequisites for Masters candidates: good standing in the School of Education; completion of SED 506, core courses, two advanced pedagogy courses, one literacy course, and all workshops; grade of B or better in all required course work, fingerprint clearance. Prerequisites for certification only candidates: SED 501, SED 512, SED assessment course, SED curriculum course, all with grade of B or better, workshops and fingerprint clearance. Must register for SED 505 concurrently. Fall, Spring, Summer 2.

**SED 505 - On-Site Prof Exp Sem Child Ed (0)**
A required seminar for all majors in Special Education who are currently enrolled in SED 504 On-site Professional Experience. The seminar deals with those concepts that are relevant to on-site professional experiences, including service learning. Open only to those students who meet the requirements for SED 504. Must register for SED 504 concurrently. Fall, Spring, Summer.

**SED 506 - Found/Issues/Resrch in Spec Ed (3)**
This course examines current issues in education and their influence on special education practices. The historical development and foundations of special education and its research practices, using both qualitative and quantitative methods, are a central focus of the course. Research methodologies are investigated through the lens of specific disabilities as teacher candidates examine the evidence-based practices related to techniques used for specific learning disabilities. The candidate will become a reflective and knowledgeable consumer of research in the field of special education and develop a literature review of a specific issue of interest while under the guidance of the instructor. It is recommended, and may be required, that this course is taken in the first 12 credits of graduate study. Students enrolled in 5-year BS-MSED programs must have completed 85 credits prior to enrolling in this course. Fall, Spring.

**SED 511 - Organizat & Collab in Educ (3)**
This course explores the organizational structure of schools and elements of collaboration between special and general education to support students in general education settings. Students will develop an understanding of the historical, legal, and social foundations of serving students with disabilities and the impact on schools. Topics focus on the interrelation between and among school-based professionals, with attention to various modes of problem-solving and systems change to support effective collaboration at all levels in the school organization, including family-strengthening partnerships. Emphasis is on content, co-teaching and inclusion. Fall.

**SED 512 - Classrm Mngmt Individ Behav (3)**
The course will address the range of behavioral differences observed in typical children and youth as well as the challenges seen among youngsters with mental health issues, disabilities and other behavior challenges. Emphasis is placed upon multi-tiered systems of school-wide positive behavior supports (PBS) and classroom management techniques that will enhance both individual and group learning in a safe and well-organized environment. Interventions will be presented regarding trauma-informed practices and methods of discipline that support students' academic and social-emotional development. This includes curricula to assist children and youth in developing social emotional competence, self-regulation and executive function skills. Candidates complete a functional behavior assessment and behavior intervention plan based on a semester-long process of observing one child, collecting data, and analyzing the data. Candidates develop and implement activities and lessons for individual and group instruction at each tier of behavior support. Content related to NYSED requirements for training on autism spectrum disorders is included in this course. A 15-hour field experience is required. Prerequisite: Fingerprint clearance. Spring.

**SED 515 - Fnd&Pract Incl Stud w/Dis PK-6 (3)**
This course is designed to provide students with understanding of individuals with disabilities (grades Pre-K-6), the similarities and differences that occur among individuals who are defined as having disabilities, and how these variations relate to diagnosis and remediation. An overview of the 13 primary disability categories provided by IDEA and NYS Part 200 is provided but emphasis is given to high incidence disabilities within this course. The legal, historical, sociological and cultural context for special education services and inclusive practices will be examined so that students will come to understand their roles and responsibilities for collaboration, co-teaching and teaching among special educators, related service personnel, administrators, and family members. The process for pre-referral interventions in a multi-tiered system of support, referral to the Committee on Special Education, and the development and implementation of Individual Education Plans will be examined. The implementation of positive behavioral supports and interventions will also be examined to assist students in addressing social, behavioral and classroom management needs. Major emphasis will be given to how general education teachers can promote the participation and progress of students with disabilities in the general education curriculum through the use of Universal Design for Learning, and incorporate accommodations and adaptations across a range of individualized needs. Prerequisite or co-requisite with ELE 580 for childhood and ECE 538 for early childhood. A 15-hour field experience is required. Fall, Spring.

**SED 517 - Adapting Instruction for Stdtnt (3)**
A course designed to provide the candidate with a comprehensive review of the various curricular and instructional accommodations for students in inclusive educational programs grades 1-6. The course focuses primarily on the characteristics and needs of learners
with high incidence disabilities and research-based accommodations and modifications across content areas that have been shown to be effective for these students. The role of assistive technology in the inclusive classroom will be presented. Students will demonstrate the ability to work within collaborative partnerships to develop Individualized Education Plans (IEP) and to design instruction to meet the individual needs of students with disabilities in the general education setting. Accommodations will be made for students who need to integrate content and pedagogy. A 15-hour practicum experience is required. Prerequisite: Fingerprint clearance. Fall.

**SED 518 - Child Methods in Math,Sci,Tech (3)**
This course includes strategies and materials designed to enable students (grades 1-6) with diverse learning needs to succeed in meeting the New York State Common Core Mathematics, Science, and Technology Standards. Emphasis will be on individual and group approaches utilizing research-based strategies and instructional approaches that support student success in meeting standards set by the National Council of Teachers of Mathematics and the National Council of Teachers of Science. Students will design and implement both a comprehensive assessment of mathematics performance and utilize that data to create a sequence of lessons incorporating evidenced based instructional strategies and technology. An 8-hour practicum experience is required. Spring.

**SED 519 - Inst Prac Divers Learn Eng Soc (3)**
This course is designed to enable the candidate to design, deliver, and assess instruction at the course, unit, and lesson levels. A particular emphasis is placed on the various instructional strategies across domains of learning that can be used with students with disabilities who are in inclusive secondary (grades 7-12) school classrooms as they pursue rigorous curricula in English and social studies. Emphasis is placed on integration of content areas and the ability to design units and lessons in accordance with the New York State Learning Standards as well as professional group standards. Curriculum designed for learners with a full range of needs and abilities (including those with disabilities and English language learners) will be considered and implemented. Evidence-based practices for the acquisition, retention, and expression are applied to the content area. Research-based instructional strategies will provide the basis for student-centered and inquiry-based approaches in the planning, implementation and evaluation of instruction. Collaboration and consultation methods and models will be integrated in this course. Required field experience is 20 hours. Prerequisite: Fingerprint clearance. Fall.

**SED 520 - Child&Youth W/ED&Beh.Dis. (3)**
A course addressing the characteristics, assessment, intervention and treatment of school-aged children identified as emotionally disturbed or behavior disordered. Prerequisite: SED 502 or a course in general psychology or approval of the instructor.

**SED 522 - Autism Spectrum Disorders (3)**
This course addresses the characteristics, definitions and theories of etiology proposed for individuals with autism spectrum disorders. Students will review assessment procedures, interventions, instructional methods and programs used through the life span, while considering the diversity of abilities and needs of individuals with autism spectrum disorders. Emphasis is given to social-emotional, communication, sensory, self-regulatory, behavioral and academic needs. Evidence-based and promising interventions and practices are reviewed in this course. A 10-hour field-experience is arranged during class-time where students provide instruction in social learning and self-regulation to children and youth with ASD from the community. Parental contact and communication with school and community partners is an essential component of the field experience. Content related to NYSED requirements for training on autism spectrum disorders is included in this course. Prerequisites: SED 512 or equivalent course in behavior. Meet with instructor prior to start of course. Fingerprint clearance required. Fall.

**SED 528 - Fostering Family-School Part (3)**
The course is designed to provide candidates with the skills and dispositions necessary to work with families in our increasingly diverse and multicultural society. Emphasis is placed upon understanding the family system perspective, especially as it relates to families with children who have disabilities or who come from different economic and cultural experiences. Understanding one’s own background and values and how this affects one’s responses to families who express different viewpoints regarding disability, child rearing, behavior, schooling, and independence is a core outcome of this course. Candidates will also develop an awareness of community resources available to families with diverse needs within our immediate community. Candidates will develop skills in problem solving, reflective listening, and conflict resolution while working in a community agency. A 10-hour filed experience is required. Prerequisite: Fingerprint clearance. Spring.

**SED 529 - Transition Asses Pln Std w/Dis (3)**
This course prepares teachers of students with disabilities to effectively plan for and support students moving from school to adult life. This entails skill development in the area of planning process, vocational training, support development, developing functional skills and the preparation of Individualized Transition Plans (ITP). The Individuals with Disabilities Education Act require that a systematic plan for movement from school to adult life be developed for all students with disabilities. Emphasis in this course will be upon youngsters with significant disabilities and will include assessment procedures that incorporate family involvement as well as the student and consider academic and functional skills across various levels of development. Curriculum development includes the areas of academics with an emphasis on literacy, communication, social-emotional, vocational and life-long community participation. The transition process ensures that the necessary adaptations and supports are in place so that students with disabilities successfully transition to adult life. The special education teacher is the linchpin of this transition process and this course will provide graduates with the base of knowledge and skills needed to effectively manage the transition process for their future students. Candidates will also review the Part 200 Regulations from NYSED and develop an IEP while enrolled in this course. Required field experience is 12 hours. Prerequisite: Fingerprint clearance, SED 506. Summer.

**SED 530 - Inst Pract Diverse Learn; MST (3)**
This course is designed to enable teacher candidates to design, deliver, and assess instruction at the course, unit, and lesson levels. A particular emphasis is placed on the various instructional strategies across domains of learning that can be used with students with disabilities who are in inclusive secondary (grades 7-12) school classrooms as they pursue rigorous curricula in mathematics, science, and technology. Emphasis is placed on integration of
content areas and the ability to design units and lessons in accordance with the New York State Learning Standards as well as professional group standards. Curriculum design for learners with a full range of needs and abilities will be considered and implemented. Evidence-based instructional strategies for the acquisition, retention, and expression are applied to the content area. To allow for teachers to meet the executive and academic functioning needs, Research-based instructional strategies will provide the basis for student-centered and inquiry-based approaches in the planning, implementation and evaluation of instruction. Collaboration and consultation methods and models will be integrated in this course. Required field experience is 12 hours. Prerequisite: SED 519. Spring.

SED 533 - Practicum: Soc Intervn Autism (0 or 1)
This experience is open to candidates interested in volunteering as aides in the Social Intervention Program in the Emery Clinic. Candidates must complete a face-to-face interview with the program director, attend an opening orientation session and attend weekly sessions. A 10-hour field experience is required. Prerequisites: Interview and instructor approval are required; fingerprint clearance. Fall, Spring.

SED 538 - Curricula for Young Children (3)
This course focuses on the planning and implementation of developmentally effective approaches to teaching and learning in grades pre-K through 2, in alignment with standards for educational programs that have been issued by state and national professional organizations. Teacher candidates will design meaningful and challenging curricula that are informed by knowledge of child growth and development that integrate all content areas, including language and literacy, mathematics, science, social studies and the arts. A continuum of teaching strategies that take into account children’s interests and individual, developmental, and cultural differences will be studied. Candidates will examine evidence-based strategies for individualizing instruction for children with exceptional learning needs. The importance of communication and collaboration with families and other professionals will be stressed. Candidates will develop plans for respectful and supportive learning environments designed to promote the growth and development of children in all domains. Procedures for authentic, performance-based and formal, standardized assessment, as well as diagnostic, formative and summative evaluation related to areas addressed in the course, will be an additional focus. A 10-hour field experience is required. Prerequisite or co-requisite: ECE 530; fingerprint clearance.

SED 539 - Instruct Pract in SpEd Gr 7-12 (3)
This course is designed to enable teacher candidates to design, deliver, and assess instruction at the course, unit, and lesson levels. A particular emphasis is placed on the various instructional strategies across domains of learning that can be used with students with disabilities who are in inclusive middle and high school classrooms as they pursue rigorous curricula in English, mathematics, science/technology, and social studies. Emphasis is placed on integration of content areas and the ability to design units and lessons in accordance with the New York State Learning Standards as well as professional group standards. Curriculum designed for learners with a full range of needs and abilities (including those with disabilities and English language learners) will be considered and implemented. Evidence-based practices for the acquisition, retention, and expression are applied to the content area. Research-based instructional strategies will provide the basis for student-centered and inquiry-based approaches in the planning, implementation and evaluation of instruction. Collaboration and consultation methods and models will be integrated in this course. Required field experience is 12 hours.

SED 543 - Home-School-Community Relation (3)
This course traces the historical roots of home-school-community relationships and draws implications for current practice. Approaches for establishing and sustaining collaboration among professionals, parents, caregivers and community agencies on behalf of children will be explored. Techniques for involvement of each of these groups in assessment, education and program evaluation will be examined.

SED 544 - Soc Interv Autism Spec Disor (3)
The course focuses on the social, emotional, communication, and behavioral needs of individuals with autism spectrum disorders (ASD). In-depth examination of the challenges in these core areas and current research in evidence-based practices to support individuals with ASD provides the context for a seminar format where the instructor and students identify and examine topics of special interest. A 10-hour field-experience is arranged during class-time where students provide instruction in social learning and self-regulation to children and youth with ASD from the community. Parental contact and communication with school and community partners is an essential component of the field experience. Content related to NYSED requirements for training on autism spectrum disorders is included in this course. Prerequisites: SED 512 or equivalent course in behavior. Meet with instructor prior to start of course. Fingerprint clearance required.

SED 549 - Assess & Tch Yng Chld w/Disabi (3)
A course designed to provide students with methods and strategies for assessing and teaching young children (ages 0-7) in home, educational and community settings. Emphasis is placed on teachers working as members of a transdisciplinary team of service providers that includes families. Physical, communication, social, cognitive and self-help areas of development and intervention will be addressed. A 15-hour field experience is required. Prerequisites: SED 512 or equivalent course in behavior. Fingerprint clearance required. Summer.

SED 550 - Dev Asses Young Child (3)
This course addresses assessment practices for young children (Birth-Grade 2) in the physical, social-emotional, cognitive, communication, adaptive (self-help) domains. The emphasis is placed on using systematic observation, documentation and other appropriate assessment tools and approaches, including norm-referenced, criterion-referenced and curriculum-based assessment as a means of making decisions about infants and young children’s development and learning and monitoring progress of children with exceptionalities. Information is linked to Individualized Family Service Plans (IFSP’s), Individual Education Plans (IEP’s) and the role of the family in the assessment process. A 5-hour field experience is required. Prerequisites or co-requisites: EPY 545, SED 501 (for ECE majors), SED 512 (for Special Education Birth-Grade 2 majors). Fingerprint clearance required. Fall.

SED 566 - Assess Students w/Disabilities (3)
Candidates will identify the ways in which teaching and learning are informed by assessment theory, research, and data. They will understand methods and strategies for monitoring, analyzing, and interpreting assessment for the purposes of responding to the factors that impact teaching and learning at the adolescent level. Students will examine both standardized and non-standardized methods of assessment. Half of the course will be devoted to the
role of assessment and its application to the identification of learners with disabilities, the diagnosis and the plan for use of evidence-based practices for remediation of specific learning problems through the development of Individualized Education Plan (IEP). Students will use formative and summative evaluation of learners with disabilities, such as curriculum-based measures and continuous progress monitoring in relation to Response to Intervention for classroom decision-making. Students will conduct comprehensive assessments and formal assessment reporting. A 5-hour field experience is required. Fall, Summer.

SED 567 - AdvThry/Prac Tch Childw/ EBD (3)
This course presents theory and practice for teaching children and youth who present social, emotional and behavioral challenges. A primary emphasis is placed on strategies to meet the needs of youngsters with both identified and non identified emotional and behavioral disorders, mental health conditions, Autism Spectrum Disorders, and those within the prison system. The historical background of the field and evolution of conceptual models of treatment will be examined. Students will develop an understanding of biological and social-cultural factors and current issues in schools and communities (drugs, gangs, bullying, trauma, suicide) that place youngsters at risk. The course will emphasize preventive models that are implemented school-wide, trauma informed practices, effective classroom interventions, individualized programs, and how to utilize community resources to support children and families. Students will critique programs and curricula available to assist children and youth in developing social emotional competence, self-regulation and executive function skills. Content related to NYSED requirements for training on autism spectrum disorders is included in this course. Required field experience is 9 hours. Pre-requisite or co-requisite SED 512, or SEE 249, or SED 260, SED 366 or equivalent. Spring.

SED 568 - Assess/Instruction Practices (3)
This course presents students with the practices and procedures necessary to complete individual student assessment, program development and implementation of effective instructional practices when educating students with significant disabilities. Emphasis is placed upon assessment procedures that incorporate family involvement and transdisciplinary teaming. Students will be involved in assessment procedures for the purpose of IEP development, as well as alternative assessment and measurement of student progress. Individual planning will include the use of New York State Learning Standard, modification of typical curriculum and the importance of social, communication and behavioral outcomes for successful inclusion in school and community settings. A 15-hour classroom practicum experience is required. Prerequisites or co-requisites: SED 512 and SED 517 or SED 519 or equivalent course in curriculum. Summer.

SED 574 - On-site Prof Exp Adol CST (3)
A supervised student teaching experience in which theory is applied to direct practice in the field. The experience allows the candidate to engage in curriculum development, implement curriculum-based assessment, engage in various instructional and classroom management strategies, develop materials based on assessed learner needs, and use technology to enhance learner comprehension of concepts and evaluate learner outcomes. Student teaching placement is aligned with the level reflected in the candidate’s certification program and consists of two experiences (grades 7-9 and grades 10-12) over a 10-week period. Application must be made by February 1 for the Summer and Fall semesters; by October 1 of the preceding Fall semester for a Spring student teaching placements. Prerequisites for Master’s candidates: good standing in the School of Education; completion of SED 506, core courses, two advanced pedagogy courses, one literacy course, and all workshops; grade of B or better in all required course work, fingerprint clearance. Must register for register for SED 575 concurrently. Fall, Spring, Summer 2.

SED 575 - On-site Prof Exp Sem Adol CST (0)
A required seminar for all majors in Special Education who are currently enrolled in SED 574 On-site Professional Experience. The seminar deals with those concepts that are relevant to on-site professional experiences, including reflections and a culminating project. Open only to those students who meet the requirements for SED 574. Must register for SED 574 concurrently. Fall, Spring, Summer 2.

SED 580 - Topics in Special Education (3)
A faculty-directed seminar dealing with special topics as they relate to current issues and practices in the field of Special Education. Offered Occasionally.

SED 584 - Admin of Spec Ed Prog (3)
An orientation to the issues of supervision and management of programs for students with disabilities. This course is designed for the special educator and administrator who is not familiar with the administration of such programs. The course includes discussions of theory, research and the practical daily concerns confronting the administrator.

SED 590 - Res Seminar Sp Ed (3)
This seminar is completed at the conclusion of the program and deals with issues and concepts relevant to the field of special education. Students are required to conduct research related to special education or students with disabilities. Research is conducted with the input and guidance of the seminar instructor. Completed research is then presented in the form of a research report and seminar presentation. Students enrolled in the dual certification programs in childhood education and special education and adolescence education and special education will complete an analysis of the connection of their research to their course work in the MSED program in fulfillment of their capstone requirements. Prerequisites: successful completion of SED 506, core course work, advanced pedagogy courses and advisor approval. Fall, Spring.

SED 591 - Exp in Acad Coach & Self Reg (0 - 1)
This course is designed for peer tutors to earn a notation on their transcript for coaching scholars who display difficulty with the skills necessary to succeed in college. These skills include planning and prioritizing (i.e., deciding on a goal and a plan to meet it), time management (i.e., knowing what to do and when to do it to meet deadlines), and task initiation (i.e., starting projects without procrastination or avoidance). An initial setup session where the tutors coach the scholars on how to complete assignments requiring multiple steps will be followed by ongoing weekly sessions to check in on scholar assignment management and provide instruction in study strategies including note-taking, test-taking, managing time, writing papers, and reading for understanding.

SED 594 - Internship in Spec Educ (0-3)
Candidates participate in a full-time mentored internship in special education in inclusive and other special education settings for one academic year. Responsibilities include teaching, assessment and curricular planning and service learning for students with disabilities. Application required. Interns must complete minimum
This course provides educators with a strong foundation for planning, implementing and maintaining successful co-teaching programs that improve and enhance the instruction of students with disabilities being taught in general education classroom. In today's inclusive classroom settings, students with disabilities work together with students without disabilities. All of these students have a variety of learning styles, cultural differences, and educational, behavioral and social needs. It has become important for teachers and administrators to find effective research-based methods to help every student achieve greater success. One of the fastest growing trends nationally is the provision for co-teaching-based programs. Starting first with developing a clear definition of co-teaching, then examining critical components of co-teaching models and how they support student learning in the classroom, and finally evaluating current co-teaching programs, the focus of this course will be to explore both the conceptual and operational aspects of this approach to delivering instruction.

SED 672 - Multiple Intelligences Theory/Pract (3)
Developing Multiple Intelligences helps participants transform Howard Gardner's theory of multiple intelligences into practical teaching methods. As well as understand how Gardner derived his theory, the definitions of the seven intelligences, and how these intelligences are developed. Participants will understand how to identify and promote these intelligences in their students learning experiences that are integrated into the curriculum and instruction.

SEE - Spec Educ Elem Educ
SEE 504 - On-Site Professional Experience (6)
This is the culminating field experience that includes two student teaching placements: one primary (1-3) and one intermediate (4-6). Students will be placed with both a special education teacher and a general education teacher during the semester in two of the following three options: inclusive education, special education, elementary education. The student will observe, participate, teach and assume responsibility within the classroom, under the guidance of the cooperating teachers and College supervisors. Application must be made by February 1 for Fall semester placement; by October 1 of the preceding Fall semester for a Spring student teaching placement. Prerequisites: good standing in the School of Education; completion of all education course work and workshops, except SED 596, grade of B or better in all required course work. Students must register for SEE 504, SEE 505, and SEE 583 concurrently. Open only to CSR majors. Fall, Spring.

SEE 505 - On-Site Prof Exp Seminar (2)
This online course is designed to provide academic support during the on-site professional student teaching experience. The seminar deals with issues relevant to the teaching profession, particularly inclusive, special education and general education settings. Topics are selected to complement the student teaching experience. This course gives students an opportunity to discuss issues that relate to teaching as a profession in general, as well as those that relate to individual classroom situations. Emphasis is on supporting students' reflective process of their role in the classroom and the continuation of their professional development. Open only to students who have met requirements for SEE 504 or SEE 580. Students must register for SEE 504, SEE 505 and SEE 583 concurrently or SEE 580, SEE 505, and SEE 584 concurrently. Fall, Spring.

SEE 506 - Intro to Portfolio (0)
Candidates enroll in this workshop concurrently with their first course in the pedagogical core. An overview of the portfolio process is introduced to candidates along with guidelines for the standards and criteria used in portfolio evaluation. This workshop
provides candidates with expectations for portfolio development early in the program so that they can begin collecting and organizing data as they progress through their courses and field experiences. Candidates should enroll in this course within the first 12 credits of the program. Fall, Spring.

**SEE 583 - Portfolio in Childhood/SpEd (1)**

This course is designed to support and facilitate the final evaluation of students in the dual Childhood Education/Special Education 1-6 program (both Transitional and Capstone Portfolios). Students present exemplary lessons, units, teacher-made materials, modified materials, children’s works (used with permission) for evaluation by teams of faculty members and school professionals. Competency is documented according to standards established by the department. These competencies align with professional organizations such as the Council for Exceptional Children (CEC) and the National Council for Accreditation of Teacher Education. Open only to students who have met requirements for SEE 504. Students must register for SEE 504, SEE 505, and SEE 583 concurrently. Fall, Spring.

**SIE - Special Inclusion Education**

**SIE 515 - Fnd&Prcct Incl Stud w/Dis 7-12 (3)**

This course is designed to provide students with understanding of individuals with disabilities (grades 7-12), the similarities and differences that occur among individuals who are defined as having disabilities, and how these variations relate to diagnosis and remediation. An overview of the 13 primary disability categories provided by IDEA and NYS Part 200 is provided but emphasis is given to high incidence disabilities within this course. The legal, historical, sociological, and cultural context for special education services and inclusive practices will be examined so that students will come to understand their roles and responsibilities for collaboration, co-teaching and teaming among general educators, special educators, related service personnel, administrators, and family members. The process for pre-referral interventions in a multi-tiered system of support, referral to the Committee on Special Education, and the development and implementation of Individual Education Plans will be examined. The implementation of positive behavioral supports and interventions will also be examined to assist students in addressing social, behavioral, and classroom management needs. Major emphasis will be given to how general education teachers can promote the participation and progress of students with disabilities in the general education curriculum through the use of Universal Design for Learning, and incorporate accommodations and adaptations across a range of individualized needs. Pre-requisite or co-requisite with SEC 515. A 15-hour field experience is required. Fall.

**SIE 566 - Assess Content Instruc & Indiv (3)**

Candidates will identify the ways in which teaching and learning are informed by assessment theory, research, and data. They will understand methods and strategies for monitoring, analyzing, and interpreting assessment for the purposes of responding to the factors that impact teaching and learning at the adolescent level. Students will examine both standardized and non-standardized methods of assessment. Half of the course will be devoted to the role of assessment and its application to the identification of learners with disabilities, the diagnosis and the plan for use of evidence-based practices for remediation of specific learning problems through the development of an Individualized Education Plan (IEP). Students will examine and use formative and summative evaluation of learners with and without disabilities, such as curriculum-based measures and continuous progress monitoring in relation to Response to Intervention for data-driven classroom decision-making. Students will conduct comprehensive assessments and formal assessment reporting. A 5-hour field experience is required. Fall, Summer.

**SIE 580 - On-Site Prof Exp Adol Edu (6)**

This is a culminating field experience, which includes two placements: grades 7-9 and grades 10-12. Students will be placed with both a special education teacher and a general education teacher during the semester in two of the following three options: inclusive education, special education, and secondary education. The student will observe, participate, teach, and assume responsibility within the classroom, under the guidance of the cooperating teachers and College supervisors. Prerequisites: good standing in the School of Education; completion of all education course work and workshops, except SED 590; grade of B or better in all required course work. Students must register for SIE 582 and SIE 584 concurrently. Open only to CSR Majors. Fall, Spring.

**SIE 582 - On-Site Prof Exp Sem:Adol/Sp E (2)**

This course is designed to provide academic support during the on-site professional student teaching experience. The seminar deals with issues relevant to the teaching profession, particularly inclusive, special education and general education settings. Topics are selected to complement the student teaching experience. This course gives students an opportunity to discuss issues that relate to teaching as a profession in general, as well as those that relate to individual classroom situations. Emphasis is on supporting students’ reflective process of their role in the classroom and the continuation of their professional development. Open only to students who have met requirements for SIE 580. Students must register for SIE 580 and SIE 584 concurrently. Fall, Spring.

**SIE 584 - Portfolio in Adolesc & Spec Ed (1)**

This course is designed to support and facilitate the final evaluation of students in the dual Adolescence Education/Special Education Adolescence program (both Transitional and Capstone Portfolios). Students present exemplary lessons, instructional plans, teacher-made materials, modified materials, students’ works (used with their permission) for evaluation by teams of faculty members and school professionals. Competency is documented according to standards established by the department. These competencies align with subject areas, professional organizations, the Council for Exceptional Children (CEC) and INTASC. Open only to students who have met requirements for SIE 580. Students must register for SIE 580 and SIE 582 concurrently. Fall, Spring.

**SIE 585 - Instruc Div Lrnrs:ENG/SOC ST (3)**

This course is designed to enable teacher candidates to design, deliver, and assess instruction at the course, unit, and lesson levels. A particular emphasis is placed on the various instructional strategies across domains of learning that can be used with students with disabilities who are in inclusive secondary (grades 7-12) school classrooms as they pursue rigorous curricula in English and Social Studies. Emphasis is placed on integration of content areas and the ability to design units and lessons in accordance with the New York State Learning Standards as well as professional group standards. Curriculum designed for learners with a full range of needs and abilities (including those with disabilities and English language learners) will be considered and implemented. Evidence-based practices for the acquisition, retention, and expression are applied to the content area. Research-based instructional strategies will provide
the basis for student-centered and inquiry-based approaches in the planning, implementation and evaluation of instruction. Collaboration and consultation methods and models will be a core part of this course. A 45-hour supervised field experience in a middle school/high school and the course must be taken simultaneously with SIE 586. Prerequisite: A content methods course SEC 520-524.

SIE 586 - Inst Diverse Learn:Mat/Sci/Tec (3)
This course is designed to enable teacher candidates to design, deliver, and assess instruction at the course, unit, and lesson levels. A particular emphasis is placed on the various instructional strategies across domains of learning that can be used with students with disabilities who are in inclusive secondary (grades 7-12) school classrooms as they pursue rigorous curricula in mathematics, science, and technology. Emphasis is placed on integration of content areas and the ability to design units and lessons in accordance with the New York State Learning Standards as well as professional group standards. Curriculum design for learners with a full range of needs and abilities will be considered and implemented. Evidence based practices for the acquisition, retention, and expression are applied to the content area. Research-based instructional strategies will provide the basis for student-centered and inquiry-based approaches in the planning, implementation and evaluation of instruction. Collaboration and consultation methods and models will be a core part of this course. A 45-hour supervised field experience in a middle school/high school and the course must be taken simultaneously with SIE 586. Prerequisite: A content methods course SEC 520-524.

SPY - School Psychology

SPY 500 - Intro to School Psychology (3)
This course will explore the history and development of the profession of school psychology. Best practices dealing with current professional issues, advocacy and future trends will be examined as well as multicultural, diversity and bilingual issues. Students are expected to further develop their critical thinking, problem solving, speaking, writing, and research skills in order to learn and apply the concepts presented. Students will become familiar with the School Psychology program's theoretical framework as they begin to view functional relationships of psychology and functions that impact learning.

SPY 501 - Assessment I: Cognition (3)
The course emphasis will be on the administration, analysis, and interpretation of the major individually administered cognitive assessment batteries. An introduction to cross-battery assessment based on the Cartell-Horn-Carrol (CHC) theory of cognition will be provided. Students will develop competency in written and oral communication of test findings to families and school personnel. Prerequisites: EPY 500, EPY 529, SED 501, SPY 500, SPY 503, SPY 531, Co-requisite: SPY 510. Fall.

SPY 502 - Assessment II: Academic (3)
The administration, analysis, and interpretation of individually administered achievement tests will be the focus of this course. An integration of test results using the cross-battery approach for the purposes of diagnostic classification and educational planning will be emphasized. Students will continue to develop competency in written and oral communication of test findings to families and school personnel. Prerequisites: EPY 500, EPY 529, SED 501, SPY 501, SPY 500, SPY 503, SPY 510, SPY 531. Spring.

SPY 503 - Child & Adolesc Psychopathology (3)
This course provides an overview of personality theory and psychopathology with an emphasis on interpretation/understanding, diagnosis and treatment of various issues and conditions common among school-age children. Students will become familiar with diagnostic criteria and methods of assessment for the problems school professionals often face in working with children in school settings. Students will learn case formulation and treatment planning strategies. Consultative strategies for working with other school professionals, family members and community resources will be reviewed; collaboration with other school professionals is highlighted. Fall.

SPY 505 - Assess III: Social Emotional (3)
This course provides intensive training with additional diagnostic instruments. There will be emphasis on assessment of children from diverse cultural and linguistic backgrounds, as well as assessment of low incidence disabilities. Prerequisites: EPY 500, EPY 529, SED 501, SPY 501, SPY 500, SPY 503, SPY 531. SPY 502 is either prerequisite or co-requisite. Fall.

SPY 510 - Academic Interventions (3)
A full and comprehensive review regarding the issues surrounding the implementation of RtI/MTSS policies and procedures will provide the realistic context in the provision of effective instruction for all children. Data collection, data management, and interpretation that allow planning of interventions at both the primary and secondary levels will be emphasized. Interventions for all academic areas, especially reading within the Simple View of Reading construct, will be reviewed. Integrated throughout the course will be developing a working knowledge of brain structures and functions that impact learning.

SPY 525 - Sch Psychology Consultation (3)
This course will provide an overview of the knowledge and skills necessary to engage in consultation, collaborative problem solving, and systems level intervention in educational settings. Course content will focus on collaborative consultation processes, theory and issues related to these processes, as well as relevant research. Content will include adopting a systems level perspective with change being viewed from a preventative framework. Consultation from a cross-cultural view will also be emphasized. This course will also include the opportunity to observe and practice the skills required to engage in collaborative consultative services through applied case work, practice, role play, self appraisal, feedback and class discussion. Spring. 3 credits. Prerequisites: EPY 500, EPY 524, SED 501, SPY 501, SPY 503; SPY 531, co-requisite: SPY 585; prerequisite or co-requisite: SPY 502. Spring.

SPY 530 - Ment Hth Interventions in SPY (3)
This course prepares students to design and implement evidence based interventions to support mental health in schools. The course builds on prior knowledge of the Diagnostic and Statistical Manual of Mental Disorders (DSM-5) and other requisite knowledge in areas of child/adolescent development, personality theory, family/systems theory, counseling, psychoeducational assessment, and systems theory. Interventions are presented in a model consistent with a three-tier Response to Intervention (RtI) framework. The course will be collaborative with our field supervisors, School of Education colleagues with expertise on
particular mental health topics, and professional organizations. Topics to be covered include bullying prevention and intervention, social skills training, interventions for attention problems, interventions for non-suicidal self-injury, suicide prevention, psychopharmacology: common medications for children/teens and side-effects, crisis intervention, Dialectical Behavior Therapy (DBT), and Rational Emotive Behavior Therapy (REBT). Prerequisites: EPY 500, EPY 524, SED 501, SPY 501, SPY 500, SPY 503, SPY 531; co-requisite: SPY 585; prerequisite or co-requisite: SPY 502. Spring.

SPY 531 - Advanced Dev Psychology (3)
Advanced Developmental Psychology: An in-depth study of the area of human developmental psychology, including a focus on the critical processes and contexts that support typical development from infancy through adolescence. A wide range of topics will be covered including biological, cognitive, social-emotional, moral, language and the development of self from an ecological perspective. Students will view developmental trajectories in light of attachment, resiliency and cultural influences. Students will study and apply developmental theory and empirical research to gain a stronger understanding of the critical developmental processes in typical development and will build a frame of reference for utilizing these ideas when problem-solving in educational settings. Field observations required. Fall. Prerequisites: One undergraduate or graduate course in developmental psychology. Co-requisite: SPY 500.

SPY 585 - Pract Sch Psy/Ethics Sem (3)
Students are required to participate in a two days/week ~ 240 hour-school based field assignment to gain broad exposure and experience considered meaningful for the School Psychologist in training. Specific learning outcomes and required student experiences for the practicum are in accordance with the National Association of School Psychologists (NASP) recommendations. Students will explore the legal and ethical standards that relate to the role of the school psychologist. The weekly seminar provides a forum where students can develop their problem-solving framework and skills in addressing school-based problems and ethical dilemmas. Models for consultation, assessment, counseling, and ethical dilemma problem solving will be discussed. Prerequisites: All Educational Psychology requirements, SED 501, SED 512, SPY 501, and permission of the instructor. Spring.

SPY 590 - Internship School Psychology (6)
This is the first semester of the two-semester, full-year internship sequence. Students complete 600 hours of field work under the direct supervision of a permanently certified school psychologist to successfully complete a series of intended learning outcomes that are designed to validate students' proficiency in applying the course content of the School Psychology program. Students will also participate in bi-monthly on-campus seminars to discuss their internship experiences. Prerequisites: completion of all courses and permission of the instructor. Fall.

SPY 591 - Adv Internship Sch Psych (6)
This seminar accompanies the second semester internship field placement in which students are required to complete an additional internship experience of 600 hours in an approved program which addresses further refinement in the development of skills in assessment, learning theory, counseling and clinical and educational consultation and intervention. Students participating in this second semester internship experience are expected to gain further independence as they carry out the various tasks critical to the role of the school psychologist. The purpose of the seminar is to provide students an opportunity to discuss their internship experiences as regards the role of the professional school psychologist. Specific learning outcomes and required student experiences for the internship are in accordance with the National Association of School Psychologist (NASP) domains of training and practice. Students are required to provide evidence of knowledge and skill in specific areas of training through work samples and reflections submitted in an internship portfolio. Lastly, the course will focus on the process for pursuing school psychology certification through the National Association of School Psychologist (NASP) and the NYSED TEACH website, as well as focusing on resources and skills needed for job hunting and interviewing for a professional position in the field. Prerequisite: SPY 590.

SPY 598 - Independent Study (1-6)
Students who wish the opportunity to work on a topic with a School Psychology faculty member should contact the faculty member directly to arrange course requirements.

SPY 700 - Praxis Review (0)
This course prepares students for the National Exam in School Psychology. Content addresses each of the four main Content Categories on the exam: I) Professional Practices, Practices that Permeate all Aspects of Service Delivery, II) Direct and Indirect Services for Children, Families, and Schools, III) Systems-Level Services, and IV) Foundations of School Psychological Service Delivery. The course consists of 6 sessions, two hours per session. For students enrolled in the School Psychology Program at the College of Saint Rose the course is taken in conjunction with SPY 590 - School Psychology Internship, in fall of their third year. The course is open to others who seek preparation for the exam.

SWK - Social Work

SWK 510 - Clinical Intervention w/Trauma (3)
The goal of this course is to provide information necessary to identifying and responding to trauma survivors. Biological, psychological, cultural, spiritual, developmental and social components of trauma will be discussed. Consistent with interational, ecological and systems perspectives, both primary and secondary traumatization will be explored and the responses of victims will be included. Racial, ethnic and cultural diversity, as well as disadvantage and oppression, will be evaluated in relation to trauma. Specific psychiatric diagnoses related to short and long term trauma will be discussed. This course will reinforce and build upon concepts learned in other social science courses. Methods discussed will incorporate social work practice principles such as self-determination, strengths and client empowerment. In addition, social work practice principles such as institutional reform, understanding of oppression, and respect for diversity will be addressed in regard to traumatized populations. Evidence based practice research related to trauma treatment and organizational practices will be discussed.

SWK 511 - SWK in Healthcare Settings (3)
Upon completion of this course students will understand the role of the social worker within health care settings and the methods by which social workers take on leadership roles within the
interdisciplinary treatment team. Students will be able to articulate the methods by which social workers in health care provide individual, couple, group and family counseling, crisis intervention, patient/family education, resource referral and advocacy, in inpatient and outpatient settings. Particular focus on the means by which social workers provide both psychosocial care and other services to the patient and family will be discussed. The social worker's role as an advocate for the patient and the related conflicts in perspective between team members will also be examined.

SWK 512 - Social Work with Children (3)
This course stresses the importance of understanding the family, cultural and community factors that affect the child. Readings and case examples will illustrate and communicate knowledge about the different client populations with which practitioners work. The material addresses general issues of social work practice, but emphasizes working with children from diverse backgrounds, and families that are socially and economically oppressed. A range of therapeutic approaches and modalities is presented, including individual, family, and group interventions, developmental, non-directive, cognitive/behavioral play therapy and art therapy, as well as interdisciplinary collaborative and psycho-educational approaches. A strengths perspective is highlighted as an approach to intervention and attention is given to development of student self-awareness around children's issues.

SWK 513 - Program Evaluation (3)
This course provides an overview of different types of program evaluations, logic models, measurement, sampling, data collection, analysis, and producing evaluation reports. Students will engage in an actual evaluation project partnering with a social service agency and build up their knowledge and skills by implementing the evaluation and analyzing the data using SPSS. Competency in the evaluation of programs and services is a valuable management tool for social workers in leadership roles.

SWK 515 - Exp of Violence in Childhood (3)
This course examines the definitions and scope of violence and abuse in childhood in today's society. In particular, the course focuses on the prevalence, etiology, myths, and dynamics of child physical and sexual abuse, neglect, psychological maltreatment, sibling abuse, prostitution and trafficking, bullying and gang activity. Perspectives on working with both victims/survivors and perpetrators are presented, including adult survivors of child abuse. Conceptual frameworks used to guide current services, interventions, prevention efforts to address violence in our society will be reviewed. Content on social action, social justice, advocacy and influencing the child welfare system is a significant feature of the course. Information is included on the legislative process, and the expanding role of victims/survivors, coalitions, victim advocates, and social workers in influencing the process.

SWK 517 - Clin Intrv w/Grief, Loss, Bereav (3)
This course explores the concepts of death, dying, grief, and loss as well as their relevance and application to social work practice. Using an inter-professional knowledge base, the course focuses on practice skills across field settings. Topics include experiences of loss across the lifespan, theoretical perspectives on death, dying, and bereavement, social work practice models in grief, loss, and coping, the impact of individual differences and diversity on reactions to loss. Resources for those dealing with death, dying and bereavement will be explored and related policy and ethical issues related to end-of-life care and decision making will also be addressed.

SWK 520 - Global Social Work Practice (3)
Given the globalization of society, social workers are more likely to encounter diverse clients in the United States or to work internationally. This course will focus on social work practice in a global context centering on social justice issues including oppression, interdependence and distribution of resources, and human rights. Students will examine domestic issues related to diverse populations including, Native Americans, immigrants/refugees/asylum seekers and undocumented immigrants. Students will expand their awareness and understanding of global issues such as human and sex trafficking, genocide, child labor, access to education and healthcare, poverty, and family violence and other related social work issues and populations.

Course materials will be used to examine the range of challenges social workers may encounter when practicing in diverse local or global settings and to develop practice skills to enhance the health, well-being and sustainability of communities. Students will examine issues related to their immigrant populations in American cities and associated countries of origin.

SWK 551 - Research Methods (3)
This course emphasizes content on skills within a scientific, analytic, and ethical context for the purposes of designing and evaluating both qualitative and quantitative studies. Emphasis is on evidence-based social work practice.

SWK 555 - Family Violence (3)
This course discusses methods of prevention and intervention utilized in addressing family violence. The course will provide overviews of the risk factors and traumatic effects of family violence. Models of inter-disciplinary practice and policy work will be presented. Illustrations of the integration of micro, mezzo, and macro practice will be given, in particular how dimensions of power, privilege, oppression, and difference influence actions, perceptions, choices and consequences across system levels.

SWK 556 - SWK, Spirituality & Identity (3)
This course explores the role of spirituality in social work practice and prepares students to work with clients of different spiritual backgrounds. Students will develop appreciation for diverse spiritual traditions and will learn to conduct spiritual assessments in an ethically and culturally sensitive manner. Selected spirituality sensitive techniques will also be explored that are cohesive with the spiritual belief and value systems of the clients.

SWK 570 - International Social Work (3)
This course will be conducted in a hybrid model which will include in-person and online classes. Given the globalization of society, social workers are more likely to encounter diverse clients in the United States or to work internationally. This course will focus on social work practice in a global context centering on social justice issues including oppression, access and distribution of resources, and human rights. Diverse populations will include North America indigenous people, immigrants/refugees and undocumented immigrants. Students will expand their awareness of their own cultural identity and cultural humility and enhance their understanding of issues related to diverse populations including assimilation/acculturation, intergenerational migration, biases, discrimination, human and sex trafficking, genocide, child labor, access to education and healthcare, poverty, and family violence and other related social work issues and populations. Students will examine these issues related to immigrant populations in American cities and their associated countries of origin. Course materials will be used to examine the range challenges social workers may
encounter when practicing in diverse local or global settings and to develop practice skills to enhance the health, well-being and sustainability of communities.

**SWK 580 - Generalist Field Practicum 1 (4)**
A beginning, generalist social work practice experience of 12 hours per week in a field placement. Students also attend a weekly integrative field class on campus with faculty and fellow students. The field placement includes direct practice with individuals, families, groups, organizations, and communities with an added emphasis on research and evaluation. Students will expand their practice skills and integrate theoretical knowledge with practice behaviors. September through May. Students also practice in their agency for 40 hours during the break between the Fall and Spring semesters. Fall. Corequisite: SWK 581.

**SWK 581 - SWK Practice w/Ind & Families (4)**
Students are presented with the major theories related to social work practice on the mezzo and micro level. Students are expected to demonstrate the use of a generalist practice framework to practice in the field of social welfare. This course builds on generalist practice principles, but challenges students to apply a critical lens to assessment, intervention, and practice evaluation. The course also encourages students to understand the role of professional history and research in shaping social work epistemology, values, and trends. Fall. Corequisite: SWK 580.

**SWK 582 - Generalist Field Practicum 2 (4)**
This continued practice stresses evaluating the present and anticipating the future. Students will work toward broadening and consolidating strengths, continue to add research as a tool for evaluating practice, and begin to develop skill in program evaluation, as well as involve themselves in personal planning for a life career. Prerequisites: SWK 580, 581. Co-requisite: SWK 583. Spring.

**SWK 583 - Groups (3)**
The seminar serves as a laboratory for the study of group dynamics. Further, students learn concepts, principles and methods for beginning, generalist social work practice with groups including task groups, support groups, community groups and organizational groups. Prerequisites: SWK 580, 581. Co-requisite: SWK 582. Spring.

**SWK 589 - Policy Practice (3)**
In this macro practice course, students will have the opportunity to identify and critique social policies at a variety of levels. The focus of the course will be on linking policy to the experiences that the student is having in their field practicum and to prepare them to work in this multi-level policy and practice environment.

**SWK 592 - Psychopathology (4)**
Psychopathology is designed to expose students to methods and skills for counseling individuals who may be experiencing serious psychological problems. The role of neurobiology, neural communication, and neurotransmitters is addressed. Special emphasis will be given to the identification and treatment of psychological disorders across the life span. Students will become familiar with the DSM-5 and ICD-10 classification and mental status evaluations, as well as critical perspectives in mental health research. Research-based interventions for each disorder are discussed, and integrative intervention strategies will be stressed. Students are expected to apply treatment interventions and assessment to case presentations.

**SWK 600 - Crisis Intervention (3)**
The purpose of this course is to prepare students to provide appropriate, effective assessment and intervention in crisis contexts. Topics covered will include foundations in crisis and trauma, elements of assessment, strategies for intervention, and worker self-care. A range of crisis situations and effects will be explored, with application to cases that considers varying cultural backgrounds and settings. A variety of types of crises will be examined from individual, family, community and/or organizational perspectives. Crisis intervention will be addressed as an area of practice, as well as an approach that can inform, and be integrated with, other practice settings. The potential for crises to inform and shape subsequent practice in crisis intervention, where possible, will also be considered.

**SWK 610 - Women's Issues (3)**
This course will cover a range of micro and macro issues women encounter. Topics will include poverty, trauma, mental health and substance abuse, employment differences and international concerns. The intersection of policies and practices with women will be explored to expand students understanding of progress achieved on women's issues while also exploring opportunities to further combat discrimination or bias. This course is conducted in a fully online format.

**SWK 611 - Couples & Family Therapy (3)**
This course will provide students with the clinical skills necessary for couple and family therapy. At the completion of this course the student should be able to: formulate hypotheses about couple and family structure and process; compose goals for couples and family therapy; identify problematic patterns of interaction and communication in families and couples; design and practice therapeutic, systemic interventions with individuals, couples and families; identify and respond to culturally sensitive issues; identify and respond appropriately to ethical issues in treatment.

**SWK 612 - Dialectical Behavior Therapy (3)**
Marsha M. Linehan’s Dialectical Behavior Therapy (DBT) provides a comprehensive and integrated approach to treating individuals with borderline personality disorder (BPD). This course will introduce the theoretical underpinnings of DBT, which combines individual psychotherapy, group skills training, telephone coaching, and a therapist consultation team. The course topics include organizing and prioritizing treatment goals and behavioral targets, contingency management, cognitive modification, therapy interfering behaviors, DBT skills training, and working with suicidality. By completing this course, students will acquire foundational DBT skills for working with individuals diagnosed with BPD.

**SWK 615 - Social Work in School Setting (3)**
This course focuses on the basic concepts and practices in school settings. Topics include school social worker roles, theoretical foundations for interventions, intervention methods, strategies for working with disabled students and at-risk populations, interprofessional collaboration, educational policies and working with diverse populations within the school environment. There will also be a focus on evidenced-based practice. An ecological system approach will be emphasized.

**SWK 619 - Autism Spectrum Disorders (3)**
The goal of this course is to provide information necessary to assess and intervene with persons who Autism Spectrum Disorder (ASD). Students will become familiar with a variety of topics that relate to
ASD. Issues related to diagnosis, etiologies, and characteristics of Autism across the lifespan will be presented. Additionally, this course will provide a framework for understanding and implementing effective interventions; and, profiling the strengths and challenges of each intervention including ways to compliment individuals’ strengths and needs, family capacity and the family’s cultural values and beliefs with the interventions selected. Students will be exposed to collaborative and interdisciplinary models of service delivery that ensure family-centered and culturally competent approaches to assessment and intervention. This course will reinforce and build upon concepts learned in other human behavior and social work courses. Methods discussed will incorporate social work practice principles such as self-determination, strengths focus and client empowerment. In addition, social work practice principles such as institutional reform, understanding of oppression and stigmatization of groups, and respect for diversity will be addressed in regard to ASD populations. Evidence based practice research related to ASD treatment and organizational practices will also be discussed.

SWK 622 - Admin Pract & Ldrshp in SWK (3)
This advanced course prepares students for leadership roles within social service agencies and for advocacy roles. Students will explore the role of administrators within social service agencies and compare that to the role of social work administrators in host settings. Students will study theories of management. They will explore the multiple fiscal responsibilities within an agency setting, importance of grant writing, and building relationships with external resources. The ability to supervise staff and manage multiple responsibilities is fundamental to successful administrative practice. Prerequisite: SWK 678, SWK 679. Co-requisite: SWK 690. Spring

SWK 651 - Advanced Research (3)
This course builds on knowledge gained in SWK 551 with regard to the methods of social service practice evaluations and research. In this class students will apply research methods to a research project over the course of the semester, giving them exposure to the research process and the practice of researching from the perspective of principle investigator. Building on an identified research question from SWK 551 and the research proposal, students will submit and IRB application, collect and analyze data, and write up their findings. Class time will be spent in collaborative workshops with peers, through an iterative process, reviewing their progress to date, offering and receiving critique, and writing and receiving feedback on their work. Prerequisite: SWK 551. Spring

SWK 675 - HumDiv, SpPop& Soc Det of Hlth (3)
Examines disparities in health outcomes as a function of access to and quality of care for persons disadvantaged by income, ethnicity, sexual orientation, and other factors. Critically evaluates health and social policies related to exacerbation and resolution of health inequities. The course provides the tools for advocating for change to enhance well-being. Fall

SWK 679 - Promoting Well-being Clin Prac (3)
This course is designed to expand upon the clinical practice skills that were developed in the generalist year. Students will practice skills during mini-labs within class time. Evidence based practices and interventions such as dialectical behavioral therapy; solution focused techniques, cognitive-behavioral techniques, trauma informed practices, and mindfulness practices will be demonstrated and practiced during class sessions. Students will practice structural and strategic family therapy interventions. Students will also learn to complete lethality and risk assessments. Particular focus will be placed upon facilitating well-being across the lifespan. Prerequisites: SWK 582, 583. Co-requisite: SWK 678. Fall

SWK 680 - Special Topics in SWK (3)
This course provides flexibility within the course offerings and an opportunity to explore areas of current or topical interest which are not available in the regular course offerings.

SWK 689 - Health Policy (3)
This course examines the history of healthcare policy, healthcare service provision, and legislation related to healthcare. This course will focus on the social determinants of health and the role of social work as an advocate for equal access and community well-being. Prerequisite: SWK 589. Fall

SWK 690 - Specialized Field Practicum 2 (5)
This course supports and expands upon the learning and skill development begun in the first semester of the advanced year. Students will continue their placement at the field agency assigned in the first semester. During their 16 hours per week in the field agency, students will use professional social work field instruction to advance learning and apply knowledge and social work ethics and values to their practice with clients and communities that enhance well-being. Co-requisite: SWK 622.

SWK 695 - Dir Readings in Clinical Pract (1 to 4)
Students will choose a topic in clinical practice to explore with their faculty mentor in this self-directed course.

TED - Technology in Education

TED 503 - Assistive Tech:Spec Needs Stdt (3)
This course is an introduction and study of assistive technology regarding device/support characteristics, environmental issues and needs, and strategies for integration. Students will have an opportunity to focus on web-information access and evaluation; fundamental principles of feature-matching; and demonstration and hands-on process activities, regarding language, communication, sensory, and motor issues. The course focus will be the development of integrative techniques and strategies, which can be functional in both educational and work environments, for support and adaptation for individuals with physical, educational and language challenges. Offered Summer.
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